

GRADUATE ARKANSAS

CHARTER SCHOOL RENEWAL PERFORMANCE SUMMARY

School Performance Summary and Improvement Priorities 2025–2026 Reflection and 2026–2027 Plan *School Context and Year-in-Review*

Graduate Arkansas Charter High School is Arkansas’s statewide dropout recovery charter serving disconnected and academically interrupted youth ages 14–21 across all 50 counties. Through an open-entry/open-exit, competency-based instructional model, the school is designed to provide students who have disengaged from traditional educational settings with an accessible pathway to credit recovery, diploma completion, and postsecondary transition.

The student population served by Graduate Arkansas differs significantly from that of traditional comprehensive high schools. A substantial percentage of enrolled students enter with one or more of the following barriers: severe credit deficiency, prior withdrawal from school, juvenile justice involvement, unstable housing, employment obligations, parenting responsibilities, chronic absenteeism, and long-standing deficits in literacy and mathematics resulting from interrupted formal schooling. As a result, school performance must be evaluated through both annual state accountability measures and the school’s demonstrated capacity to re-engage, stabilize, accelerate, and graduate students who would otherwise remain disconnected.

During the 2025–2026 school year, Graduate Arkansas focused on four operational priorities: (1) improving literacy performance, (2) increasing mathematics growth, (3) strengthening systems for student engagement and re-engagement, and (4) expanding statewide partnerships that support student referral, retention, and transition.

While measurable gains were made in several areas, the year-end review confirmed that continued progress will require a more rigorous intervention structure, tighter progress-monitoring systems, stronger board-facing accountability metrics, and expanded postsecondary transition opportunities aligned to the Arkansas LEARNS framework. The following summary reflects both the school’s 2025–2026 performance outcomes and the targeted improvement actions that will guide implementation during the 2026–2027 school year.

Literacy

Improving student literacy outcomes remained a central instructional priority during the 2025–2026 school year due to the significant number of students entering Graduate Arkansas below grade level in reading and written expression.

State assessment results indicate that 53% of tested students performed at Level 1 and 35% performed at Level 2 in English Language Arts. While these results continue to reflect substantial academic need, they also represent incremental movement from the 2024–2025 school year, during which 61% of tested students performed at Level 1 and 32% at Level 2. This shift reflects a modest reduction in the percentage of students performing at the lowest level and demonstrates early impact from increased instructional attention to literacy intervention.

Internal review of assessment strand data further revealed that student writing performance was a major contributing factor to depressed overall ELA proficiency levels. A substantial number of students who demonstrated stronger reading performance were scored below proficiency in ELA because of weaknesses in grammar, sentence construction, written elaboration, and failure to produce complete responses aligned to ATLAS writing expectations. Because writing responses are scored through AI-supported scoring protocols, incomplete sentences, underdeveloped responses, and nonstandard grammar patterns often result in students receiving minimal or no credit despite evidence of basic reading comprehension. This finding significantly informs the school's literacy priorities for 2026–2027.

Mathematics Performance

Mathematics performance remained an area of substantial need during the 2025–2026 school year, particularly among students entering with foundational skill gaps in Algebra I and Geometry. End-of-year ATLAS results show that only 19% of Graduate Arkansas students performed at Level 3 or Level 4 in mathematics, confirming that a majority of students continue to perform below proficiency.

Leadership review determined that the most significant barriers to mathematics growth include inconsistent assignment completion, uneven pacing through competency-based coursework, and the absence of a fully formalized Tier 2 and Tier 3 intervention process specifically targeted to students demonstrating persistent mathematical deficiencies.

Re-Engagement of Dropped Students

Re-Engagement of Dropped Students

Because Graduate Arkansas serves students with prior histories of school withdrawal, engagement and re-engagement remained a central operational focus throughout the year.

Success coaches implemented proactive outreach through direct phone contact, individualized check-ins, family communication, and community-based support efforts designed to reconnect disengaged students to active coursework. In addition, the school expanded the use of community-based Success Hubs housed in public library settings to provide students with accessible in-person touchpoints outside the traditional campus model.

These efforts contributed to documented re-enrollment activity, improved visibility into patterns of disengagement, and increased leadership awareness of the relationship between weekly coursework completion, attendance, and eventual student withdrawal. Year-end review confirms that student assignment completion serves as the school's most immediate real-time predictor of disengagement and must therefore become a central monitored accountability metric in 2026–2027.

