Current Landscape Analysis for Future School of Fort Smith Charter High School

I. Brief Performance Snapshot

Future School of Fort Smith received an **F rating**. Science and ELA were well below state average while math was of particular concern with only 4% of students receiving level 3 or 4 on achievement. Similarly, growth for the entire population was far below state average on all assessments. The school's growth among its lowest 25% of students was higher than the State average, but there is still room for improvement in this area. Graduation rate was an all-time low of 74% with the 2023-24 class compared to the state average of 89% and success-ready graduates only at 11% compared to the state average of 54%. While the school does serve a high-need and at-risk population of students, current and past systems have not delivered student success outcomes at expected levels up to this point..

II. Identified Root Causes

1. Core Instruction & Curriculum

- Future School experienced significant teacher turnover, specifically in Math, in the 2024-2025 school year, leaving students to use the online platform, Edgenuity, along with the assistance of a tutor/facilitator, in the Spring Semester.

- Despite the above caveat, instruction has not been consistently aligned to Arkansas academic standards, particularly in math; historically, lessons have often focused on remediation and intervention instead of Tier-1 instruction at grade level.

- While high-quality instructional materials are available for instructors, the implementation of those materials has been inconsistent with pacing guides not well-articulated or implemented.

- Intervention systems have been focused on missing assignments rather than remediation of missing skills and addressing gaps in student learning.

2. Data Use & Progress Monitoring

- While assessment data has been examined, published and discussed, there has not been a systematic routine for continuous monitoring of that data and student progress.

- Teams have not regularly analyzed data by student group (e.g., lowest quartile, special education, English learners) to identify who is off track and why.

- A schoolwide MTSS structure did not previously exist, leading to unclear intervention pathways for academics, behavior, and attendance

- The system of interventions for gaps in student learning have not been well-articulated or implemented with fidelity. Even when gaps have been identified, there has been a lack of clarity on how to address those gaps appropriately and scaffold students toward mastery.

3. Graduation & Postsecondary Readiness Systems

- The highly mobile population has presented challenges in tracking student progress toward graduation. Intake procedures have been inconsistent with students transferring into the school coded in grade levels that they do not have the credits to warrant.

- In past years, career pathways have been inconsistently promoted to students and built out within the master schedule and advanced course offerings limited. Due to the small size of the school as well as attrition, staffing for career pathways has been difficult to maintain. When students have had access to advanced courses, whether through on-campus AP offerings or off-campus concurrent offerings through partner organizations, students often lack the necessary scaffolds to find success and do not complete the courses.

- Past turnover at the registrar and counseling positions have created poor procedures for tracking of student withdrawal reasons with this lagging indicator. Staff have had incomplete understanding of the graduation rate cohort system, leading to an incorrectly inflated number of students coded as dropouts.

4. Talent, Support, and Conditions

- Attrition at key positions has led to lack of consistency for instruction in critical areas.

- Many teachers have not come through traditional teacher pre-service programs and novice support and onboarding systems have been inconsistent.

- Coaching and feedback systems have been predominantly handled by the superintendent and have been inconsistently implemented with critical areas for growth not addressed properly.

- Student behavioral supports and mental health supports along with a lack of classroom management procedures by teachers have led to a classroom environment where it is often difficult for students to learn and for teachers to teach.

- Incoming students have often been disenfranchised from their education leading to attendance issues and apathy toward learning.

III. Current Actions & Improvement Plan Components

The school has begun to address these root causes and is organizing its school improvement work around four priorities.

Priority 1:

Strengthen Core Instruction (All Disciplines)Key Actions (2025–2026):

- Support teachers in implementation of the HQIM and creation of pacing guides. Focus on teachers creating grade-level learning objectives with daily checks for understanding to guide future instruction.

- Use of APSRC staff as well as administration to facilitate weekly collaborative planning time to monitor student learning and plan future instruction and interventions.

- Biweekly formative assessments that drive the interventions for the following week and guide future learning objectives and instruction.

- Use of IXL as an intervention tool to address student learning gaps and allow students to demonstrate mastery of critical standards.

Priority 2: Build a Coherent Data & Monitoring System

Key Actions (2025–2026):

- Create a more thorough monitoring and accountability system around instruction and interventions where weekly assessments are reviewed and critical gaps in learning are identified.

- Hold weekly data meetings for core content teams to examine:

  o Identifying students who are off track, particularly those in the lowest quartile;
  o Determining specific skill gaps;
  o Selecting targeted interventions during core instruction and Rocket Hour (intervention block)

- Bi-weekly grade-level team meetings to examine student behaviors and attendance issues and develop MTSS for students who are at-risk.

Priority 3: Improve Graduation & Success-Ready Outcomes

Key Actions (2025–2026):

1. Graduation Readiness Systems

- New counselor has begun semester transcript audits for all 9–12 students, digital graduation checklists aligned to Arkansas requirements, shared credit-deficiency tracker maintained across student populations, senior folder creation containing transcripts, grad checks, testing info, and planning resources, schedule building ensuring correct placement and on-track status, Edgenuity enrollment coordination and progress monitoring for credit recovery, and senior graduation verification ensuring all walking graduates have met requirements

2. College & Career Readiness Supports

- The school has now implemented monthly advisory lessons focused on CCR competencies and postsecondary planning, individualized senior advising and postsecondary mapping, individualized sessions for all pathways, college and trade school application sessions, SAMS and FAFSA support, UAFS Financial Aid & Admissions onsite FAFSA workshop, ACT/ATLAS/Accuplacer requirement guidance for concurrent enrollment eligibility, and advocacy and expansion of advanced coursework (AP Literature + AP Language added)

3. Attendance & Student Support Compliance

- FACE team has implemented support for attendance plans and intervention documentation., preparation and filing of FINS and support during truancy court as required, family engagement communication related to student pathways and supports as part of the FACE plan, and alignment of counseling services with ADE School Counseling Framework expectations.

5. Impact to Date

- 100% accuracy in graduation verification last year for the 2024-2025 graduation cohort.
- Increased FAFSA and postsecondary support opportunities
- Improved graduate stability since implementation year
- Increased AP access and advanced academic pathways articulation through conunseling meetings in the Spring.

- Expanded workforce exposure opportunities through internship opportunities for 11th and 12th grade students.

Priority 4: Talent, Support and Conditions Aligned to Need

Key Actions (2025–2026):

- Shared responsibility for walkthroughs and TESS evaluation among administrative team with increased accountability measure for that team to ensure a regular, structured schedule of observations and coaching meetings.

- Implement quarterly observation and feedback cycles for all teachers, with increased frequency for those in tested areas, those demonstrating a lack of student growth, and those found to be in need of additional coaching support.

- Provide professional learning tied directly to the identified needs (standards-aligned instruction, formative assessment, classroom management) and measure its impact through classroom observations and student data.

- TRIS training, UDL Training, and support from APSRC coaches to support teachers in increasing student engagement and providing supports to at-risk learners.

- School is working with the APSRC Charter Impact Institute to address gaps in leadership, instruction, governance, and finances.

These actions will be further detailed in the comprehensive School Improvement Plan submitted for approval at the March CAP meeting, including specific metrics, timelines, and responsible parties.