

# • The ScholarMade Story







# SCHOLARMADE PUBLIC SCHOOLS OUR COURAGEOUS TWO-PART MISSION

01

*We prepare our scholars through Emotional Intelligence and Personalized Learning to be self-confident, intellectually inquisitive, emotionally intelligent, and academically accomplished beings.*

02

*Our Scholars will become leaders and problem-solvers who will improve conditions wherever they choose to work and live.*



# THE JOURNEY

ScholarMade was approved by the Arkansas State Board of Education as public charter on September 14, 2017 as a 3-school single site public charter.

ScholarMade's first school opened its doors on August 13, 2018 to over 200 students and is now serving nearly 400 students.

It has been economic catalyst to the community and enjoys a wonderful partnership with the Wrights Avenue Neighborhood Association who once owned the building.



The ScholarMade Story

# THE IMPORTANCE OF THIS PLACE

## Why THIS Place Matters:

- Provides families with desirable educational choice options
- Historical Landmark
- Anchors the community
- The building, that sat vacant for nearly 15 years, now serves as a catalyst for economic renewal of Central Little Rock.

## ScholarMade Student Demographics:

- 94% African American
- 94% qualify for free and reduced lunch
- Approximately 50% of those students are Direct Certified.
- Approximately 60% of our students live within 5 miles of the school
- Approximately 40% of our students come from schools that closed in the communities they live.
- Approximately 95% of our students came from schools with D or F ratings.





HELD NEARLY 100 COMMUNITY MEETINGS  
AND GATHERINGS TO REACH FAMILIES





# PROCLAMATION

CITY OF LITTLE ROCK, ARKANSAS

Know Ye All People By These Presents Greetings:

*WHEREAS*, as Little Rock seeks to improve the lives of its residents, excellence in education and ethical values are vital to that success in this City; and

*WHEREAS*, it is imperative that all children in Little Rock have access to the highest-quality education possible; and

*WHEREAS*, preparation of students for the responsibilities and opportunities of the future includes developing the intellect through lessons in literacy, math, and science; and

*WHEREAS*, at ScholarMade, scholars are prepared through Emotional Intelligence and Personalized Learning to be self-confident leaders and problem solvers; and

*WHEREAS*, at ScholarMade a conscious effort is made to prepare young people to serve and care about their communities, therefore ensuring that quality of life is improved; and

*WHEREAS*, ScholarMade's educational mission is to cultivate Scholars who will be equipped to solve academic and societal problems; and

*WHEREAS*, In August of 2018 ScholarMade Achievement Place in the Historic Mitchell Building in Central Little Rock opened its doors to nearly 300 students and on August 13, 2022 will celebrate Founder's Day with a Community Fair and Scholar check-in ;

*NOW, THEREFORE, I, Frank Scott, Jr., Mayor of the City of Little Rock, Arkansas, do hereby proclaim Saturday, August 13th, 2022 as*

## *ScholarMade Founder's Day*

*in the City of Little Rock and ask all residents to join in to celebrate ScholarMade and encourage Dr. Phillis N. Anderson, Superintendent and CEO and the Scholar's to continue to reach out to young people and work to create a better, brighter, and more hopeful future for all.*

*IN WITNESS THEREOF, I have hereunto set my hand and caused the seal of the City of Little Rock to be affixed on this 13th day of August, in the year of our Lord, 2022.*

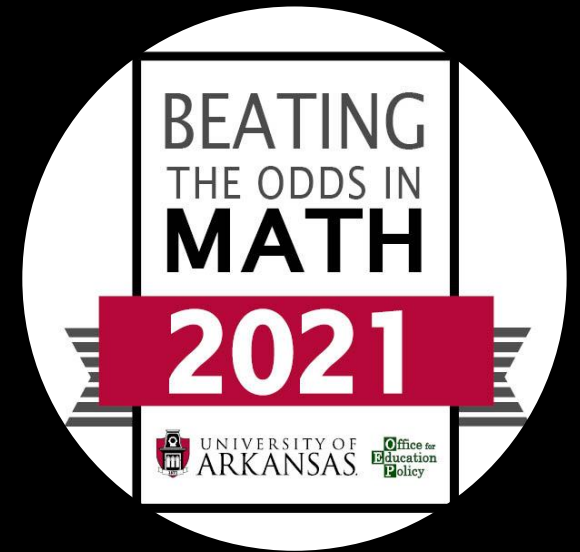
*Frank Scott, Jr.*  
Mayor

# AWARDS AND RECOGNITIONS

- **Award of Merit** from the Quapaw Quarter Association on behalf of Historic Perseveration in Greater Little Rock
- **Arkansas Preservation Award** for the renovation and restoration of the Historic Mitchell School.
- Office of the **Secretary of Defense Patriotic Employer Award** for Employer Support of the Guard and Reserve by supporting Employee Participation in America's National Guard and Reserve Forces.
- **Landscaping Award** from City of Little Rock City Beautiful Commission
- Scholarmade was recently presented with a **Proclamation from the City of Little Rock** for ScholarMade's service-oriented work in the community and its focus on emotional intelligence with children naming August 13<sup>th</sup> as Scholarmade Day.

# AWARDS AND RECOGNITIONS

- Scholarmade's Prodigy Prep received a *Beating the Odds Award* from the Office of Education Policy
- **Zechariah Haynes** placed 2<sup>nd</sup> Place in the 7<sup>th</sup>/8<sup>th</sup> Grade division of the **Historic Arkansas Museum Preserve Our Past Art and Essay Invitational** contents for students. Hosted by the Arkansas Historic Preservation Program. Zechariah's artwork was on display at the Arkansas Historic Museum.



# OUR MODEL: PERSONALIZED LEARNING



**Personalized Learning Plans** for each student. These plans outline individual student goals reflecting the student's areas of growth and needs and strategies to reach those goals.



**Instructional Resources** that chart differentiated pathways to proficiency.



**Tiered Academic Support**



**Small Group Instruction**



# OUR MODEL: EMOTIONAL INTELLIGENCE AND WELLNESS

- According to the National Survey of Children's Health, adverse childhood experiences increase a person's risk for chronic stress and can result in lifelong chronic illnesses such as depression, heart disease, obesity, and substance abuse.
- In Arkansas, 60 percent of children have experienced at least one ACE.
- Children with three or more ACEs are 5x more likely to have attendance issues, 6x times more likely to have behavior problems, and **3x times more likely to experience academic failure**
- Nearly **90%** of Scholarmade students had experienced one or more Adverse Childhood Experiences. resulting in challenging behaviors and frequent outbursts of emotional distress.

# EMOTIONAL INTELLIGENCE AND WELLNESS

We are offering trauma-informed care and building new socio-emotional skills in our scholars that allow them to better process and transcend those experiences while unlocking their innate genius, creativity, and the pathway to a more promising future.

By strengthening our scholars' emotional intelligence, we endeavor to increase academic performance and decrease the long-term negative impact of ACES



# RULER

**EMOTIONAL INTELLIGENCE**

- Recognize emotions in self and others
- Understand the causes and consequences
- Identify emotions accurately
- Express emotions appropriately
- Regulate emotions effectively

**PLAYWORKS**

- Play Everyday
- Choices
- Resolve Conflict Independently
- Adults Play TOO
- Play is not a Reward

**CONSCIOUS DISCIPLINE**

**7 SEVEN SKILLS**

- Composure
- Encouragement
- Assertiveness
- Choices
- Empathy
- Positive Intent
- Consequences



- P** PURSUIT
- O** PTIMISM
- W** IN
- E** MPATHY
- R** ESPECTFUL RELATIONSHIPS

## ScholarMade Achievement Place



## FEELINGS AND EMOTIONS MATTER CHART. I FEEL...

<p><b>Agitated</b> <b>Angry</b> <b>Apprehensive</b> <b>Restless</b> <b>Alienated</b></p> <p><b>Betrayed</b> <b>Terrified</b> <b>Excluded</b> <b>Annoyed</b></p> <p><b>Frantic</b> <b>Frightened</b> <b>Troubled</b> <b>Embarrassed</b></p> <p><b>Disgusted</b> <b>Reprised</b> <b>Repulsed</b> <b>Deceived</b> <b>Defiant</b></p> <p><b>Nervous</b> <b>Anxious</b> <b>Bitter</b> <b>Demeaned</b></p> <p><b>Furious</b> <b>Shocked</b> <b>Accused</b> <b>Offended</b></p>	<p><b>Energized</b> <b>Masterful</b> <b>Proud</b> <b>Determined</b> <b>Innovative</b></p> <p><b>Focused</b> <b>Thrilled</b> <b>Worthy</b> <b>Smart</b> <b>Confident</b></p> <p><b>Pleased</b> <b>Glad</b> <b>Amused</b> <b>Knowledgeable</b></p> <p><b>Excited</b> <b>Surprised</b> <b>Unwavering</b> <b>Empowered</b></p> <p><b>Happy</b> <b>Hopeful</b> <b>Positive</b> <b>Courageous</b> <b>Creative</b></p> <p><b>Cheerful</b> <b>Motivated</b> <b>Resilient</b></p>
<p><b>Joy, Sadness, Fear, Surprise, Disgust, Anger</b></p>	
<p><b>Exhausted</b> <b>Apathetic</b> <b>Sad</b> <b>Unsure</b> <b>Weak</b> <b>Troubled</b></p> <p><b>Guilty</b> <b>Hopeless</b> <b>Drained</b> <b>Miserable</b> <b>Sullen</b> <b>Lazy</b></p> <p><b>Ashamed</b> <b>Depressed</b> <b>Timid</b> <b>Deflated</b> <b>Hurt</b> <b>Forgotten</b></p> <p><b>Miserable</b> <b>Alone</b> <b>Tired</b> <b>Confused</b> <b>Inadequate</b></p> <p><b>Bored</b> <b>Uncomfortable</b> <b>Pessimistic</b> <b>Rejected</b> <b>Overwhelmed</b></p> <p><b>Lonely</b> <b>Excluded</b> <b>Discouraged</b> <b>Insecure</b> <b>Neglected</b></p>	<p><b>Safe</b> <b>Satisfied</b> <b>Balanced</b> <b>Welcomed</b> <b>Willing</b> <b>Rested</b></p> <p><b>Relaxed</b> <b>Grateful</b> <b>Calm</b> <b>Committed</b> <b>Curious</b> <b>Playful</b></p> <p><b>Thoughtful</b> <b>Fulfilled</b> <b>Rested</b> <b>Clear</b> <b>Eager</b></p> <p><b>Secure</b> <b>Blessed</b> <b>Connected</b> <b>Ready</b> <b>Strong</b> <b>Content</b></p> <p><b>Composed</b> <b>Comfortable</b> <b>Valued</b> <b>Sincere</b> <b>Free</b> <b>Blessed</b></p> <p><b>Humble</b> <b>Respected</b> <b>Peaceful</b> <b>Open Minded</b></p>

## SCHOLARMADE EMOTIONAL INTELLIGENCE FRAMEWORK AND PROCESS

*The Way and the Light*

- Witness**  
This is the same as Perceiving Emotions and becoming conscious of the emotion
- Acknowledge**  
Identify the emotion and honor it
- Yield**  
Pause to process the emotion
- Listen**  
Remind yourself what you know the triggers and impact of emotions
- Interpret**  
Understand the emotion and the cause
- Guide**  
Manage and regulate the emotion – channel don't project it at others
- Honor**  
Express the emotion, don't suppress it
- Track**  
Shift the emotion, if desired, to a more pleasant emotion

