

Annual School Performance Summary and Improvement Priorities: Future School of Fort Smith

School Context and Year-in-Review

During the 2025-2026 school year, Future School focused on improving Tier 1 instruction, increasing fidelity to and accountability for implementation of the school's instructional model, and increasing the use of data and targeted interventions. The Leadership Team met to identify a shared list of non-negotiables for the instructional environment and practices of classrooms and implemented a shared walkthrough protocol for monitoring and accountability.

Toward the end of the Fall Semester, IXL was implemented more broadly across the entire 9th and 10th grade student body whereas it had previously been used only for the most at-risk students. Through that implementation, students mastered a combined 119 skills in math and 53 skills in ELA and became proficient in 151 skills in math and 151 skills in ELA after spending a combined total of 277 hours on the platform. Areas of additional support were identified by examining walkthrough data and professional development sessions were provided for teachers to increase implementation and efficacy and the walkthrough form was altered to target two specific non-negotiables. Data around posted daily student-driven learning objectives went from being evident in 55% of classes to 90% of classes in walkthroughs. Student-centered learning data went from 60% to 85% in classes. In January, Interim assessment data provided a mixed report on growth with ELA showing 1 point of growth for 10th grade in average scores and a 1 point decrease in average scores for 9th grade. Algebra showed 2 points growth in average scores from Fall to Winter but still short of State Average by 16 points on Winter interim testing. Geometry had 6 points of growth but still short of State average by 6 points. Biology showed a 4 point average score increase from Fall to Winter interim testing, still 8 points below the State average for Winter interim. While most interim assessment scores showed growth, they still fell well short of the State average with English being of special concern due to the low growth for 10th grade and the decrease in average score for 9th grade. In other areas, results on graduation rate have already been calculated and demonstrated a double digit improvement, moving from 74% graduation rate in the 2023-2024 cohort to an 86% graduation rate in the 2024-2025 cohort, which still falls well short of the State's graduation average rate of 91%, but does come close to nearest comparable school, Fort Smith Northside, which is at 87%.

Priority Goal 1: Increase Academic Achievement in Core Disciplines

The school will increase growth across all subjects. This will be achieved by ensuring daily Tier-1 instruction is aligned to grade-level standards and supported by consistent formative assessment.

Measurement Definition Block

- **Driver 1: Standards-Aligned Core Instruction (HQIM)**
 - **Why it matters:** Inconsistent implementation of high-quality instructional materials (HQIM) and pacing guides has hindered student mastery of grade-level standards.
 - **Metric:** Percentage of observed classrooms demonstrating grade-level learning objectives and HQIM alignment.
 - **Baseline:** Historically inconsistent.
 - **Target:** 85% of classrooms meeting expectations by April 2027.
 - **Evidence source:** Weekly walkthrough tools and administrative TESS evaluations.
- **Driver 2: Daily Checks for Understanding (CFU) & Biweekly Formatives**
 - **Why it matters:** Teachers must use real-time data to guide future instruction and interventions.
 - **Metric:** Frequency of formative assessment data used to drive "Rocket Hour" intervention planning.
 - **Baseline:** Lacked systematic routine.
 - **Target:** 100% of core teams conducting biweekly formative reviews.
 - **Evidence source:** Weekly data meeting minutes and intervention logs.
- **Driver 3: Targeted Skill Remediation (IXL)**
 - **Why it matters:** IXL serves as a primary tool to address specific student learning gaps and demonstrate mastery.
 - **Metric:** Percentage of students demonstrating mastery of critical standards via IXL.
 - **Target:** Increase student mastery of identified critical standards by 20% quarterly.
 - **Evidence source:** IXL progress and proficiency reports.

Outcome Measure

- **Primary Outcome Metric:** ATLAS growth rates (Math, ELA, Science).
- **Baseline:** Math 26%, ELA 35%, Biology 28% of students meeting growth.
- **Target:** 90% of students meeting growth in all subject areas.
- **Success Judgment:** ATLAS results from 2026-2027 school year show 90% of students meeting expected growth.

Priority Goal 2: Strengthen Talent Support and Conditions for Learning

The school will improve the quality of instruction and organizational health by improving structured coaching cycles.

Measurement Definition Block

- **Driver 1: Structured Observation and Coaching Cycles**
 - **Why this driver matters:** Teachers, especially those in tested areas, require regular, actionable feedback to improve student growth outcomes.
 - **Metric:** Percentage of teachers completing quarterly observation and feedback cycles.
 - **Target:** 100% of teachers receive at least one formal coaching cycle per quarter.
 - **Evidence source:** TESS evaluation records and administrative walkthrough schedules from the EES Platform.
- **Driver 2: Frequent Walkthrough Rotations and data collection**
 - **Why this driver matters:** Creating a culture of transparency where administrators and coaches are frequently in classrooms leads to a growth mindset for school.
 - **Metric:** Building-wide “look fors” and non-negotiable elements of instruction.
 - **Evidence source:** Google Forms used to collect data and publish for dashboard.
 - **Target:** All teachers receive weekly walkthrough and data collection from administrators
- **Driver 3: Professional Development Alignment**
 - **Why this driver matters:** Professional development must be tied directly to teacher needs.
 - **Metric:** Classroom observation data driving PD experiences.
 - **Evidence source:** PD attendance logs and observation "look-for" data from EES and Google forms.
 - **Target:** Monthly PD needs based on data collected from observations and coaching cycles.