Graduation and Postsecondary Transition

Graduate Arkansas served approximately 950 students during the 2025–2026 school year. As of year-end, 251 students completed graduation requirements, an increase from 210 graduates in the prior school year. This continued increase reflects both expanding statewide reach and improved persistence among previously disconnected students.

At the same time, leadership identified a significant systems gap in the school's formal documentation of post-graduation outcomes. While many students exit with employment, military, workforce, or postsecondary intentions, the school has not historically maintained a sufficiently structured process to document, verify, and report those transitions in a way that fully demonstrates long-term student impact.

Agency Partnerships

Graduate Arkansas continued to strengthen its collaborative relationships with key state and community partners whose work intersects directly with the students we serve.

Arkansas Juvenile Officers Association (AJOA): Graduate Arkansas maintains a strong partnership with AJOA, engaging juvenile officers and other strategic juvenile justice officials across the state as key connectors for identifying and referring students who are at risk of educational disengagement. This partnership reinforces our statewide reach and strengthens the pipeline of re-engagement for court-involved youth in 50 counties. Likewise, direct interface with these key stakeholders affords Graduate Arkansas early and direct access to information crucial to building sustainable, individualized success pathways and improving its interventional model.

Special Education Compliance and Accreditation

Graduate Arkansas successfully completed FY2026 Special Education monitoring and received confirmation from the Division of Elementary and Secondary Education Office of Special Education that the school **Meets Requirements** under Part B of IDEA. Following internal review during leadership transition, the school immediately implemented corrective professional development in literacy intervention, dyslexia support, and co-teaching practices to address identified result elements scoring below target thresholds.

Graduate Arkansas was also recommended by DESE as Accredited for the 2025–2026 school year, with final State Board approval scheduled for May 14, 2026. This recommendation reflects the school’s continued compliance with state operational standards while reinforcing the need for a tighter continuous-improvement framework around academic performance and student transition outcomes.

Together, these priorities reflect Graduate Arkansas's unwavering commitment to serving students most often left behind by traditional educational systems and to building the partnerships necessary to reach these students wherever they are.

2026–2027 Improvement Priorities and Plan

Because Graduate Arkansas serves students entering with significant credit deficiency, interrupted formal schooling, and substantial academic skill loss, the school’s improvement framework is designed around accelerated recovery growth rather than traditional grade-level cohort comparison alone. Success will be measured not only by annual state proficiency movement, but also by the speed with which students regain engagement, close academic deficits, accumulate credits, and reconnect to a viable graduation or workforce pathway.

Based on year-end leadership review, Graduate Arkansas will focus on the following four strategic improvement priorities during the 2026–2027 school year:

1. Accelerate Literacy Growth through Structured Reading and Writing Intervention
2. Increase Mathematics Proficiency through Competency-Based Monitoring and Targeted Intervention
3. Strengthen Student Engagement, Assignment Completion, and Re-Engagement Systems
4. Expand Postsecondary and Workforce Transition Readiness in Alignment with Arkansas LEARNS

Implementation of these priorities will be supported through monthly leadership monitoring, quarterly board reporting, formal midyear corrective review thresholds, and strategic use of existing school improvement resources, staffing assignments, and statewide external partnerships.

GOAL 1: Students will demonstrate progress in Literacy.

By the end of the 2026–2027 school year, Graduate Arkansas will improve student literacy outcomes by increasing the percentage of students demonstrating movement out of Level 1 and Level 2 performance bands in English Language Arts and by increasing the percentage of students demonstrating measurable growth in structured reading and ATLAS-aligned writing readiness as reflected in state assessment results and internal progress-monitoring data.

Graduate Arkansas recognizes that literacy underperformance among its students is driven by two related but distinct factors:

- (1) foundational reading deficits caused by interrupted prior schooling, and
- (2) weak written expression that suppresses overall ELA performance under ATLAS AI-supported writing scoring protocols.

As a result, the school’s literacy framework for 2026–2027 will include both structured reading intervention and direct writing remediation.