# OUR MODEL: EMOTIONAL INTELLIGENCE

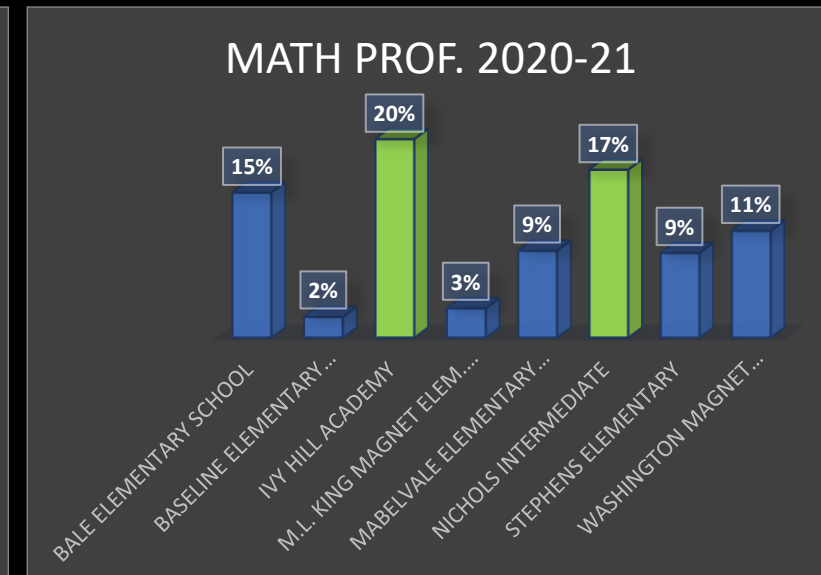
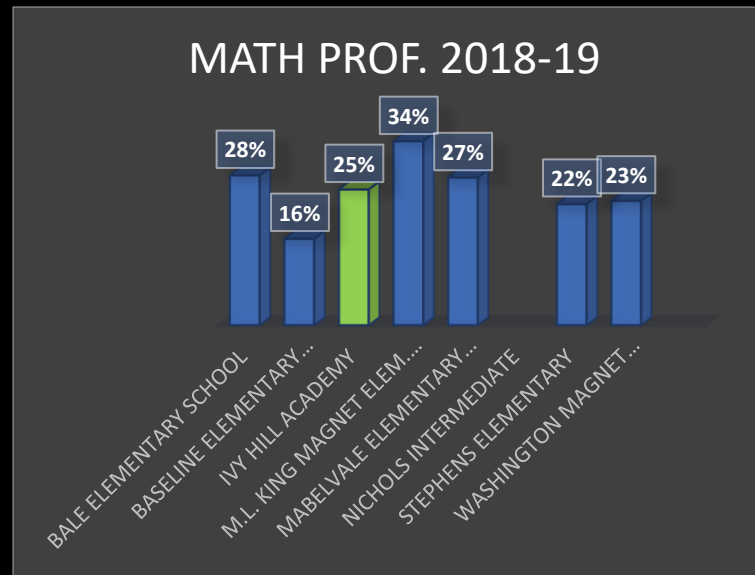
# ACADEMIC PERFORMANCE

- Scholarmade intentionally serves students who have had previous challenging school experiences. The opening year of 2018-2019 is the only uninterrupted year since the school opened.
- During its **second year**, the charter was interrupted by the Covid 19 pandemic; therefore, academic performance data is only available for the charter's baseline, third, and fourth year. Results are mixed with highs and lows across the testing areas.
- During the 2020-2021 school year and the 2021-2022 school year, teachers missed more than 140 days during the fall semester alone due to the pandemic. Scholarmade offered virtual asynchronous and synchronous lessons to its students who chose virtual or hybrid as their method of instruction.

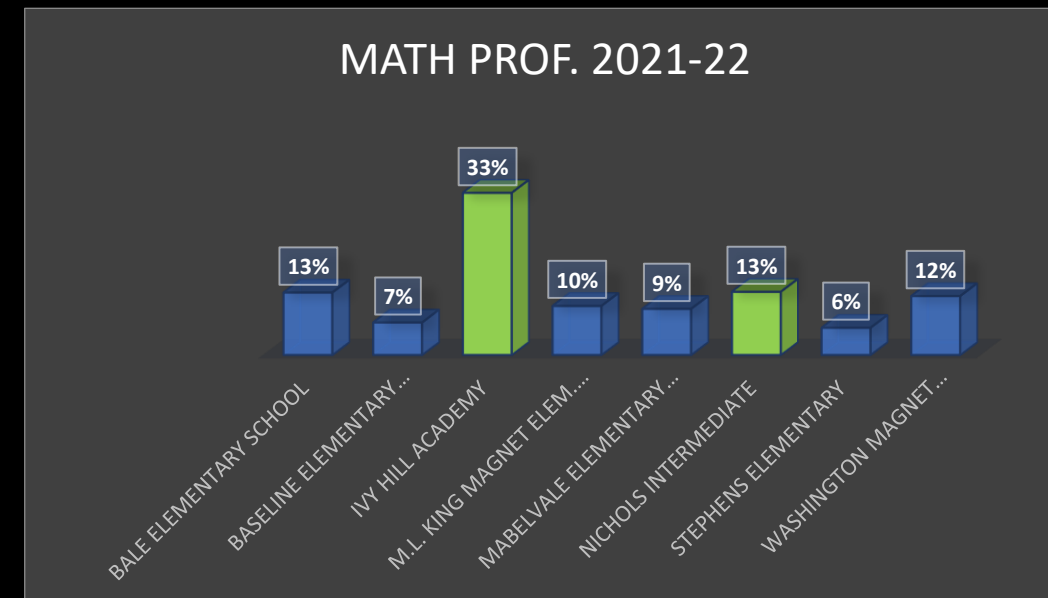


# ACADEMIC PERFORMANCE: MATH PROFICIENCY COMPARISON TO AREA ELEMENTARY SCHOOLS WITH COMPARATIVE FRL

- In the opening year, Scholarmade performed at par or below area schools
- For last two years of data Scholarmade elementary schools outperform almost all local comparable schools
- Local performance decreased, while Scholarmade maintained or increased



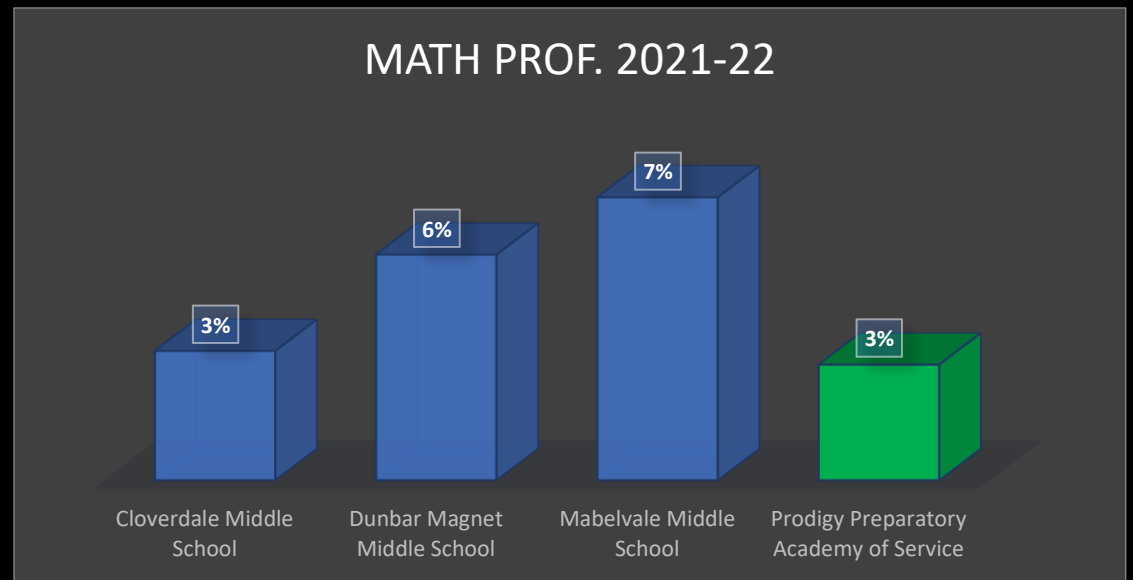
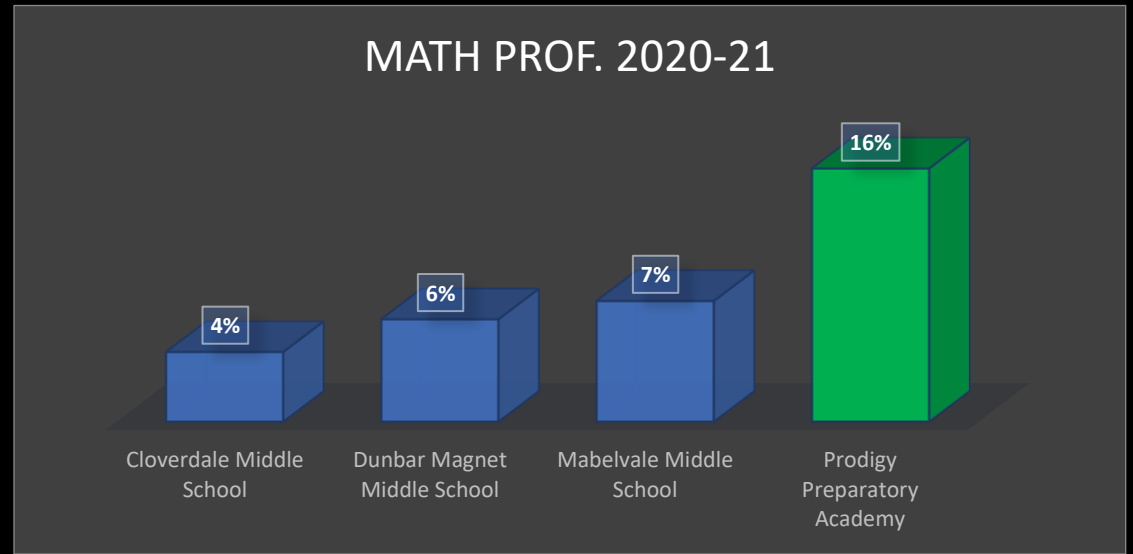
School Name	Math Prof. 2018-19	Math Prof. 2020-21	Math Prof. 2021-22
BALE ELEMENTARY	28%	15%	13%
BASELINE ELEMENTARY	16%	2%	7%
IVY HILL ACADEMY	25%	20%	33%
M.L. KING MAGNET	34%	3%	10%
MABELVALE	27%	9%	9%
NICHOLS INTERMEDIATE		17%	13%
STEPHENS ELEMENTARY	22%	9%	6%
WASHINGTON MAGNET	23%	11%	12%



# ACADEMIC PERFORMANCE: MATH PROFICIENCY COMPARISON TO AREA MIDDLE SCHOOLS WITH COMPARATIVE FRL

- In its opening year of Scholarmade's middle school performed above all area middle schools in math but dropped in its second year.

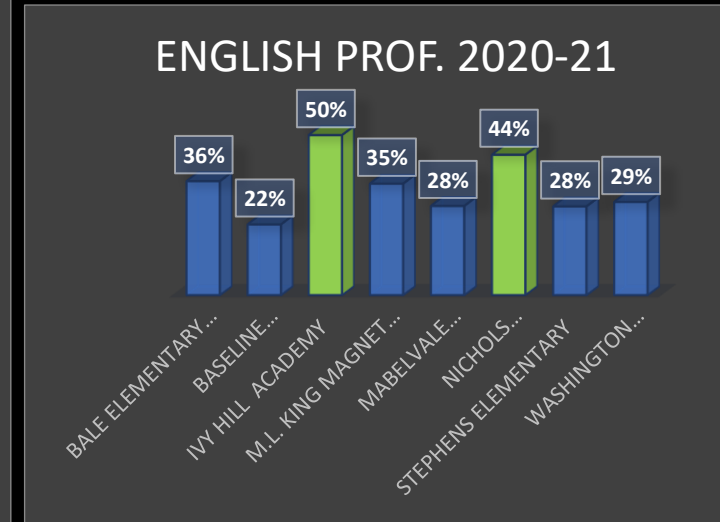
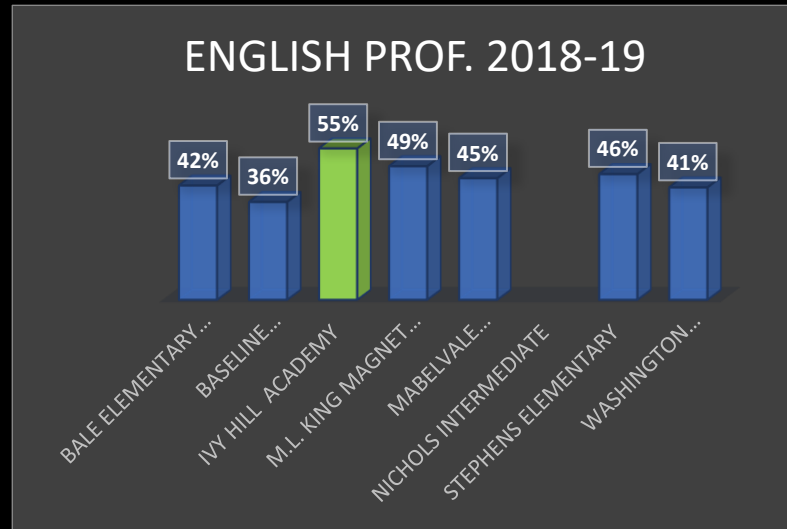
School Name	Math Prof. 2020-21	Math Prof. 2021-22
<b>Cloverdale Middle School</b>	<b>4%</b>	<b>3%</b>
<b>Dunbar Magnet Middle School</b>	<b>6%</b>	<b>6%</b>
<b>Mabelvale Middle School</b>	<b>7%</b>	<b>7%</b>
<b>Prodigy Preparatory Academy</b>	<b>16%</b>	<b>3%</b>