Outcome Measure

- **Primary Outcome Metric:** TESS Evaluations correlated to ATLAS Results and staff surveys

- **Baseline:** Inconsistent with lack of correlation between TESS Data and student outcomes.
 - **Target:** A positive correlation will exist between TESS Evaluation results for teachers and student growth as measured by ATLAS test data.
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Priority Goal 3: Improve Graduation and Success-Ready Outcomes

Future School will stabilize its graduation rate and increase the percentage of success-ready graduates through the implementation of consistent, schoolwide (grades 9–12) credit tracking systems, accurate transcript auditing, and structured college and career readiness (CCR) supports embedded in advisory and senior programming.

Measurement Definition Block

- **Driver 1: Robust Graduation Readiness Systems**
 - **Why it matters:** The school serves a highly mobile student population, with approximately 30% of students enrolling after the first day of school and a similar percentage withdrawing mid-year. This mobility, combined with prior inconsistencies in transcript auditing and cohort coding, has created gaps in accurate credit tracking and graduation verification.
 - **Metric:** Percentage of students (grades 9–12) with:
 - a completed digital credit audit aligned to Arkansas graduation requirements
 - verified alignment between the credit audit and official transcript
 - regularly updated credit status reflecting course completion and credit recovery
 - grade classification accurately aligned to earned credits
 - **Baseline:** Digital credit tracking and transcript audits are currently in place but were not consistently systematized in prior years.
 - **Target:**
 - 100% of students (grades 9–12) will have a digital credit tracking sheet
 - 100% of seniors will have a fully audited and verified transcript by spring 2026
 - 100% of credit audits will align with official transcripts following verification
 - Credit recovery completions will be updated within established timelines
 - Student grade classification will accurately reflect earned credits.
 - **Evidence source:**

- Digital credit tracking sheets (grades 9–12; color-coded by credit status)
 - eSchool transcripts
 - ACGRS cohort data
 - Credit recovery (Edgenuity) completion records
 - Launch student planning records
 - Graduation verification documentation
- **Driver 2: College and Career Readiness (CCR) Integration**
 - **Why it matters:** Students require structured, repeated exposure to postsecondary planning in order to successfully transition to college, workforce, or military pathways.
 - **Metric:**
 - Student participation in monthly CCR advisory lessons
 - Completion of postsecondary planning forms and senior check-ins
 - FAFSA completion rate (currently 69%) and SAMS completion rate (currently 62%)
 - Student-reported readiness, awareness, and confidence based on pre/post advisory data
 - **Baseline:**
 - CCR supports—including advisory lessons, LAUNCH, FAFSA assistance, and postsecondary planning meetings—are currently implemented. However, in prior years, these supports were not consistently tracked across all students.
 - **Target:**
 - 90% of seniors will complete a documented postsecondary plan
 - 90% of seniors will complete FAFSA or an approved opt-out
 - 90% of seniors will complete SAMS
 - 100% of seniors will participate in CCR advisory lessons and senior meetings
 - Increase percentage of students reporting high readiness (ratings of 4–5) on postsecondary planning measures
 - **Evidence source:**
 - Advisory lesson plans and attendance records
 - Pre/post survey data aligned to ASCA Mindsets & Behaviors
 - Senior postsecondary planning forms (Google Forms)
 - FAFSA/SAMS completion data
 - CCR tracking spreadsheets
 - Launch student planning records

Outcome Measure

- **Primary Outcome Metric:** Four-year graduation rate and Success-Ready Graduate percentage.
 - **Baseline:** 74% graduation rate; 11% success-ready.
 - **Target:** 90% graduation rate; 30% success-ready graduates.
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Capacity-Building and Support Priorities

The school will partner with APSRC staff for collaborative planning and the Charter Impact Institute to address leadership and governance gaps. Professional learning will be narrowly focused on standards-aligned instruction, classroom management, and assessment practices used to drive instruction.

Governance and Monitoring Commitment

The administrative team will share responsibility for walkthroughs and TESS evaluations with a regular, structured schedule. Progress on all metrics will be reviewed in weekly core content and grade-level team meetings, ensuring that data directly informs instruction and intervention daily. This will be combined into a dashboard that will be shared in weekly meetings with staff. Monthly Academic Reports will be presented at the Future School Board meetings to update the board on the progress of the school toward these goals.