MEASUREMENT

How Writing Scores Shifted Student Performance Levels

The table below illustrates the number of students whose final ELA level changed; either positively or negatively as a direct result of their writing score:

Reading Level	ELA Level (After Writing)	# of Students	Impact
Level 4	Level 3	10	Decline — still proficient
Level 3	Level 2	24	Decline — lost proficiency
Level 2	Level 1	25	Decline — dropped to lowest level
Level 4	Level 2	1	Significant decline — lost proficiency
Level 1	Level 2	8	Increase — gained a level
Level 3	Level 4	1	Increase — reached highest level

Key Findings

- **60 students experienced a decline** in their ELA level, as measured by writing scores, including 25 who were already struggling readers and dropped to Level 1.

- **25 of those students lost proficiency status**, moving from Level 3 or above in reading to Level 2 or below for ELA solely because of their writing score. These were students who were on grade level in reading but are now counted as below proficient.
- **1 student dropped two full levels** from Level 4 in reading to Level 2 in ELA based on writing alone.
- **9 students showed improvement** due to writing, with 8 gaining a level and 1 reaching the highest performance level.

To reach this goal, the school must improve three key drivers: the consistent implementation of evidence-based literacy intervention by trained staff, timely progress monitoring and data-informed instructional adjustments, and increased student engagement and attendance in literacy support sessions.

Driver 1:	<i>High-Quality Literacy Intervention Implementation</i>	
	Why this driver matters:	<p>Students cannot demonstrate sustained literacy growth if intervention services are inconsistent, undocumented, or delivered without fidelity to evidence-based structured literacy practices. Graduate Arkansas serves a student population with significant deficits in decoding, fluency, comprehension, and written language conventions; therefore, intervention delivery must be systematic rather than teacher-dependent.</p> <p>All core instructional staff have completed Arkansas-required Science of Reading training and will maintain full compliance throughout the 2026–2027 school year. The school will now shift from compliance alone to fidelity of implementation by monitoring whether structured literacy practices are being consistently used during intervention and classroom support.</p>
	Metric	Percentage of identified students receiving regular, documented weekly literacy intervention delivered by trained staff.
	Definition	This driver means that every student identified for literacy support receives scheduled, documented, evidence-based reading and writing intervention from staff who have completed Science of Reading requirements and who apply structured literacy practices consistently. For Graduate Arkansas, implementation includes appropriate student identification, intervention assignment, service delivery, staff fidelity checks, and evidence that students are receiving the support they are scheduled to receive.

	Baseline	All students identified as needing support with reading and writing have an opportunity to engage directly with content teachers. Classroom leaders provide daily opportunities for students to request assistance and strengthen their academic skills. Teachers and school leaders actively monitor student progress and engagement, with a commitment to increasing student engagement by 20% and improving academic performance by 5% annually.
	Target	At least 75% of all students identified for literacy intervention will receive regular, documented weekly intervention delivered by trained staff implementing structured literacy practices with fidelity by the end of the 2026–2027 school year.
	Evidence Source	<ul style="list-style-type: none"> • Intervention logs and weekly service delivery records • Student schedules and intervention attendance records • Wilson Reading implementation records • Science of Reading staff compliance records • Monthly fidelity Literacy meetings with our DESE Literacy (1082 Team)
Review Cadence:	Monthly review by Principal, Special Populations Director, and Superintendent.	
Leadership Response if Off Track:	If intervention delivery falls below 95% in any monthly review cycle, leadership will audit staffing assignments, intervention schedules, and service logs within ten business days and immediately reassign student caseloads or staffing responsibilities as needed.	
Driver 2:	<i>Progress Monitoring and Data-Informed Instruction</i>	
	Why this driver matters:	Without consistent progress monitoring, the school cannot identify which students are responding to intervention and which need adjusted support. Timely data review ensures instructional decisions are made proactively rather than reactively.
	Metric	Number of students in need of literacy support with progress monitoring.
	Definition	This driver means that literacy intervention is adjusted based on timely student data rather than informal impressions. Students receiving literacy