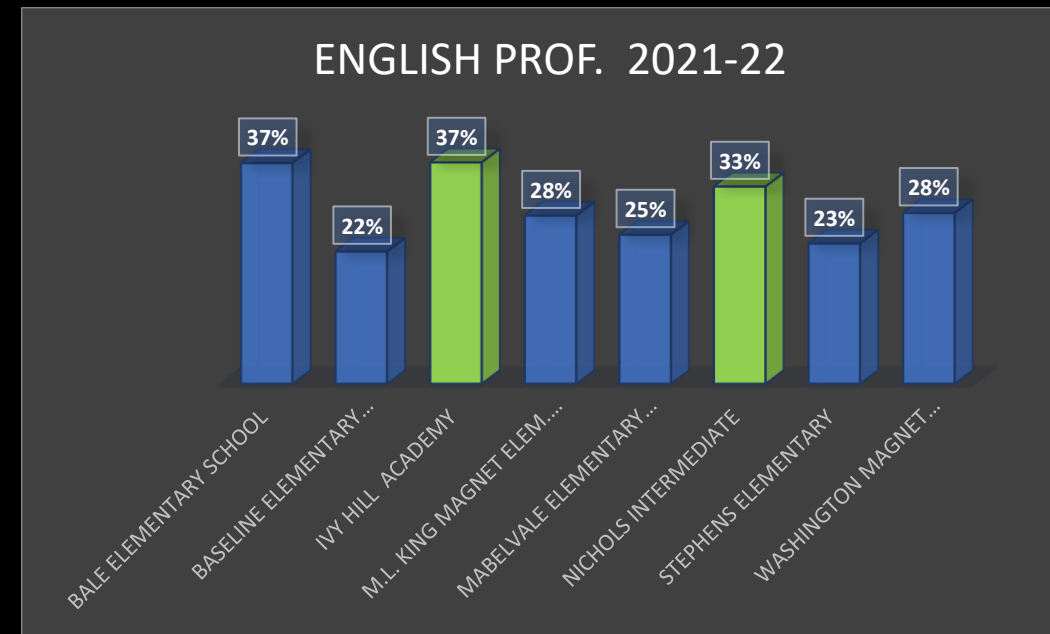


# ACADEMIC PERFORMANCE: ELEMENTARY ENGLISH PROFICIENCY COMPARISON TO AREA SCHOOLS WITH COMPARATIVE FRL

- For last three years of data Scholarmade elementary schools outperform or match performance at all area comparable schools
- Performance across all schools decreased but Scholarmade schools still outperforms



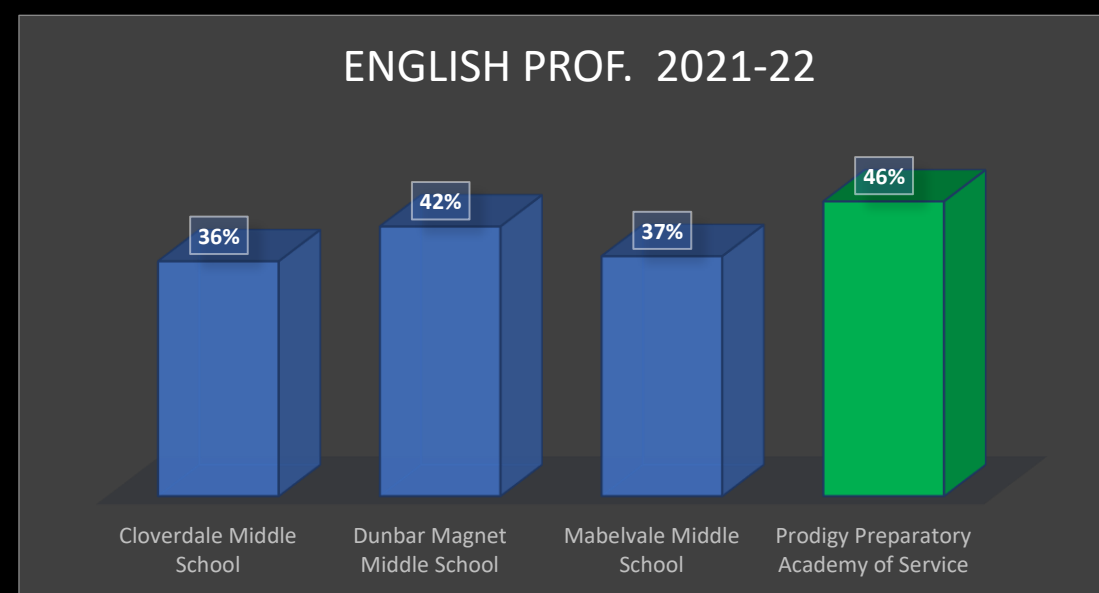
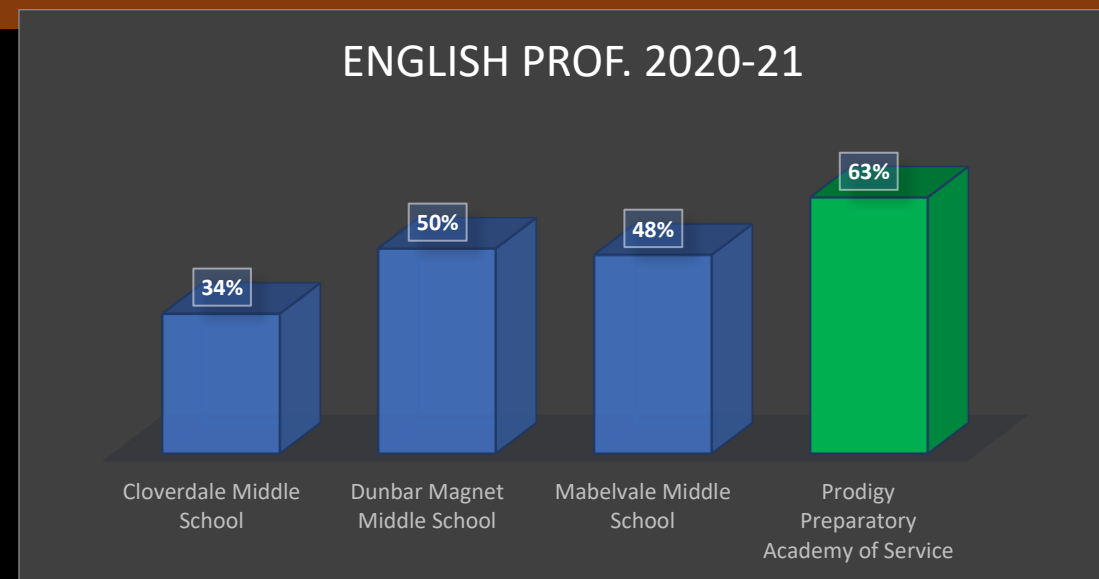
School Name	English Prof. 2018-19	English Prof. 2020-21	English Prof. 2021-22
<b>BALE</b>	<b>42%</b>	<b>36%</b>	<b>37%</b>
<b>BASELINE</b>	<b>36%</b>	<b>22%</b>	<b>22%</b>
<b>IVY HILL ACADEMY</b>	<b>55%</b>	<b>50%</b>	<b>37%</b>
<b>M.L. KING MAGNET</b>	<b>49%</b>	<b>35%</b>	<b>28%</b>
<b>MABELVALE</b>	<b>45%</b>	<b>28%</b>	<b>25%</b>
<b>NICHOLS INTERMEDIATE</b>		<b>44%</b>	<b>33%</b>
<b>STEPHENS</b>	<b>46%</b>	<b>28%</b>	<b>23%</b>
<b>WASHINGTON MAGNET</b>	<b>41%</b>	<b>29%</b>	<b>28%</b>



# ACADEMIC PERFORMANCE: ENGLISH PROFICIENCY COMPARISON TO AREA MIDDLE SCHOOLS WITH COMPARATIVE FRL

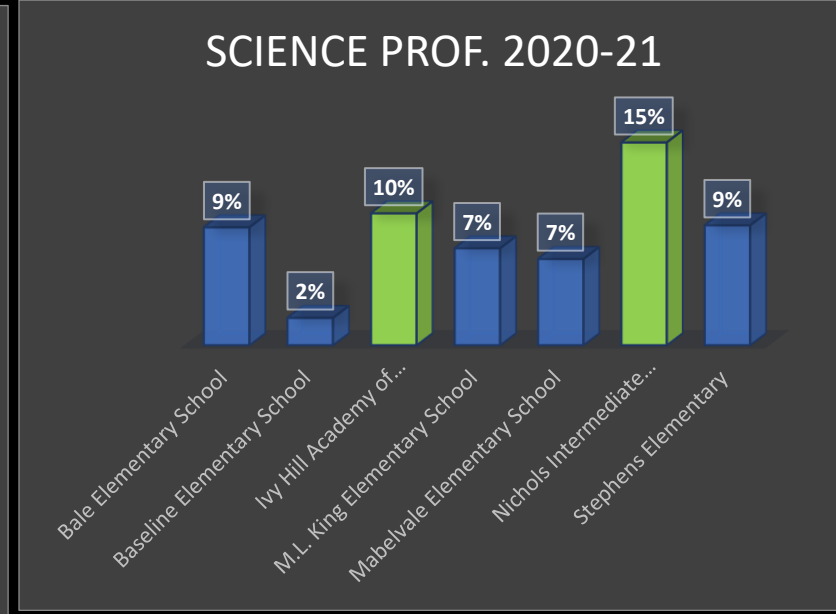
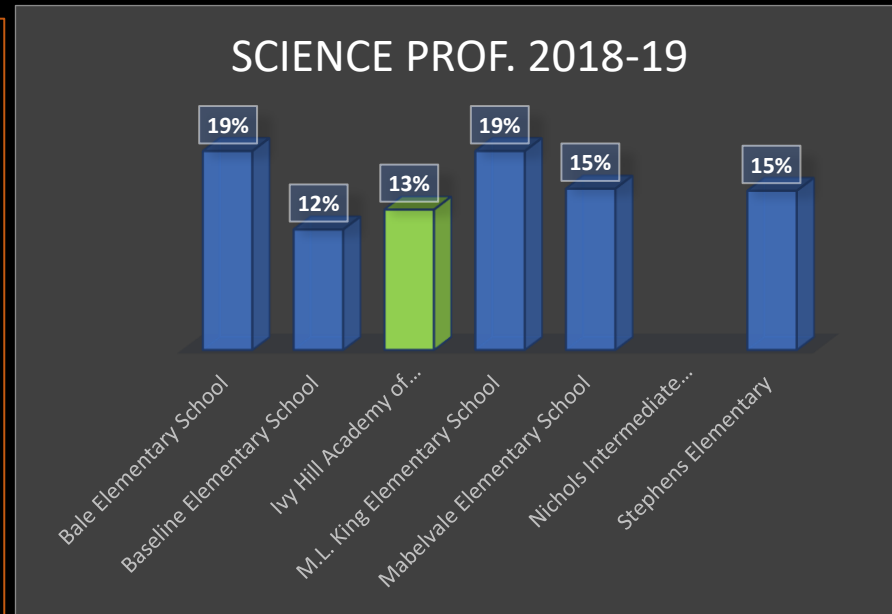
- In its opening year Scholarmade's middle school performed above all area middle schools in English and in its second year as well.

School Name	English Prof. 2020-21	English Prof. 2021-22
<b>Cloverdale Middle</b>	<b>34%</b>	<b>36%</b>
<b>Dunbar Magnet</b>	<b>50%</b>	<b>42%</b>
<b>Mabelvale Middle</b>	<b>48%</b>	<b>37%</b>
<b>Prodigy Preparatory</b>	<b>63%</b>	<b>46%</b>

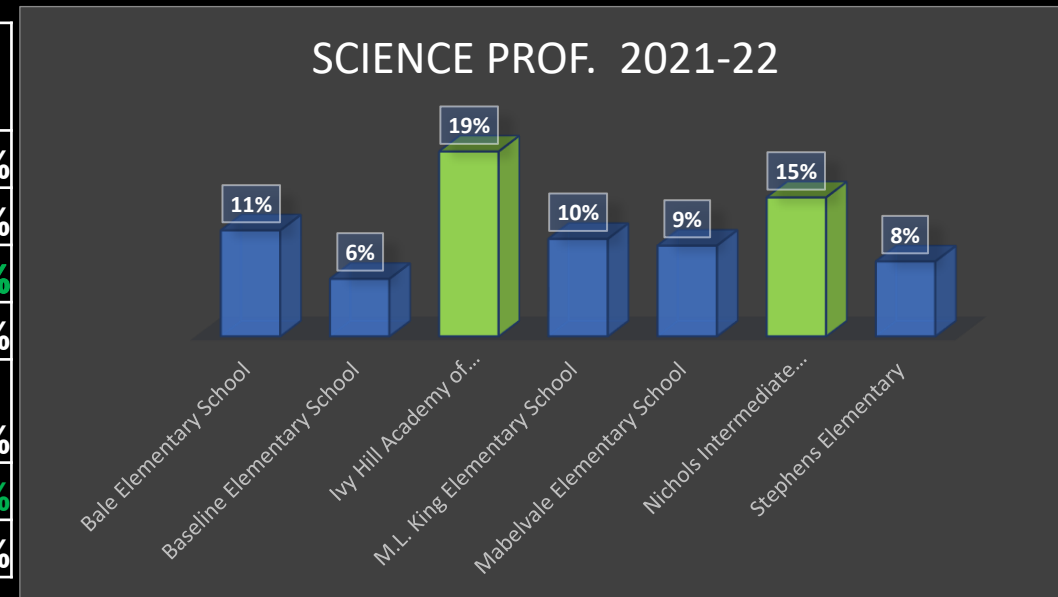


# ACADEMIC PERFORMANCE: ELEMENTARY SCIENCE PROFICIENCY COMPARISON TO AREA SCHOOLS WITH COMPARATIVE FRL

- In the area of Science, Scholarmade elementary schools outperform almost all local comparable schools over the last two years.
- Local performance decreased over 3 years while Scholarmade maintained or increased



