

Hall High School

Charter Authorization Panel Presentation
December 18, 2025

Vision, Mission & Rationale

Vision

- Empowering every student to design their future through personalized learning, early college opportunities, and real-world experiences

Mission

- Provide personalized pathways through flexible blended learning combining in-person support with virtual instruction, preparing students for enlistment, enrollment, and employment

Why Conversion Charter Status?

- Enables virtual learning component essential to blended model
- Provides operational flexibility in staffing and scheduling
- Allows personalized pathways and early college accommodation
- Permits truly student-centered educational experience

Educational Model

Core Components

- Daily in-person attendance with teacher instruction and mentoring
- Digital curriculum (Edgenuity) allowing self-paced learning
- Project-based learning balancing digital work with hands-on application
- Success coaching for every student
- Virtual course options for flexible scheduling
- Small school environment (200 students, grades 9-12)

Key Differentiator

- Hall High School offers two pathways: a blended learning model with daily attendance and personalized pacing, and a virtual pathway for students needing full flexibility. Both pathways maintain high academic standards with success coaching and progress monitoring.

Student Population & Need

Target Students

- Students seeking accelerated education/early graduation
- Students needing flexibility for work/family responsibilities
- Students interested in earning college credit during high school
- Students who thrive with personalized pacing and daily structure
- Students from any academic level preferring blended over traditional instruction

Challenges Addressed

- One-size-fits-all pacing in traditional classrooms
- Need for individualized support and mentoring
- Student engagement and real-world relevance
- Limited flexible pathways within traditional structures

Academic Plan & Curriculum

Curriculum

- Edgenuity platform (Arkansas Standards-aligned)
- Project-based learning designed by teachers
- Concurrent credit and AP courses
- CTE pathways through district partnerships

Instructional Approach

- Teachers deliver direct instruction and coaching
- Real-time data monitoring for intervention
- Small-group targeted instruction
- Monthly field trips and hands-on projects

Research Foundation

- Li & Wang (2022): Blended learning shows moderate to significant positive effects (84 studies, 30,377 students)
- Means et al. (2013): 60-80% technology-mediated learning is most effective
- Duke et al. (2020) & Krajcik et al. (2023): PBL shows significant gains across demographics

Core Virtual Courses

English Language Arts

- English I - IV
- AP Language and Composition
- AP Literature and Composition

Social Studies

- World History, US History
- Civics, Economics
- AP Human Geography, US History, World History

Mathematics

- Algebra I, II, III
- Geometry
- Statistics

Science

- Environmental Science, Chemistry
- Physical Science, Biology
- AP Chemistry, AP Environmental Science

Academic Goals & Accountability

Graduation Rate

95%+

CTE Pathway Completion

80%+

Growth (Overall & Q4)

Above Avg

Monitoring & Assessment

Frequency	Method
Daily	Edgenuity real-time dashboards
Regular	ATLAS interim/summative assessments, HQIM unit assessments
Weekly	Teacher data team meetings
Quarterly	School-wide performance reviews
State	ACT Aspire, state assessments

Enrollment & Staffing

Projected Enrollment

- 200

Staffing Plan

- Faculty: 10-15 FTE
- Non-Faculty: 5-7 FTE

Teacher Role Transformation

- Serve as success coaches providing personalized student support
- Monitor real-time data for intervention triggers
- Deliver targeted small-group instruction
- Design and lead project-based learning experiences

Community Engagement & Support

Stakeholder Engagement

- Sept 18, 2025: Separate meetings with students and staff
- Sept 23, 2025: Community and parent meeting
- Nov 18, 2025: Additional parent meeting

Key Themes from Feedback

- Students: Strong interest in flexibility, virtual options, personalized pacing with support
- Parents: Positive response to small-group instruction, coaching, and PBL
- Staff: Engaged in understanding the blended model and facilitation role
- Strong interest in personalized attention within a structured environment

Waiver Request: Class Size & Teaching Load

Rationale

Our commitment to optimizing access to all instructional formats to better meet our students' needs sometimes requires us to think outside the box.

For students enrolled in our virtual pathway, courses can accommodate more students than traditional classroom models. The digital learning format eliminates physical space constraints while still providing individual and small group instruction and support.

Blended learning students attending daily benefit from flexible class configurations that allow teachers to focus on targeted intervention and coaching.

Waiver Request: Attendance

Rationale

Hall High School requests an attendance waiver for students enrolled in the virtual pathway, allowing asynchronous learning through Imagine Edgenuity. This flexibility serves students whose circumstances require alternatives to daily attendance.

Student engagement and progress will be tracked through course completion data, assessment performance, and regular check-ins with success coaches.

Blended learning students will maintain daily attendance requirements.

Waiver Request: Clock Hours

Rationale

Mastery-Based Education: For virtual pathway students, mastery-based progression replaces fixed clock hour requirements. Students advance upon demonstrating understanding rather than logging seat time.

This flexibility accommodates students balancing work, family, or other responsibilities while maintaining rigorous academic standards.

Blended learning students meet clock hour requirements through daily attendance combined with self-paced digital coursework.

Impact & Implementation

District Impact

- Expands LRSD's educational options with innovative choice
- Retains families seeking alternatives within public system
- Serves diverse student needs without creating equity concerns
- Demonstrates commitment to innovation

Why Hall Matters

- Genuine choice for families within LRSD
- Acceleration/innovation option, not remediation
- Serves students across academic spectrum

Implementation Timeline

- Nov 2025: Board approval
- Dec 2025: Charter Panel review
- Spring 2026: Planning & preparation
- Summer 2026: Professional development
- Aug 2026: School opening

Request: Approval of conversion charter application for grades 9-12 beginning August 2026

Questions?

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