		support will have progress evidence collected at defined intervals, reviewed by instructional leaders, and used to determine whether the student should continue the current intervention or receive increased support.
	Baseline	5% of intervention students with current progress monitoring.
	Target	At least 75% of literacy intervention students will have current progress-monitoring data documented every 4–6 weeks by the end of the 2026–2027 school year.
	Evidence Source	<ul style="list-style-type: none"> • Literacy progress-monitoring assessments • ATLAS screener/benchmark data • IEP/504 literacy documentation where applicable • Student intervention trackers • Leadership data review notes
Review Cadence:	Every 4–6 weeks with a monthly leadership summary.	
Leadership Response if Off Track:	Missing progress-monitoring documentation will trigger an immediate data audit by the Special Populations Director and Literacy Coach, followed by a required intervention review meeting with literacy staff to adjust student plans, increase intervention dosage, or retrain staff on data collection expectations.	
Driver 3:	<i>ATLAS Writing Readiness and Response Construction</i>	
	Why this driver matters:	Graduate Arkansas’s internal ELA strand review confirmed that a substantial number of students lost ELA proficiency solely because of low writing scores. Students often demonstrate basic reading comprehension but fail to receive writing credit because responses lack complete sentences, proper grammar, sufficient elaboration, or alignment to AI-scored writing expectations. Without direct writing remediation, gains in reading alone will not translate into improved ELA accountability performance.
	Metric	Percentage of identified ELA intervention students completing monthly ATLAS-style writing tasks and demonstrating rubric-scored improvement in sentence construction, grammar, and elaboration.

	Definition	This driver means that students receive explicit instruction and repeated practice in the type of written responses required for ATLAS success, including complete sentence construction, grammar and elaboration.
	Baseline	2025-2026 internal writing review identified approximately 60 students whose final ELA performance level declined because of writing performance.
	Target	At least 50% of identified ELA intervention students will demonstrate one rubric-level improvement in ATLAS writing readiness by Spring 2027
	Evidence Source	<ul style="list-style-type: none"> ● Monthly ATLAS-style writing prompts ● Teacher rubric calibration records ● AI writing simulation benchmarks ● Student writing portfolios ● Writing lab attendance logs
Review Cadence:	Monthly review by Principal, Literacy Coach, and Superintendent	
Leadership Response if Off Track:	If writing movement is not evident by the midyear review, Graduate Arkansas will increase mandatory writing lab frequency, provide additional teacher coaching on AI-scored writing expectations, and assign intensive writing support for students demonstrating persistent non-performance.	

GOAL 2: Students will demonstrate progress in MATH.

By the end of the 2026–2027 school year, Graduate Arkansas will improve mathematics outcomes by increasing the percentage of students performing at Level 3 or Level 4 on the ATLAS mathematics assessment from 19% to 22%, while also increasing the percentage of enrolled students progressing through competency-based math coursework at or above the expected pace.

Leadership review determined that mathematics underperformance is primarily driven by three interconnected issues:

- (1) large foundational skill deficits among incoming students,
- (2) inconsistent weekly coursework completion resulting in poor pacing through competency-based modules, and
- (3) the absence of a formalized intervention structure for students persistently performing below proficiency.

The school’s 2026–2027 mathematics strategy, therefore, focuses on instructional pacing, targeted intervention, and formal progress-monitoring accountability.

<p>MEASUREMENT</p>	<p>By the end of the 2026–2027 school year, Graduate Arkansas students will demonstrate 3% growth in mathematics, with an increased percentage of students performing at Level 3 or Level 4 on state-mandated assessments, as measured by ATLAS results and ongoing progress monitoring data</p> <p>Graduate Arkansas will increase the percentage of students performing at Level 3 or Level 4 on the ATLAS mathematics assessment from 19% to 22% by the end of the 2026–2027 school year. Mathematics achievement is a critical indicator of academic progress and post-secondary readiness for our students, many of whom enter the program with significant gaps in foundational math skills due to prior educational disruption. To reach this goal, the school must improve in three key areas: the consistent delivery of high-quality, competency-based math instruction aligned to state standards, targeted intervention for students performing at Tier 2 and Tier 3, and proactive use of progress monitoring data to identify and support students who are falling behind before they disengage. Progress will be tracked monthly and reported to leadership on a rolling basis, with a formal mid-year review to assess whether instructional adjustments are needed.</p>	
<p>Driver 1:</p>	<p><i>High-Quality, Competency-Based Math Instruction</i></p>	
	<p>Why this driver matters:</p>	<p>Students cannot demonstrate growth if math instruction is inconsistent, misaligned to state standards, or does not account for the wide range of skill levels present in our student population. Ensuring all math teachers are delivering rigorous, competency-based instruction that meets students where they are is the foundation of academic growth.</p>
	<p>Metric</p>	<p>Number of math students actively progressing through competency-based math coursework at or above the expected pace.</p>
	<p>Definition</p>	<p>Students enrolled in math courses who are completing the minimum</p>