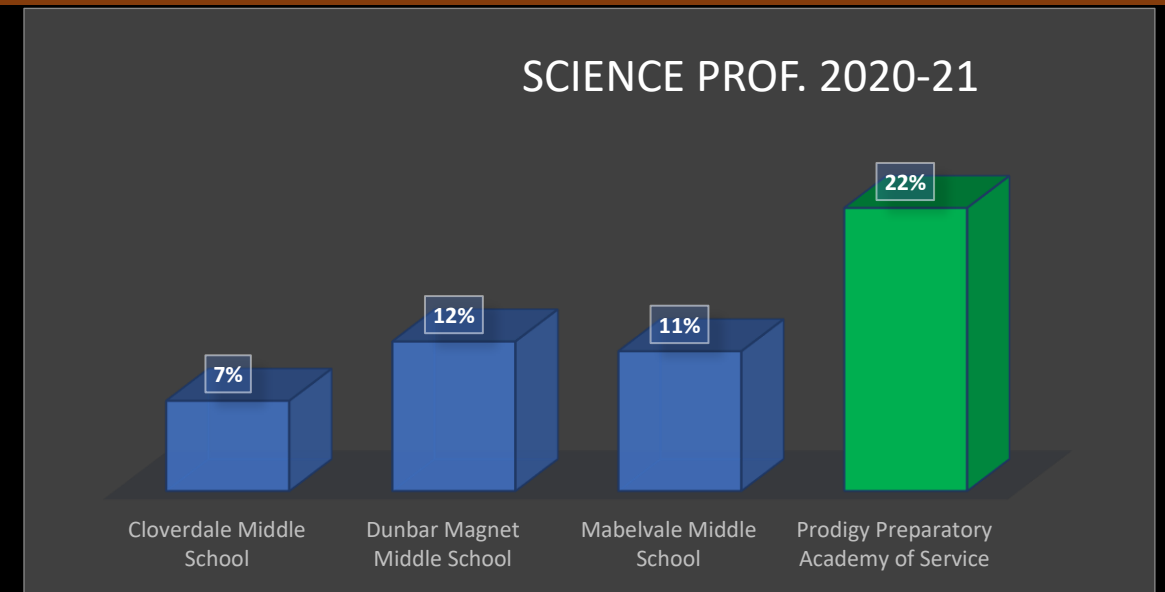
School Name	Science Prof. 2018-19	Science Prof. 2020-21	Science Prof. 2021-22
Bale Elementary School	19%	9%	11%
Baseline Elementary School	12%	2%	6%
Ivy Hill	13%	10%	19%
M.L. King Elementary School	19%	7%	10%
Mabelvale Elementary School	15%	7%	9%
Nichols Intermediate		15%	15%
Stephens Elementary	15%	9%	8%



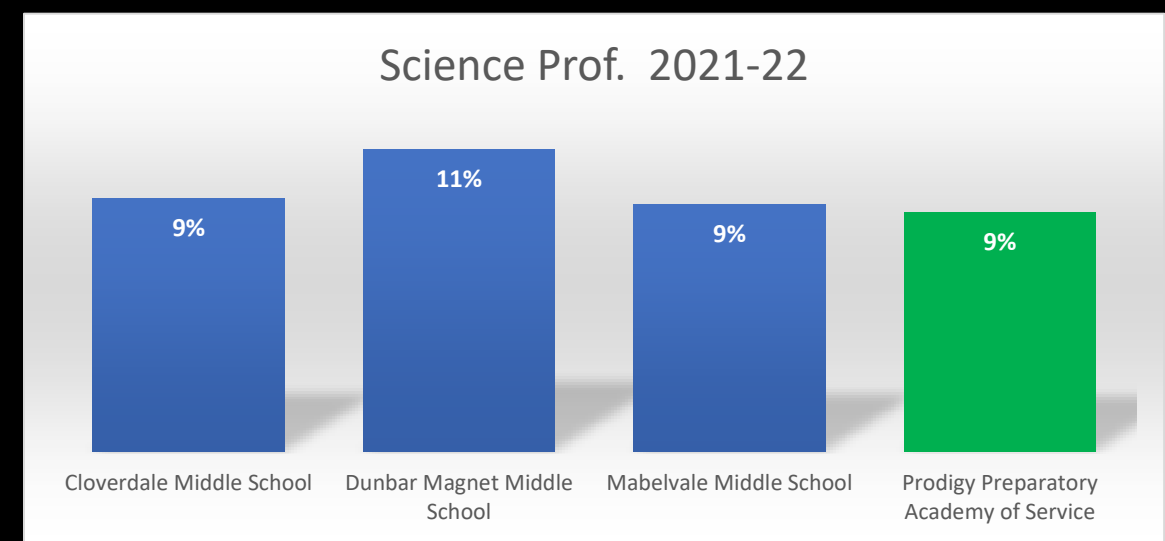


# ACADEMIC PERFORMANCE: SCIENCE PROFICIENCY COMPARISON TO AREA MIDDLE SCHOOLS WITH COMPARATIVE FRL

- In its opening year of Scholarmade's middle school performed above all area middle schools in science but dropped to slightly below or on par in the second year.



School Name	Science Prof. 2020-21	Science Prof. 2021-22
<b>Cloverdale Middle</b>	<b>7%</b>	<b>9%</b>
<b>Dunbar Magnet</b>	<b>12%</b>	<b>11%</b>
<b>Mabelvale Middle</b>	<b>11%</b>	<b>9%</b>
<b>Prodigy Preparatory</b>	<b>22%</b>	<b>9%</b>

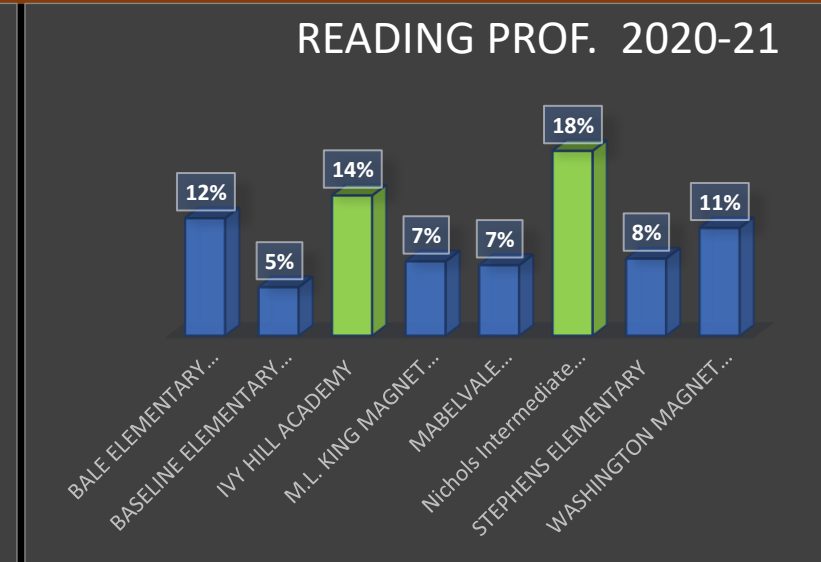
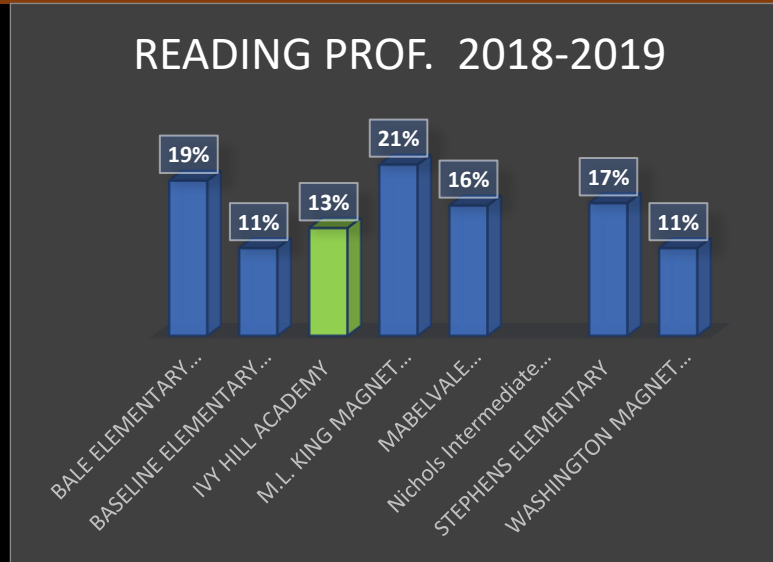


# ACADEMIC PERFORMANCE: ELEMENTARY **READING** PROFICIENCY COMPARISON TO AREA SCHOOLS WITH COMPARATIVE FRL

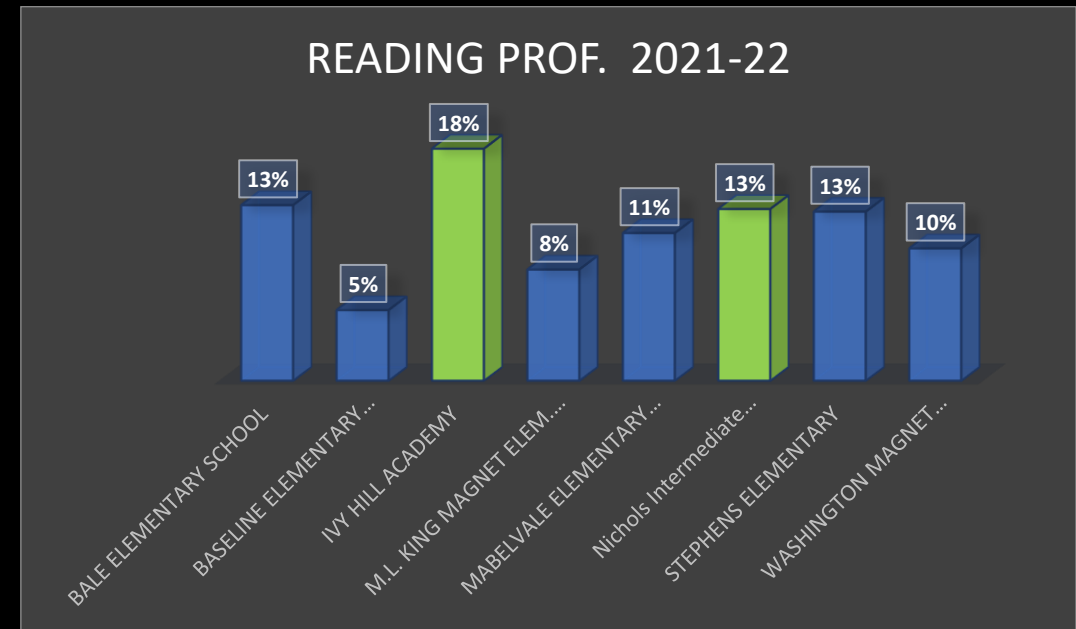
• In the area of Reading, Scholarmade elementary schools last two years of data outperform almost all local comparable schools

• Local performance decreased, while Scholarmade maintained or increased.

• Ivy Hill's reading proficiency levels has consistently increased.



