

Hall High School

Charter Authorization Panel Presentation

January 29, 2026

CTE

1.1 Identify proposed CTE partners, pathways, and programs by name.

On-Campus Academies

Academy	Pathway	Designation
Healthcare & Human Services	Nutrition Science & Dietetics	Arkansas-approved
Digital Technology	Software Development	H2 (High Skill, High Wage)
Management & Entrepreneurship	Management	H2 (High Skill, High Wage)

1.1 Identify proposed CTE partners, pathways, and programs by name.

Metro Career & Technical Center

Academy	Pathways
Healthcare	Practical Nursing (LPN), CNA, Medical Assistant (CCMA)
Technical	Networking & Cybersecurity, Automotive Services, Collision Repair, Construction Trades, Welding, Automation & Industrial Tech
Other	Culinary Arts, Criminal Justice

1.1 Identify proposed CTE partners, pathways, and programs by name.

Partners

Partner	Focus Area
UAMS	Health Sciences Academy, job shadowing, mentorship
UALR	Early college opportunities
Junior Achievement of Arkansas	Work readiness, financial literacy, entrepreneurship
Economics Arkansas	Economic and financial education
City of Little Rock	Civic engagement, municipal career exposure

1.2 Explain how Hall students will access internships, laboratories, and other industry-based learning experiences.

Work-Based Learning Sequence

Level	Experience Type
Awareness	Industry guest speakers
Exploration	Job shadowing, site visits
Preparation	Hands-on laboratory instruction, project-based learning
Application	Career practicums, internships

Academy Coach: LRSD employs an Academy Coach to develop business partnerships, coordinate employer engagement, and secure work-based learning opportunities.

1.2 Explain how Hall students will access internships, laboratories, and other industry-based learning experiences.

Proof of Concept - UAMS Academy of Health Sciences:

Date	Activity
September	White Coat informational meeting, interest surveys
October	Resume/interview workshops, mock interviews
November	UAMS campus tour (Nursing & Pharmacy colleges)
December	Mentor matching begins
January	HIPAA/clinical safety training, shadowing begins
February	Job shadow rotations at UAMS departments and local clinics
March 31	White Coat Ceremony at Hall (parents, community, alumni invited)

1.3 Clarify how CTE pathways will function without participation in the Ford NGL/MFG framework.

CTE Pathways

CTE pathways will function through a district-led model. All programs are aligned to:

- Arkansas CTE standards
- Perkins V requirements
- Workforce demand

The district CTE department manages partnerships, compliance, and implementation to ensure sustainability and postsecondary readiness.

UAMS is our proof of concept.

ENROLLMENT AND DEMAND

2.1 Provide evidence of family and student demand for a small, hybrid high school model.

Stakeholder Engagement

Date	Event
Sept 18, 2025	Student feedback session
Sept 18, 2025	Staff session
Sept 23, 2025	Community/parent meeting
Nov 18, 2025	Parent meeting
Nov 20, 2025	LRSD Board meeting

2.1 Provide evidence of family and student demand for a small, hybrid high school model.

Student Voice

On Flexible Pacing (12+ mentions):

- "We can work on our own time"
- "Working at my own pace"
- "Less stress for classes, working at my own pace"
- "I can get my work done faster and not worry about deadlines"

On Small Environment (7+ mentions):

- "It's not crowded"
- "A small, personal environment. Comfortable + safe. Everyone has the chance to grow + thrive"
- "The best part of Hall-West is that it's small"

2.1 Provide evidence of family and student demand for a small, hybrid high school model.

Parent Voice

Parent of 10th grader:

- "I think [the charter conversion] is a great idea to keep the school open."
- "There are students who may be looking for a smaller school size versus the larger schools."
- "My son really enjoyed the smaller school size and looking for those opportunities."
- "I can certainly help volunteer for that."

2.2 Clarify whether the proposed model is community-driven or primarily district-initiated.

Community Driven

This model responds directly to what students and families asked for:

- Students said they want flexible pacing—we built personalized pacing
- Students said they value the small environment—we're capping at 200
- Parents said they want a smaller school option—we're the only one in LRSD
- Parents, students, alumni and community members asked about sports and preserving traditions. Basketball and track will be offered, and traditions like prom and homecoming will continue.

District Needs

2.3 Explain how the model will best serve the broader needs and priorities of the district.

2.4 Describe recruitment boundaries (within and outside the district) and the strategies that will be used to recruit students.

District Needs

Boundaries:

- Primary: Current Hall families, LRSD 8th graders
- Within district: Students at other LRSD high schools seeking smaller environment
- Outside district: School choice transfers may apply, but we do not actively recruit outside LRSD

Recruitment Methods:

- 8th grade information sessions at LRSD middle schools
- Student ambassadors sharing experiences
- Radio ads
- Social media campaign
- Parent meetings and community events

STAFFING AND STUDENT SERVICES

3.1 Present a staffing and services plan at projected enrollment levels of 50, 100, and 200 students, including special education, counseling, and CTE staffing.

Instructional Staffing

Role	50	100	200
Math	1	1	2
Science	1	1	2
ELA	1	1	2
Social Studies	1	1	2
CTE	1	2	3
Foreign Language	1	1	1
PE	1	1	1
Fine Arts	1	1	2
SPED	1	1	1
SPED Inclusion	1	1	1
CBI	0	2	3
Certified Total	10	13	20

3.1 Present a staffing and services plan at projected enrollment levels of 50, 100, and 200 students, including special education, counseling, and CTE staffing.

Instructional Staffing

Role	50	100	200
Principal	1	1	1
Academy Coach	0	1	1
Counselor	1	1	1
Secretary/Registrar	1 (combined)	2	2
Bookkeeper	1	1	1
Social Worker	Shared	Shared	Shared
Librarian	Shared	Shared	Shared
College/Career Coach	1	1	1
Admin/Support Total	6	8	8
GRAND TOTAL	16	21	28

3.2 Confirm that students enrolled at Hall will receive all core academic offerings and student supports comparable to those available at other LRSD high schools.

Academic Offerings

- Full core curriculum (Math, Science, ELA, Social Studies)
- AP and Concurrent Credit courses
- Special Education services (SPED + Inclusion teacher)
- CTE pathways (on-campus and Metro access)
- Fine Arts, Foreign Language, and PE
- College/Career coaching
- Counseling
- Social work services

LONG-TERM VIABILITY

4.1 Describe how the district will evaluate the success of the model over a 3-5 year period.

Enrollment Targets

Year	Target
Year 1	100 students
Year 2	150 students
Year 3	200 students (capacity)

4.1 Describe how the district will evaluate the success of the model over a 3-5 year period.

Success Metrics

Metric	Year 1	Year 3	Year 5
Graduation Rate	95%	97%	97%+
CTE Completion	85%	90%	95%
Growth	40 th percentile	45 th percentile	50 th percentile
Bottom Quartile Growth	50 th percentile	55 th percentile	60 th percentile

Success Metrics

4.2 Explain the criteria and decision-making process for continuing, expanding, or discontinuing the model if enrollment remains low.

Scenario	Action
On track	Staffing adjusts annually based on enrollment projections
Below 50 students	Discontinuation discussion initiated

Decision Authority: LRSD Board of Education with recommendation from Superintendent

Questions?

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