		required assignments per week and demonstrating mastery of competencies at the expected rate, as tracked in the LMS.
	Baseline	53% of math students progressing at or above expected pace (2025–2026)
	Target	60% of math students progressing at or above the expected pace by the end of 2026–2027
	Evidence Source	LMS completion data, ATLAS math assessment results, and teacher progress reports
Review Cadence:	Monthly review by Director, Principal, and Math Coach; results shared with Superintendent	
Leadership Response if Off Track:	The Math Coach will convene an immediate instructional review with math teachers, identify students falling behind, and assign targeted interventions. The Principal will conduct a deep dive and escalate concerns if patterns persist beyond one review cycle.	
Driver 2:	<i>Targeted Intervention for Level 2 and Level 3 Students</i>	
	Why this driver matters:	The current data shows a significant concentration of students at Level 2 on state-mandated assessments who are close to demonstrating proficiency but have not yet crossed the threshold. Targeted, intentional intervention for these students represents the highest-leverage opportunity to move the needle on overall math performance and close foundational skill gaps.
	Metric	Percentage of students identified as Tier 2 or Tier 3 who are receiving documented targeted math intervention
	Definition	Students scoring at Level 1 or Level 2 on ATLAS math who have an active intervention plan and are receiving at least 1 documented intervention session per week, as tracked in session logs
	Baseline	To be established in Fall 2026 using prior year ATLAS and intervention data for Level 1 and Level 2 math students
	Target	50% of students scoring at Level 1 and Level 2 on state-mandated math assessments will receive documented targeted intervention by the end of 2026–2027; 25% of those students will demonstrate movement to a higher performance level on the Spring 2027 ATLAS
	Evidence Source	ATLAS math performance data; intervention session logs; Edgenuity/Imagine Learning progress reports

Review Cadence:	Reviewed every 4–6 weeks by Math Coach and math instructional team; compiled into a monthly report for the Superintendent	
Leadership Response if Off Track:	Math Coach to review intervention logs for fidelity and frequency; identify whether the gap is in identification, assignment, or follow-through; adjust intervention plans accordingly; Principal to be notified if Tier 2 and Tier 3 populations are not showing movement by the mid-year review	
Driver 3:	<i>Mathematics Progress Monitoring and Interim Movement</i>	
	Why this driver matters:	Students receiving intervention need to show measurable progress prior to the annual ATLAS assessment to meaningfully impact state results; relying on end-of-year data comes too late to act. Therefore, Graduate Arkansas will implement interim checkpoints that enable leadership to monitor whether interventions are driving growth.
	Metric	Percentage of identified math intervention students demonstrating measurable interim movement during the school year.
	Definition	The driver means that math intervention success will be measured before the year-end ATLAS assessment through interim checks, competency mastery indicators, and teacher-reviewed growth evidence. The purpose is to determine whether students are making measurable progress early enough for leadership to change the intervention plan if growth is not occurring.
	Baseline	Established based on 2025-2026 ATLAS interim assessments, competency mastery indicators, and teacher-reviewed growth indicators
	Target	At least 25% of math intervention students will demonstrate measurable movement on interim assessments, competency mastery indicators, or ATLAS preparatory assessments by Spring 2027.
	Evidence Source	<ul style="list-style-type: none"> ● ATLAS Interim assessments ● Competency mastery checks ● Teacher assessment tracker (Grade and Progress Report)
Review Cadence:	Monthly review by Principal, Math Coach, and Superintendent	
Leadership Response if Off Track:	If school-wide math pacing falls below the quarterly trajectory, the Math Coach will conduct a standards pacing audit, identify courses with excessive student stagnation, and intervention scheduling within the next reporting cycle.	

GOAL 3: Increase student engagement and/or reengagement.

By the end of the 2026–2027 school year, Graduate Arkansas will reduce the percentage of students dropped from active enrollment from 10% to 5% by implementing a tighter statewide student engagement monitoring structure, increasing documented re-engagement outreach, expanding community-based Success Hub access, and using weekly assignment completion as the school’s primary early warning indicator of disengagement.

Because Graduate Arkansas serves students with prior histories of withdrawal, chronic absenteeism, unstable home conditions, employment obligations, parenting responsibilities, and other barriers that interrupt consistent schooling, student engagement must be monitored differently than in a traditional seat-time model. At Graduate Arkansas, engagement is best reflected by whether students are actively completing coursework, responding to coaching outreach, and maintaining consistent forward momentum toward credit completion.