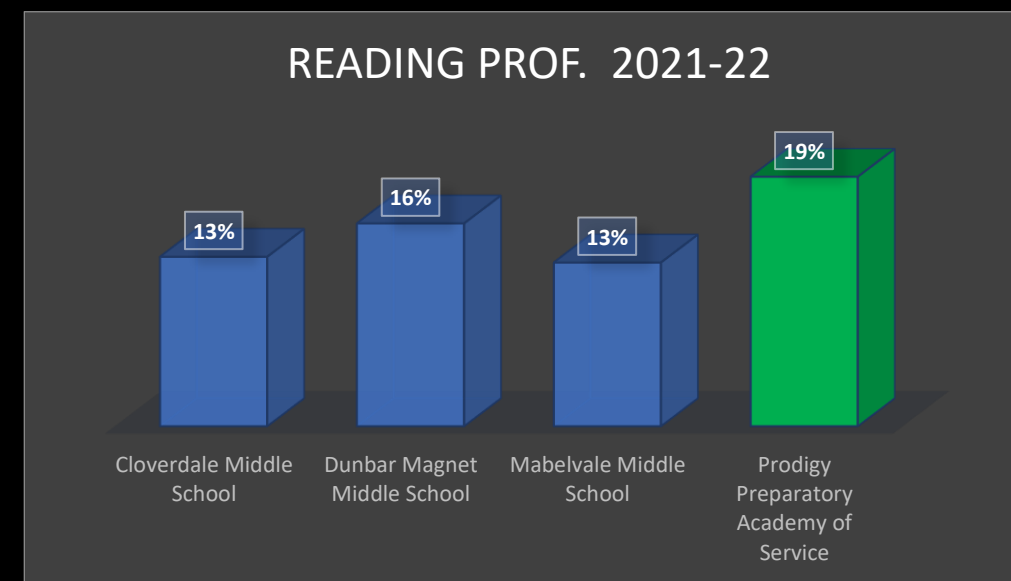
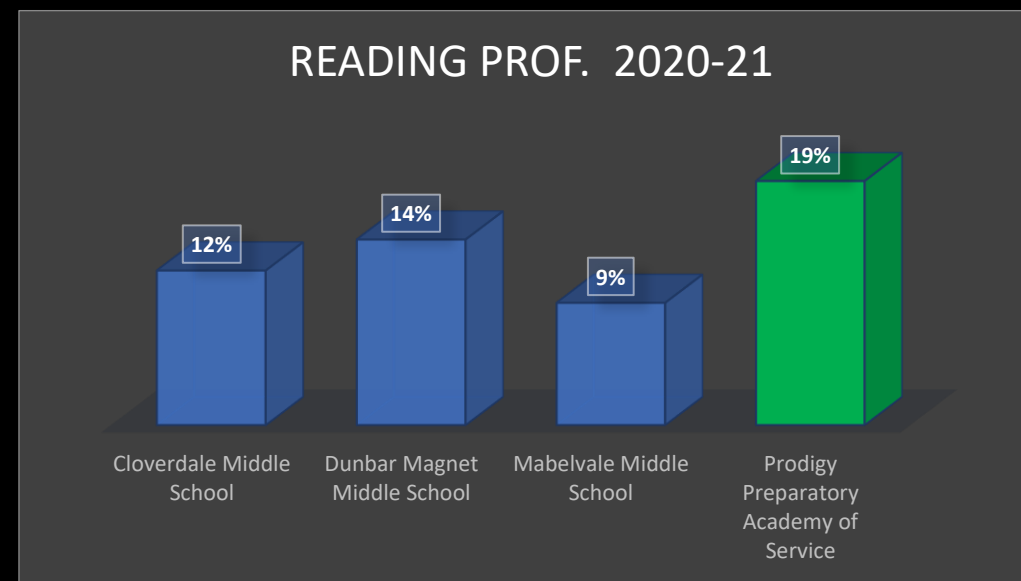
School Name	Reading Prof. 2018-2019	Reading Prof. 2020-21	Reading Prof. 2021-22
<b>BALE</b>	<b>19%</b>	<b>12%</b>	<b>13%</b>
<b>BASELINE</b>	<b>11%</b>	<b>5%</b>	<b>5%</b>
<b>IVY HILL</b>	<b>13%</b>	<b>14%</b>	<b>18%</b>
<b>M.L. KING</b>	<b>21%</b>	<b>7%</b>	<b>8%</b>
<b>MABELVALE</b>	<b>16%</b>	<b>7%</b>	<b>11%</b>
<b>NICHOLS INTERMEDIATE</b>		<b>18%</b>	<b>13%</b>
<b>STEPHENS</b>	<b>17%</b>	<b>8%</b>	<b>13%</b>
<b>WASHINGTON</b>	<b>11%</b>	<b>11%</b>	<b>10%</b>



# ACADEMIC PERFORMANCE: **READING** PROFICIENCY COMPARISON TO AREA MIDDLE SCHOOLS WITH COMPARATIVE FRL

- In its opening year Scholarmade's middle school performed above all area middle schools in English in both years.

School Name	Reading Prof. 2020-21	Reading Prof. 2021-22
<b>Cloverdale Middle</b>	<b>12%</b>	<b>13%</b>
<b>Dunbar Magnet</b>	<b>14%</b>	<b>16%</b>
<b>Mabelvale Middle</b>	<b>9%</b>	<b>13%</b>
<b>Prodigy Preparatory</b>	<b>19%</b>	<b>19%</b>





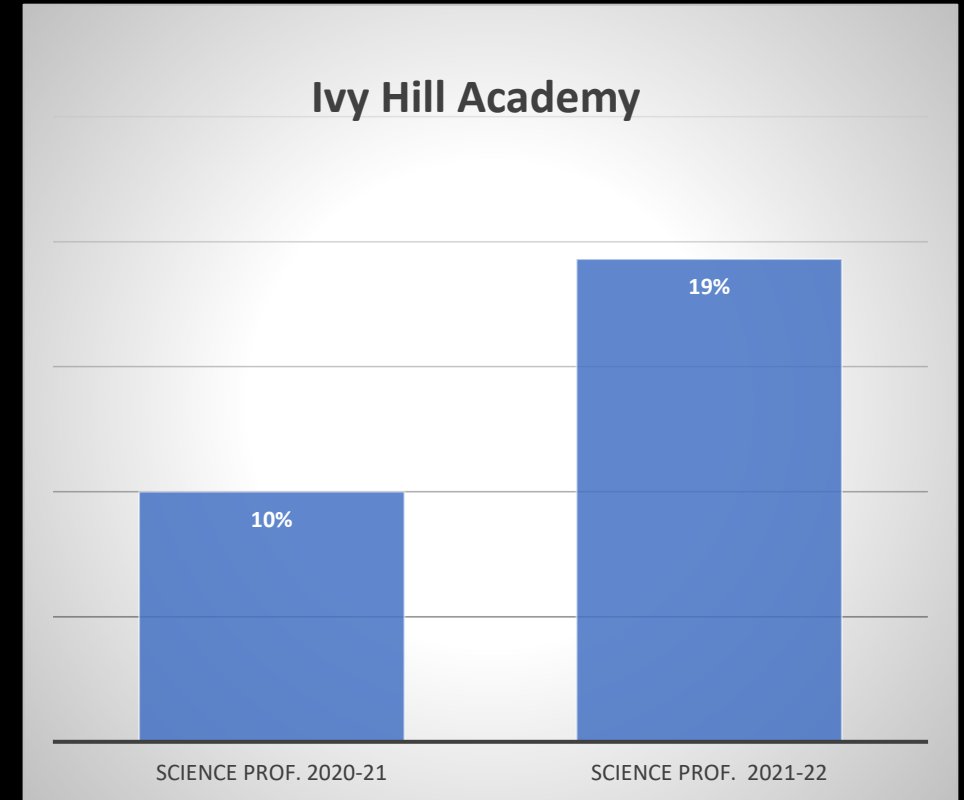
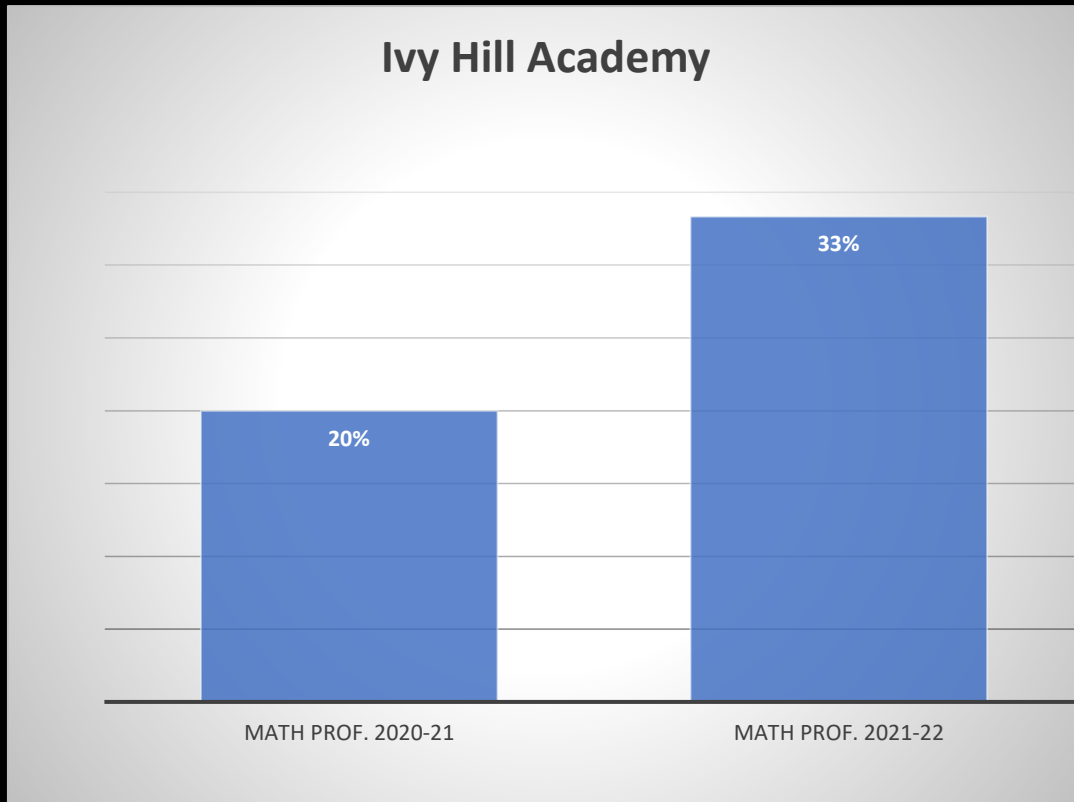
# ACADEMIC PERFORMANCE: INDEX RATINGS

The academic analysis will discuss the performance and ESSA Index ratios of African American students, Economically Disadvantaged students, and those with disabilities.

- Despite these challenges, Scholarmade Ivy Hill Academy tested 100% of its students during the 2020-2021 school year and during the 2021-2022 school year. Nichols Intermediate Academy tested 99%, and Prodigy Preparatory Academy tested 96% and tested 100% during the 2021-2022 school year.
- From 2019 to 2021, there were only 125 schools in the state whose ESSA Index scores grew. Ivy Hill Academy was one of those schools whose index scores grew by 4.29%.

# ACADEMIC PERFORMANCE

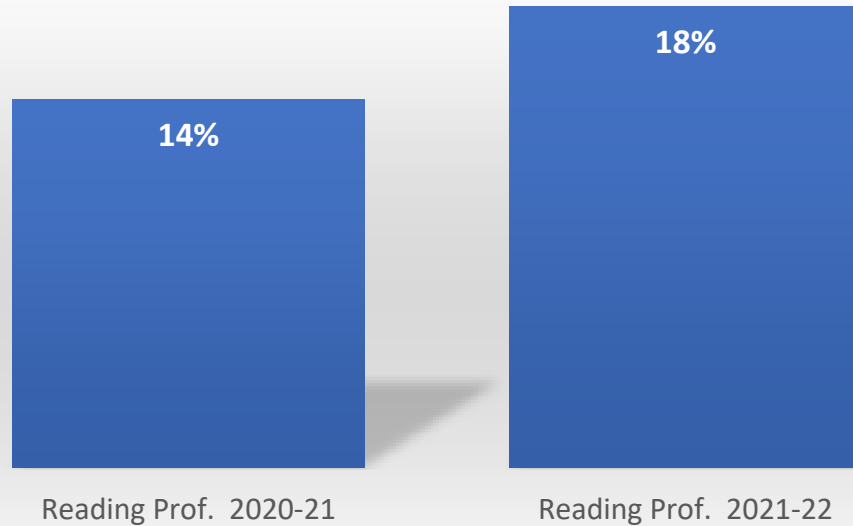
## SCHOOL PROGRESS HIGHLIGHTS



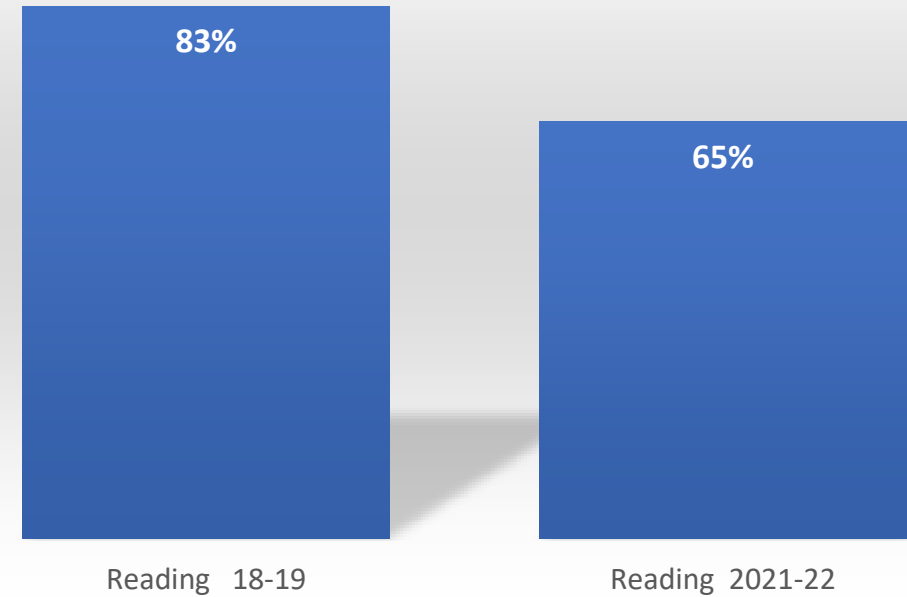
**Ivy Hill grew by 13 points in math Proficiency from 2021 to 2022 and grew by 9 points in proficiency in science.**

# ACADEMIC PERFORMANCE

Ivy Hill Academy



Scholarmade [District]  
In Need Support



Ivy Hill grew by 4 points in **reading proficiency** from 2020-2021. Scholarmade reduced the percentage of students in the In Need Support Category by **18%** from 83% to 65%.

