



Mr. Arthur Culver has spent over 30 years in public education as a teacher and administrator, including the past nine years as superintendent for the Champaign Community Unit School District #4 in Champaign, Illinois. Under Arthur's leadership in Champaign, African American elementary math and reading scores have improved by 30 percent and 26 percent respectively. African American middle school scores have improved by almost 51 percent and 26 percent respectively in math and reading. Enrollment of African American students in Honors and AP courses has tripled. These and other improved outcomes for African American students led to the successful settlement of the ten-year-old Federal Consent Decree in July 2009. Academic achievement also improved for all students at the same time the achievement gap was being narrowed for African American students. The graduation rate for all students has improved from 89.6 percent to 95.7 percent while the Illinois state average has only moved from 86 percent to 87.8 percent. The current graduation rate for African American students is 93.9 percent compared to the state average of 78 percent. Champaign's ACT and College Readiness scores are above the state and national averages with every eleventh grader required to take the test. Champaign's data system for monitoring student progress and making targeted interventions was used by the University of Illinois to pursue Race to the Top funding to support innovation in improving student achievement.

In addition to the settlement of the Consent Decree and the improvements in academic achievement for all students, Arthur has led Champaign schools in restoring financial stability after ten years of overspending the budget prior to his leadership. He helped pass the largest referendum for facilities funding in district history and increased the number of competitive grants earned from approximately \$350,000 to over \$1 million last year. Two magnet schools have been established to offer high quality options to families and to improve the school choice options.

Arthur's experience as a reform agent began with his first principal's position in Texas where he took a school that was 88 percent minority and over 50 percent low-income and led it to *Recognized* status under the Texas Education Agency (TEA) accountability system. Tice Elementary School had some of the lowest achievement scores in the Galena Park Independent School District when Arthur became principal. The school earned the highest scores in the District for three consecutive years under Arthur's leadership. He then became a Director of Elementary Programs for La Marque ISD where his leadership resulted in improved scores for all students in all population groups at every elementary grade level.

When he became Area Superintendent in Fort Bend ISD, Arthur assumed leadership for approximately 18,500 students in a District of 56,155. The schools under Arthur's supervision were 79 percent minority and 44 percent economically disadvantaged. The number of *Recognized* and *Exemplary* campuses increased from one to nine, and achievement improved significantly at all schools under his supervision.

Arthur's first superintendent's position was in Longview, Texas, a district of approximately 9,000 students of whom 68 percent were minority and 58 percent were low-income. The Board set a goal for student achievement, and he surpassed their goal. The goal was to have three *Recognized* elementary schools by 2000. In 2000/2001, eight of the 11 elementary campuses and one of the three middle schools received *Recognized* status. One elementary school was *Exemplary*, TEA's highest accreditation designation. This was the largest number of *Recognized* and *Exemplary* schools in the Longview ISD's history.

Recently, U.S. Secretary of Education Arne Duncan called upon Arthur to be a part of a “Blue Sky” Turnaround team to provide innovative ideas regarding school reform. Arthur continues to be a trailblazer seeking equity and excellence for public school children. He holds a Bachelor’s degree from Grand Valley State University in Michigan and a Master’s degree in Educational Administration and Supervision from the University of Houston in Texas. He has completed all courses required for a doctorate in Educational Leadership and Cultural Studies at the University of Houston, and he is certified as a Superintendent in both Texas and Illinois.