For this reason, the school’s 2026–2027 re-engagement framework is designed around three integrated systems:

1. formal re-enrollment outreach for dropped and withdrawn students,
2. weekly assignment completion monitoring for currently enrolled students, and
3. expanded in-person access through statewide Success Hubs.

Annual Student Engagement Outcome Targets

- Reduce annual dropped-student percentage from 10% to 5%.
- Increase year-over-year re-enrollment of previously dropped students by at least 5%.
- Ensure that at least 75% of dropped students contacted by success coaches have a documented reason for non-return.
- Increase the school-wide weekly average of completed assignments per student by at least 15%.
- Expand Success Hub access and monthly utilization in identified high-need regions.

MEASUREMENT

Graduate Arkansas will decrease the percentage of dropped students from 10% to 5%. To reach each goal, the school will improve in three key areas:

1. Increase the consistency and documentation of success coach outreach to all students
2. Increase the accessibility and utilization of Success Hubs as in-person re-engagement touchpoints
3. Increase the frequency of assignment completion as the primary real-time indicator of active student engagement.

Progress in all three drivers will be monitored monthly and reported to leadership on a rolling basis.

Driver 1:	<i>Reenrollment of dropped/disengaged students.</i>	
	Why this driver matters:	Graduate Arkansas serves a population of students who have already experienced disruption in their education. Reconnecting students who have disengaged or have been dropped from enrollment is central to the school's mission of never giving up on a student. Strengthening this work lowers dropout rates, increases perseverance toward graduation, and builds a clearer understanding of the barriers students face, which in turn sharpens every other intervention the school runs.
	Metric	(a) Number of previously dropped or withdrawn students re-enrolled per semester. (b) Percentage of contacted, dropped students who provide a documented reason for non-return.
	Definition	This driver means a re-enrolled student is a student previously marked dropped or withdrawn in eSchool who re-enters active enrollment status and completes at least one week of coursework. Documented reason for non-return: a captured, categorized response (e.g., employment, childcare, health, transportation, academic discouragement, incarceration, or other) logged by a success coach in the outreach tracker during a drop-prevention or re-engagement contact.
	Baseline	To be established in fall of 2026 using prior-year success coach outreach logs and eSchool enrollment status reports. (Baseline narrative from last year: meaningful re-enrollment activity documented, but not centrally quantified.)
	Target	(a) Re-enroll a defined number (to be set at baseline fall 2026) of previously dropped students each semester, with year-over-year growth of at least 5%.

		(b) Capture a documented reason for non-return on at least 25% of dropped students contacted by success coaches.
	Evidence Source	<ul style="list-style-type: none"> • eSchool enrollment status reports (entry/withdrawal codes) • Success coach outreach tracker/contact log • Success Hub sign-in and visit logs
Review Cadence:	<p>Monthly: Success coach team review with the Director of Student Success and Principal.</p> <p>Quarterly: Formal report to the Superintendent and leadership team; rolled into board-facing updates.</p>	
Leadership Response if Off Track:	<p>If re-enrollment numbers trail the quarterly pace, the Director of Student Success and Principal convene the success coaches to review outreach documentation, call volumes, and Hub utilization. Adjustments may include reassigning caseloads, extending late-work hours, adding Hub locations, or launching targeted outreach campaigns.</p> <p>If the reason-for-non-return capture falls below 25%: retrain success coaches on the process and set a 30-day correction window before escalating to a formal improvement plan.</p>	
Driver 2:	<i>Weekly assignment completion to reduce absenteeism</i>	
	Why this driver matters:	At Graduate Arkansas, attendance is demonstrated primarily through academic engagement, such as completing assignments. The school's standard is 25 completed assignments per student per week. When students fall below that threshold, they are effectively absent from their learning, even if they are enrolled. Increasing weekly completion is the most direct lever the school has to reduce functional absenteeism, keep students on pace for graduation, and trigger earlier intervention before disengagement becomes a drop.
	Metric	<p>(a) Percentage of enrolled students completing 25 or more assignments per week.</p> <p>(b) Average number of assignments completed per enrolled student per week.</p>
	Definition	Completed assignment: an assignment submitted and graded in the learning management system. Within the week (Monday–Sunday),