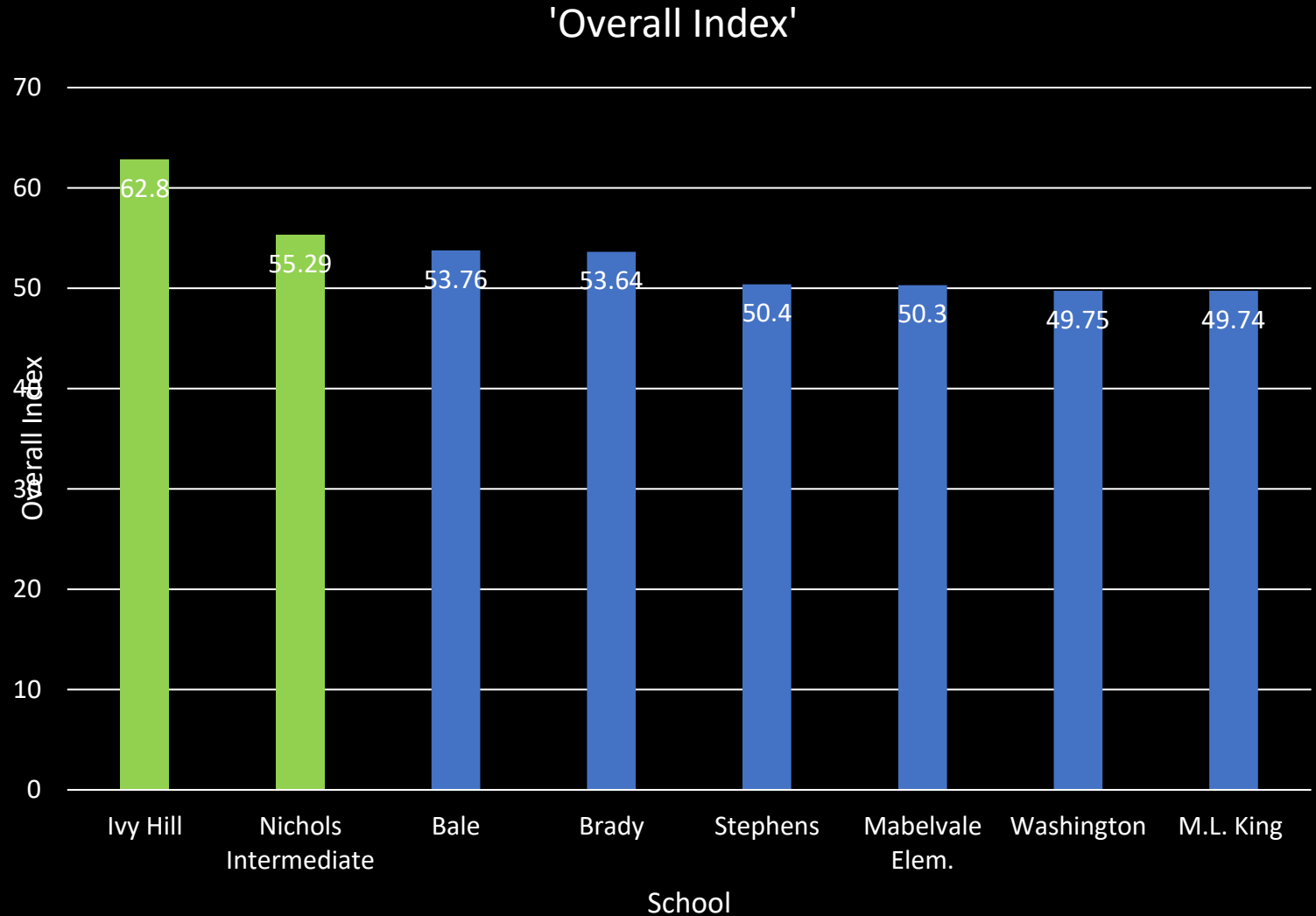


# ACADEMIC PERFORMANCE: ELEMENTARY OVERALL INDEX

Scholarmade elementary schools earned a Higher Overall Index rating than area comparable schools

School	Overall Index
Ivy Hill	62.8
Nichols Intermediate	55.29
Bale	53.76
Brady	53.64
Stephens	50.4
Mabelvale Elem.	50.3
Washington	49.75
M.L. King	49.74

State 67.28

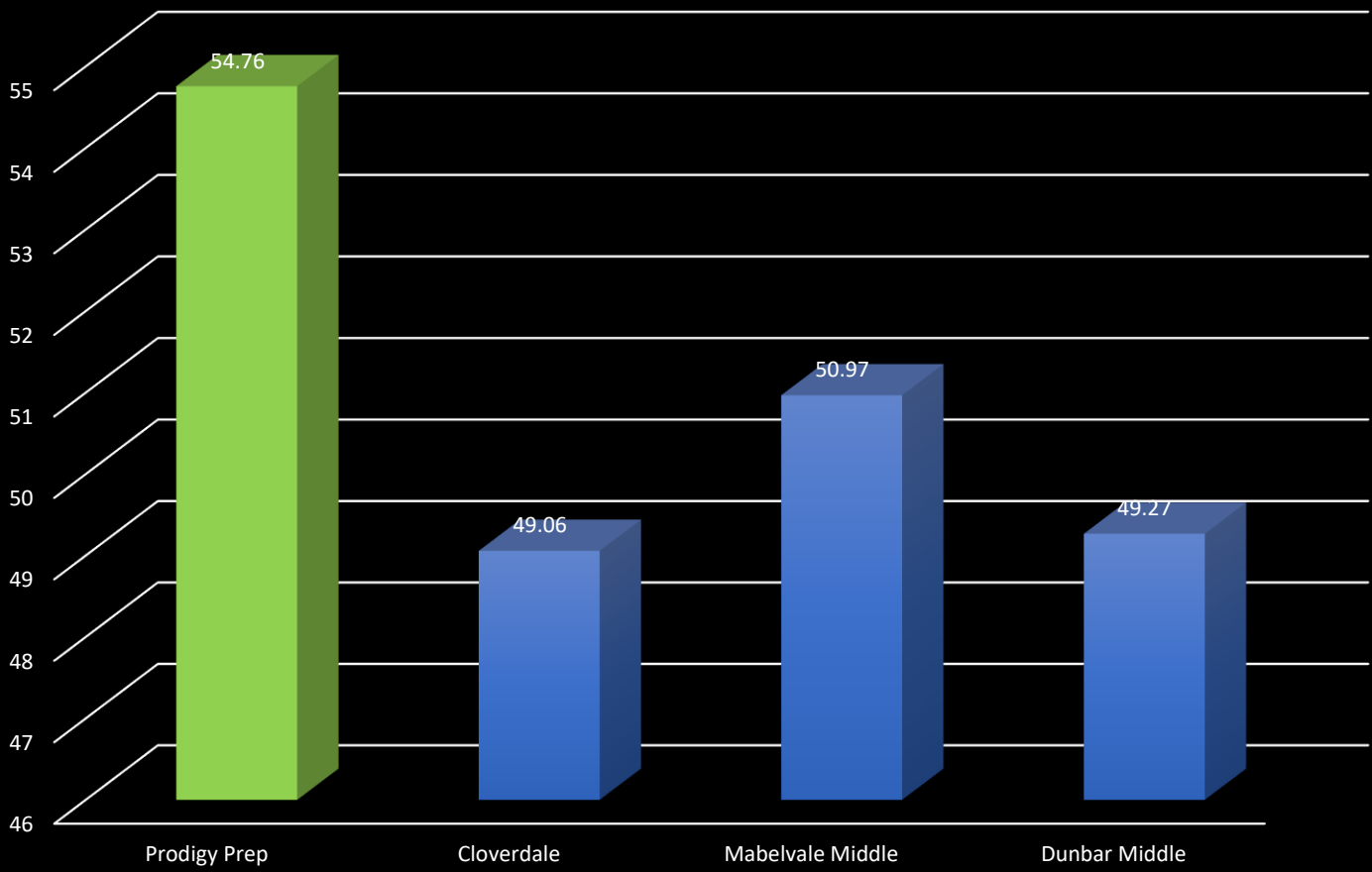


# ACADEMIC PERFORMANCE: OVERALL MIDDLE SCHOOL INDEX 90% FRL

Scholarmade school had higher overall index score than comparable middle schools

School	Overall Index
<b>Prodigy Prep</b>	<b>54.76</b>
<b>Cloverdale</b>	<b>49.06</b>
<b>Mabelvale Middle</b>	<b>50.97</b>
<b>Dunbar Middle</b>	<b>49.27</b>

Overall Comparison Middle School Index 90% FRL Overall Index



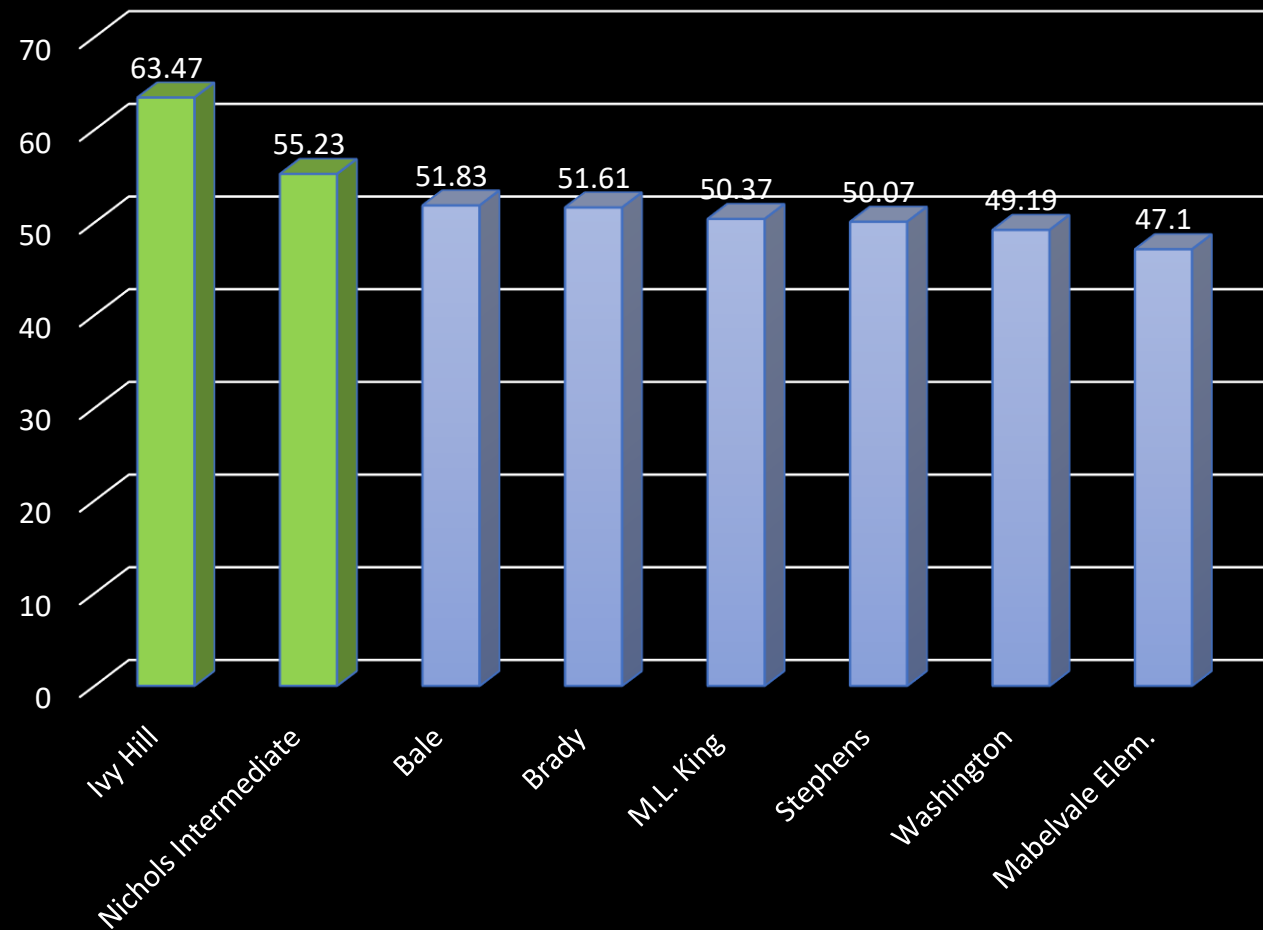
# ACADEMIC PERFORMANCE: ELEMENTARY **BLACK** STUDENTS

Scholar made elementary Black students earned a higher rating than all comparable schools.

School	Black
Ivy Hill	63.47
Nichols Intermediate	55.23
Bale	51.83
Brady	51.61
M.L. King	50.37
Stephens	50.07
Washington	49.19
Mabelvale Elem.	47.1

State Black 58.67

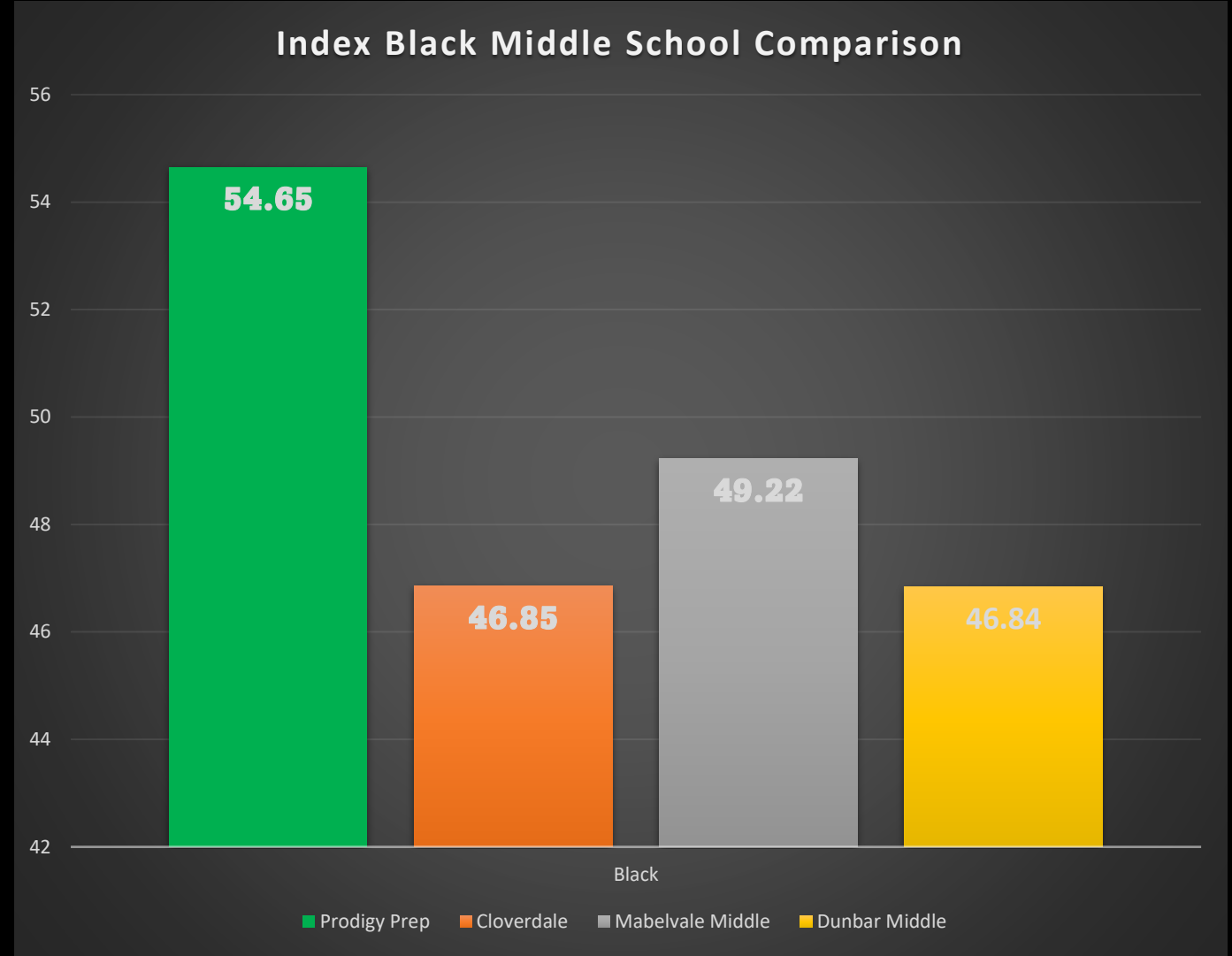
Index Black Students Comparison to FRL > 85%



# ACADEMIC PERFORMANCE: MIDDLE SCHOOL **BLACK** STUDENTS

Scholarmade middle school Black students earned a higher rating than all comparable schools.

School	Black
Prodigy Prep	54.65
Cloverdale	46.85
Mabelvale Middle	49.22
Dunbar Middle	46.84

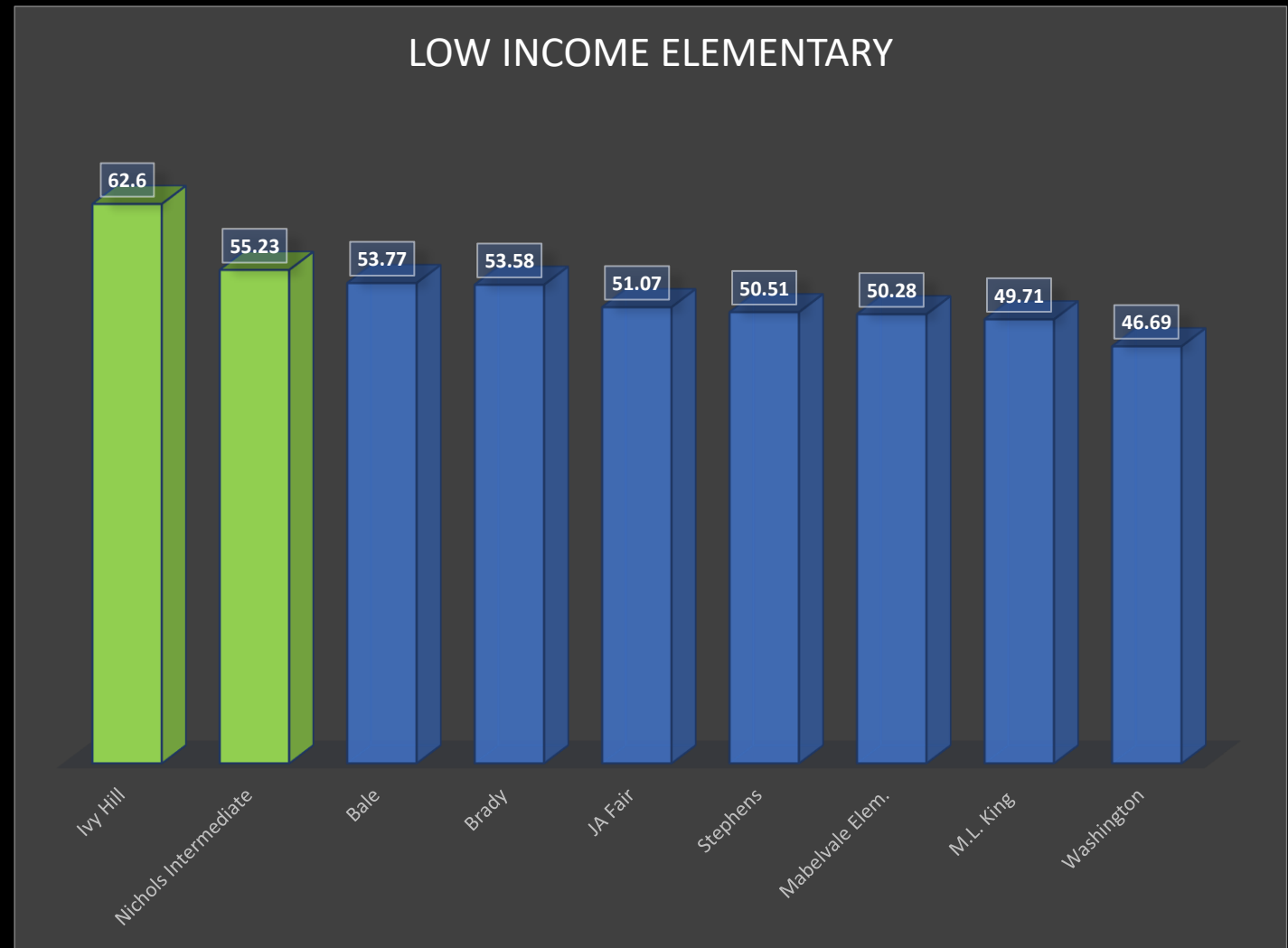




# ACADEMIC PERFORMANCE: ELEMENTARY **LOW INCOME**

Scholar made schools Low Income students earned a had higher index rating than area comparable schools

School	Low Income
Ivy Hill	62.6
Nichols Intermediate	55.23
Bale	53.77
Brady	53.58
Stephens	50.51
Mabelvale Elem.	50.28
M.L. King	49.71
Washington	46.69



# ACADEMIC PERFORMANCE: MIDDLE SCHOOL LOW INCOME

Low income students in our middle school had higher overall index score than comparable middle schools

School	Low Income
<b>Prodigy Prep</b>	<b>54.69</b>
<b>Cloverdale</b>	<b>49.05</b>
<b>Mabelvale Middle</b>	<b>50.97</b>
<b>Dunbar Middle</b>	<b>49.24</b>



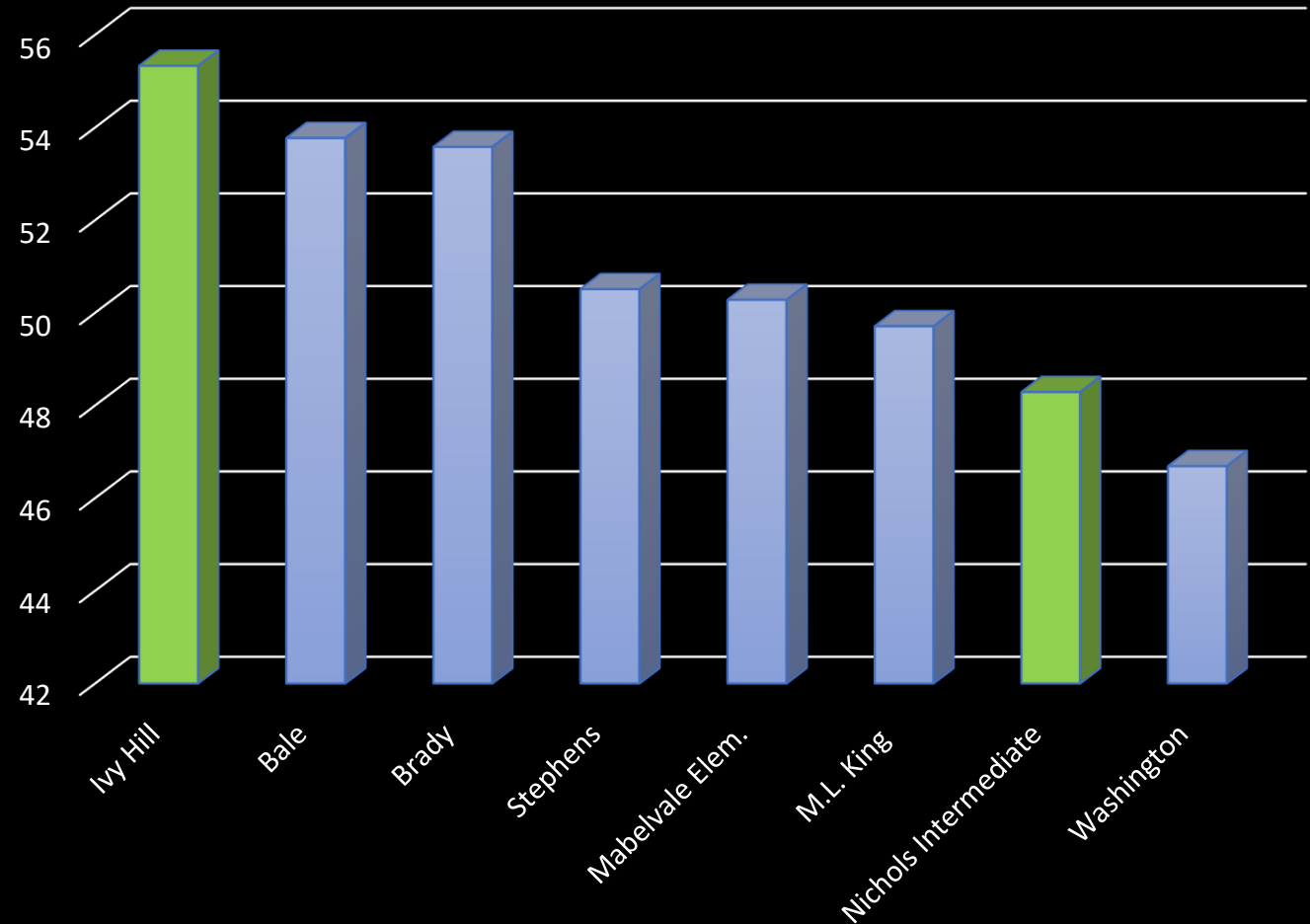
State 63.66

# ACADEMIC PERFORMANCE: STUDENTS WITH DISABILITIES – ELEM.

Scholarmade's Ivy Hill Students with Disability earned a higher rating that comparable area schools.