		<p>resubmissions and late work credited within the week count toward that week's total.</p> <p>Enrolled student: any student in active enrollment status at any point during the reporting week, excluding students withdrawn prior to Monday.</p>
	Baseline	To be established by October 1, 2026 using LMS assignment-completion reports from the prior semester.
	Target	Raise the student-level weekly average of completed assignments by at least 15% over baseline by end of year.
	Evidence Source	<ul style="list-style-type: none"> • Weekly LMS assignment-completion report • SIS attendance records cross-referenced with completion data • Success coach outreach logs
Review Cadence:	<p>Weekly: Completion dashboard reviewed by advisor and success coach.</p> <p>Monthly: Leadership team review of trendlines (monthly trends)</p> <p>Quarterly: Superintendent report with year-over-year comparison.</p>	
Leadership Response if Off Track:	<p>Tier 1 — Student below 25 for one week: automated teacher/coach outreach within 48 hours; check-in documented in the outreach tracker.</p> <p>Tier 2 — Student below 25 for two consecutive weeks: success coach phone contact + family communication.</p> <p>Tier 3 — Student below 25 for three consecutive weeks: in-person or virtual meeting with student (and guardian if applicable); formal contract with measurable weekly goals.</p> <p>System-level — If campus or school-wide completion rate declines two consecutive months: Superintendent and Chief of Staff convene an action review with principal to examine LMS usability, teacher feedback cycles, and staffing capacity, with written corrective actions and a 30-day follow-up.</p>	

GOAL 4: Increase the number of students who leave on target or graduate with a post-graduation plan.

By the end of the 2026–2027 school year, Graduate Arkansas will increase both the percentage of students exiting with a documented post-graduation plan and the percentage of students making a verified connection to a workforce, military, credentialing, or postsecondary pathway aligned to Arkansas LEARNS college and career readiness expectations.

Graduate Arkansas recognizes that diploma completion alone does not fully satisfy the mission of long-term student success. Because the school serves disconnected youth who are often entering adulthood with limited support systems, the transition from graduation to employment, military service, workforce training, technical certification, or postsecondary education must be intentionally structured rather than left to informal advising.

Graduate Arkansas currently maintains formal memoranda of understanding and partnership arrangements with:

- Metro Career Technical Center (Little Rock School District),
- Arkansas State University,
- and the EXCEL Center for trade and workforce credential exploration.

During 2026–2027, the school will build a more formal transition-readiness system that moves beyond documenting student intentions and instead increases verified student access to postsecondary and workforce opportunities.

MEASUREMENT	By the end of the 2026–2027 academic year, Graduate Arkansas aims to raise the proportion of graduates who are on schedule to graduate and have a documented post-graduation plan that includes employment, military service, continuing education, or vocational training.	
Driver 1:	<i>Post-Graduation Plan Documentation</i>	
	Why this driver matters:	Students who leave Graduate Arkansas without a clear plan for what comes next are at risk of becoming disconnected again. Documenting post-graduation plans for every exiting student ensures that no graduate walks across the stage or leaves our program without a defined next step. It also gives the school the data it needs to tell its impact story and advocate for alternative accountability metrics.
	Metric	Percentage of exiting students with a completed and documented post-graduation plan at the time of exit

	Definition	A post-graduation plan is a documented record collected at graduation or exit that identifies the student's intended next step: employment, military service, post-secondary enrollment, vocational/trade program, or other structured pathway.
	Baseline	20% of exiting students with a documented post-graduation plan (2025–2026)
	Target	80% of students will exit with a documented post-graduation plan by the end of 2026–2027.
	Evidence Source	<ul style="list-style-type: none"> • Graduation exit surveys • Postsecondary enrollment confirmations where available • Military recruiter participation outreach
Review Cadence:	Collected at each graduation ceremony and compiled annually; mid-year review at the January leadership meeting	
Leadership Response if Off Track:	If documentation rates or verified transition connections fall below target, the Director of Student Success will embed transition documentation into final graduation clearance and assign targeted follow-up support to students lacking verified pathway placement.	
Driver 2:	<i>On-target graduation planning and advisor-led conversations</i>	
	Why this driver matters:	Students cannot graduate on target if they do not know where they stand academically or what steps remain. Regular, structured advisor-led graduation planning conversations ensure students are aware of their credit progress, stay motivated, and receive proactive support before they fall too far behind to recover.
	Metric	Percentage of students within 4 credits of the state-required 22 credits of graduation (18+) who have had a documented graduation planning conversation with their advisor in the current semester.
	Definition	A graduation planning conversation is a documented advisor-student meeting (in person, virtual, or by phone) in which the student's remaining credit requirements, timeline to graduation, and post-graduation intentions are discussed and recorded.
	Baseline	20% of near-graduation students with a documented planning conversation per semester (2025–2026)