Index SWD Comparison	
School	SWD
<b>Ivy Hill</b>	<b>55.33</b>
<b>Bale</b>	<b>53.77</b>
<b>Brady</b>	<b>53.58</b>
<b>Stephens</b>	<b>50.51</b>
<b>Mabelvale Elem.</b>	<b>50.28</b>
<b>M.L. King</b>	<b>49.71</b>
<b>Nichols Intermediate</b>	<b>48.29</b>
<b>Washington</b>	<b>46.69</b>

Index SPED Comparison SPED

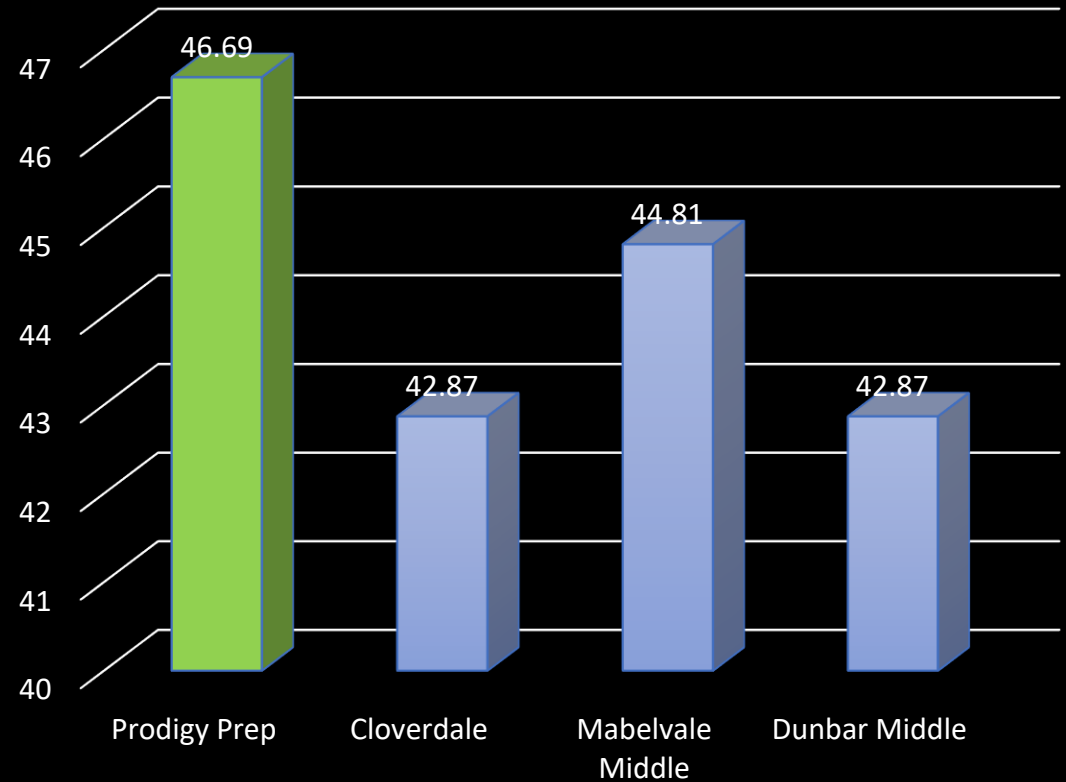


# ACADEMIC PERFORMANCE: STUDENTS WITH DISABILITIES – MIDDLE

Scholarmade school's Students with Disability earned a higher Index rating than comparable middle schools

School	SWD
<b>Prodigy Prep</b>	<b>46.69</b>
<b>Cloverdale</b>	<b>42.87</b>
<b>Mabelvale Middle</b>	<b>44.81</b>
<b>Dunbar Middle</b>	<b>42.87</b>

Index SPED Comparison to FRL 85% SPED





## Elementary Black and White Index Achievement Gap for High Letter Grades, Low Letter Grades, High Poverty, Low Poverty

School	Overall	White	Black	Gap	FRL
Pulaski Heights Elem.	74.63	83.96	56.93	<b>27.03</b>	39%
Forest Heights	75.25	86.86	69.67	<b>17.19</b>	48%
Gibbs	72.78	93.46	66.88	<b>26.58</b>	51%
Williams Magnet	69.96	79.31	62.47	<b>16.84</b>	51%
Terry	56.93	63.68	52.88	<b>10.8</b>	84%
JA Fair	51.06	66.48	48.13	<b>18.35</b>	88%
Chicot Elem.	58.4	67.46	56.16	<b>11.3</b>	97%

The Achievement Gap remains a major concern. Schools who earned higher letter grades and those who earned low letter grades had significant gaps between Black and white students. Pulaski Heights, Forest Heights, and Gibbs who all earned Bs had gaps as high as 27 points between black and white students. Terry, JA Fair and Chicot who received Fs also had gaps of 10 points or more.

Ivy Hill:63.47

NIA: 55.23

## Middle School Black and White Index Achievement Gap for High Letter Grades, Low Letter Grades, High Poverty, Low Poverty

School	Overall	White	Black	Gap	FRL
Pinnacle View Middle	69.33	78.63	58.94	<b>19.69</b>	40%
Pulaski Heights Middle	67.75	82.76	56.29	<b>26.47</b>	44%
Forest Heights	75.25	86.86	69.67	<b>17.19</b>	48%
Mann Magnet	59.31	78.76	57.99	<b>20.77</b>	78%
JA Fair	51.06	66.48	48.13	<b>18.35</b>	88%

Same for middle schools. Schools who earned higher letter grades and those who earned low letter grades had significant gaps between Black and white students. Pulaski Heights Middle and Mann Magnet gap between black and white students is more than 20 points.

Prodigy: 54.65

# HIGHLIGHTS

ScholarMade Schools achieved an Overall higher Index Scores than all schools with comparative FRL.

ScholarMade School achieved a higher Index score for Black Students than all schools with comparative FRL

ScholarMade school achieved a higher index score for Low Income students than all schools with comparative FRL

ScholarMade schools achieved a higher index score or comparable for Students with Disabilities than all school with a comparative FRL.

# HIGHLIGHTS

## Ivy Hill's

Black Students Index scores increased each year.

2019	2021	2022
58.2	62.12	63.47

- Economically Disadvantaged Index increased from 56.94 in 2019 to 62.6 in 2022
- Students with Disabilities Index increased from 51.97 in 2019 to 55.33 in 2022.
- Ivy Hill's Overall Index of 62.8 was 2.18 points from a C.

## Nichols Intermediate's

- Hispanic/Latino students index increased from 52.42 to 55.16
- English Learners increased by 15.1 from 45.15 to 60.25
- Nichols Intermediate Overall Index 55.29 is 2.8 points from a D

## Prodigy Prep's

- Students With Disabilities increased by 9.21 from 37.48 to 45.69.
- Washington Elementary's Overall Index of 49.75 is 13.05 points below Ivy Hill and 5.54 points below NIA. Washington's Index score is 8.34 points from the next letter grade of a D.



# OUR RESOURCES AND PARTNERSHIPS

## **ESSER Funds Use:**

- Technology
- Transportation
- Additional Staff
- Extended Learning Opportunities
- Strategies to reduce the spread of Covid 19
- Additional Pay
- Instructional Resources

## **Financial Audits**

- **No findings**

# BEYOND THE PANDEMIC...THE VISION FORWARD

The model was designed to address pre-pandemic achievement gaps for students whose learning method was onsite with instruction delivered in person. However, ScholarMade experienced only one uninterrupted year in its first four years. In its second year of existence, the charter modified critical components of the model to respond to:

- severe staff shortages,
- highly mobile population
- rolling school closures,
- higher rates of bullying behaviors and misbehavior
- a disconnect from families and parents.

Students and educators across the nation continue to struggle with mental health challenges, responding to higher incidents of violence and misbehavior and concerns about lost instructional time. Pre-existing educator shortages were made worse by the pandemic and required all staff to cover classes, leaving gaps in services.

All staff members have access to confidential mental health therapy to assist in managing anxiety, severe depression, fear of loss, and sickness.

# BEYOND THE PANDEMIC...THE VISION FORWARD

- ScholarMade is requesting a 7-year renewal to implement a systematic, ongoing process involving planning, implementation, evaluation, and renewal of school improvement activities to meet local and statewide goals and priorities that the charter was unable to complete during the first charter cycle.

## **KEY TRANSFORMATIONAL SHIFTS**

### **EARLY CHILDHOOD EDUCATION**

ScholarMade will serve students from PreK 4 to 8th grade and continue with the goal of preparing students to be high school ready. The educational pipeline for this area of the city is challenged. ScholarMade plans to address students' opportunity and academic gaps from a lack of high-quality early childhood experiences.

Although the research is clear that strong educational interventions are required from birth to three for children to be Kindergarten ready, the early childcare options in this part of the city are inadequate. Several of the early care options in this area are elementary schools and this severely limits resident access to those high-quality centers as most have long wait lists.

# BEYOND THE PANDEMIC...THE VISION FORWARD

## **PERSONALIZED STUDENT-CENTERED MODEL**

- Scholarmade will continue to offer a personalized learning approach, but will strategically shift teachers' focus from being the sole resource for students.
- The teacher's role must shift to being a resource provider and a guide for more student-directed learning. This student agency will provide opportunities for teachers to have a more effective impact on student learning and growth.



# BEYOND THE PANDEMIC...THE VISION FORWARD

## **EMOTIONAL WELLNESS**

- Scholarmade will continue to prioritize the emotional wellness of its students and provide holistic student supports to be used as a lever for student achievement. Emotionally Intelligent students have essential core competencies that boost their ability to learn.
- Scholarmade's model includes delivery of services through a Culture Team who are trained in Conscious Discipline, RULER, and Mental Health First Aid; a certified counselor, as well as therapeutic mental health providers.
- All staff members are also trained in Conscious Discipline and RULER and received additional training in addressing behaviors that students who have experienced adverse childhood experience exhibit.

# BEYOND THE PANDEMIC...THE VISION FORWARD

## **TEACHER RECRUITMENT, RETENTION AND EFFICACY, AND INNOVATIVE LEADERSHIP**

We recognize that we are at a disadvantage when recruiting teachers and administrators. Many factors, including serving a high-risk population and the extended day make it challenging to attract top talent.

Therefore, ScholarMade will continue its long-standing **partnerships** with area colleges and its "**Grow Your Own**" model by employing Apprentice Teachers who work with the classroom teacher.

ScholarMade provides **retention stipends**, professional development, and financial support to obtain credentials to retain highly effective teachers.

# BEYOND THE PANDEMIC...THE VISION FORWARD

During the first charter cycle, **Restore, Rebuild and Raise UP** were our guiding principles.

It is now time to **RESET and RECAPTURE**.

Scholarmade will continue to provide opportunities for advancement and grow **purposeful leaders**.

We recognize that our teachers and staff members also experienced trauma from the pandemic and we will continue to provide **no-cost mental health** services for teachers and staff members.

Our professional development will focus on increasing teacher efficacy and student agency to address post-pandemic instructional challenges, Scholarmade teachers will receive training in **Visible Learning**®, the instructional framework of Dr. John Hattie.

It is our goal to provide consistent excellence in regards to curriculum, instructional systems, school culture, talent sustainability, social impact and to unblock academic and social emotional hurdles.

## ANNUAL GOALS

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Students scoring in the lowest performance category in each content area as measured by state testing will decrease by 5%.

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As measured by state testing, students scoring at the readiness level will increase by 5% in each content area.

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Students will grow from Fall to Spring by a minimum of 8 points in math and reading measured by NWEA or meet that grade level target.

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75% of students will rate their SEL competencies level positively in the spring of each year as measured by emotional wellness surveys.

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Scholarmade teachers and staff members will participate in 50 hours of professional development annually to build capacity and effectiveness.

# WAIVERS

- Scholarmade has requested the continuation of waivers granted in the first charter term and requested new waivers to enhance instruction and innovation and allow flexibility in the areas of class size, student services, personnel, and Gifted and Talented.

# RENEWAL REQUEST

- During the initial charter contract term limit, Scholarmade's start up challenges were extended by the Covid-19 pandemic. Unfortunately, the initial charter term has yet to produce significant data under normal circumstances to enable an assessment of trends in the school's performance beyond the startup years and without the impact of a pandemic.
- Although the early data is promising, the request for a 7-year renewal accounts for the unforeseen factors experienced in the initial charter term acknowledges that the pandemic extended the startup challenges, typically experienced in the first few years of operations, through the entire timespan of the first charter term.
- This term will produce a sufficient performance record and body of data needed to determine the model's effectiveness. We know that it takes time for the roots of a tree to grow.