	Target	80% of near-graduation students with a documented planning conversation per semester by the end of 2026–2027
	Evidence Source	Advisor session logs; coach outreach documentation; Edgenuity/Imagine Learning credit completion reports and School Status documentation
Review Cadence:	Monthly review by Director of Student Success; flagged students reported to Principal at quarterly leadership check-in	
Leadership Response if Off Track:	The Director of Student Success will identify students within graduation range who have not had a planning conversation and follow up with the Career Coach. If the Career Coach caseload is a barrier, redistribute students or engage success coaches to support outreach; escalate if the pattern persists across multiple advisors	
Driver 3:	Expansion Of Workforce, Military, And Technical Credential Access	
	Why this driver matters:	<p>Graduate Arkansas serves a student population for whom immediate workforce entry, technical certification, military service, and short-term credential attainment are often more practical than traditional four-year college enrollment. To align with Arkansas LEARNS, the school must provide concrete access points into those pathways.</p> <p>While Graduate Arkansas has established several partnership agreements, student participation has been limited by funding barriers, transportation barriers, and inconsistent statewide access. The school will therefore prioritize both expansion of partner utilization and pursuit of funding solutions that remove barriers to participation.</p>
	Metric	Number of students participating in workforce, military readiness, technical credentials, or postsecondary partner opportunities.
	Definition	This driver means that Graduate Arkansas will move beyond advising students about options and will actively connect students to workforce, military, technical credentials, community college, and university pathways. The school will monitor participation in these pathways and identify funding, transportation, awareness, or eligibility barriers that limit access.

	Baseline	Partnership structures are in place, but utilization data during 2025–2026 was limited and not centrally monitored through a formal transition dashboard.
	Target	Graduate Arkansas will establish a formal transition participation dashboard and demonstrate year-over-year growth in student participation across all active readiness partnerships.
	Evidence Source	<ul style="list-style-type: none"> ● MOU partner rosters ● ASVAB participation records ● credential enrollment confirmations ● community college referral confirmations ● EXCEL Center referral documentation
Review Cadence:	Semester review with annual board summary.	
Leadership Response if Off Track:	If partnership utilization remains below target, leadership will review referral barriers, transportation barriers, funding limitations, and student awareness gaps and will pursue additional philanthropic, grant, or agency-supported solutions to increase participation.	

Capacity-Building and Support Priorities

To support these goals, Graduate Arkansas will invest in the following capacity-building priorities during the 2026–2027 school year:

- Expand professional development for all instructional and intervention staff, with a focus on structured literacy, dyslexia intervention, and co-teaching models that support students with disabilities in a virtual setting
- Strengthen the Success Coach pipeline through intentional hiring, onboarding, and ongoing coaching to ensure all coaches are equipped to identify, outreach, and re-engage disconnected students
- Develop a formal alumni tracking system to capture post-graduation outcomes and strengthen the school's ability to document long-term impact
- Continue building cross-agency partnerships with community partners to increase referrals and wraparound support for the highest-need students
- Advance the school's leadership development framework by growing internal talent and providing directors with the tools, training, and autonomy needed to lead their departments effectively

Governance and Monitoring Commitment

The board and school leadership will monitor progress toward the 2026–2027 goals through the following structures:

- The Superintendent will provide the board with an update on each goal, including data on literacy tier movement, re-engagement rates, drop rates, hub participation, assignment completion, and post-graduation planning
- The board will receive a formal quarterly report compiled by the Superintendent that summarizes goal progress, highlights successes, identifies areas of concern, and recommends any adjustments to the improvement plan
- Leadership team 1:1 weekly check-ins will serve as the primary operational monitoring tool, with directors reporting on their respective goal areas and action items each week
- The board will formally review and discuss the Annual School Performance Summary at the Annual Board Meeting and provide feedback and direction for the following school year

If any goal is significantly off track at the midyear review, the Superintendent will convene a special leadership session to assess root causes and adjust the plan accordingly. The board will be notified during the monthly board meeting of any material deviation from targets.