

Graduate Arkansas Charter High
Accountability Profile

Prepared by
Arkansas Department of Education
Charter School Office

December 2025



TABLE OF CONTENTS

- **Section 1: Abstract..... Pg. 03**
- **Section 2: School Summary..... Pg. 04**
 - *Background Information*
 - *Leadership Team*
- **Section 3: Student Enrollment Data..... Pg. 05**
 - *Enrollment Data*
 - *Three Grade Distribution*
 - *Historical Student Demographics*
 - *Student Attendance*
- **Section 4: Academic Performance Data..... Pg. 07**
 - *State Report Card*
 - *Growth and Achievement Indicators/ Comparisons*
 - *Student Support Services (Learning Services)*
 - *Enrollment Stability Rates*
 - *Student Discipline (All Suspensions, Expulsions, Chronic Absenteeism)*
- **Section 5: Financial Performance Data..... Pg. 13**
 - *Financial Summary*
 - *Financial Metrics*
 - *Financial Data*
- **Section 6: Operational Performance Review..... Pg. 15**
 - *School Compliance Summary*
 - *Staff Recruitment (AR APP Tab-3)*
 - *Teacher Stability Rates*
 - *Teacher Tenure Length*
 - *Teacher Certification Rates*
 - *School Improvement Plan (AR APP Information)*
- **Section 7: Executive Summary Pg. 18**

Section 1: Abstract

Graduate Arkansas Charter High School is an open-enrollment public charter high school serving grades 9–12 in Little Rock, Arkansas, with a mission centered on re-engaging disconnected students through personalized learning pathways leading to high school completion. As of the 2025–2026 school year, the school enrolls 807 students, representing approximately 54% of its authorized enrollment cap of 1,500. The school operates within an alternative-learning context and serves a high proportion of students from special populations, including economically disadvantaged students, English learners, and students with disabilities, which significantly shapes both academic outcomes and operational priorities.

Academically, Graduate Arkansas is exempt from Arkansas’s A–F letter grading system; however, available data from ASPIRE and ATLAS assessments indicate persistent challenges in student achievement, particularly in English Language Arts, mathematics, and science. Growth outcomes in 2024–2025 show mixed results, with English growth approaching standards while math growth remains below expectations. Achievement rates across tested subjects continue to trail state averages, and chronic absenteeism has increased substantially, reaching 78.6% in 2024–2025 – well above the state average. Graduation rate data are included as part of accountability monitoring, though broader academic trends underscore the need for intensified instructional and attendance interventions.

From a financial and operational standpoint, Graduate Arkansas demonstrates strong fiscal capacity, with high ending fund balances, substantial days cash on hand, and generally stable financial indicators over a three-year period. The school remains compliant with ADE Standards for Accreditation and has no current compliance flags. However, governance practices reveal areas for improvement, particularly regarding transparency and documentation, as limited board meeting minutes and the absence of publicly posted budgets for recent years present accountability concerns. Overall, the school maintains financial sustainability and a comprehensive school improvement framework, but continued focus on academic performance, attendance, and governance practices will be critical to long-term success.

Section 2: School Summary

Background Information

Location	6724 Interstate 30, Little Rock, AR 72209
Year Opened	2011
Grade Levels	9-12
Enrollment Cap	1,500
Charter Type	Open Enrollment
Mission Statement	Graduate Arkansas Charter School provides personalized learning opportunities to re-engage disconnected students and empower them to earn a high school diploma that unlocks pathways for lifelong success.

Leadership Team

Personnel	Title	School / Organization	Email
Kerri McNeal	School Principal	Graduate Arkansas	
Katie Hatle	Superintendent	Graduate Arkansas	
Maj. Krystle Browing	School Board Member	Graduate Arkansas	
James Graham	School Board Member	Graduate Arkansas	

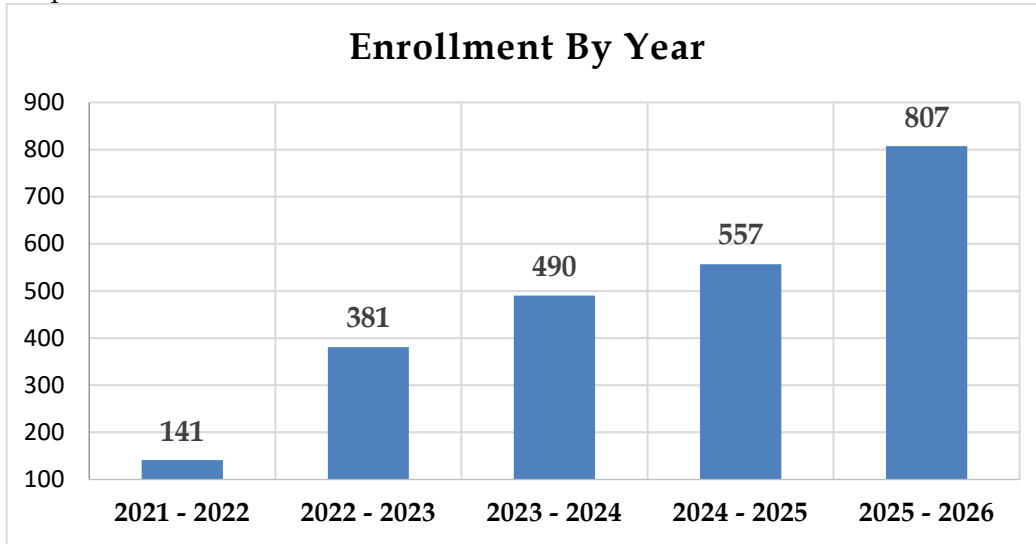
Section 3: Student Enrollment Data

Table 3.0 - 2025 - 2026 Enrollment

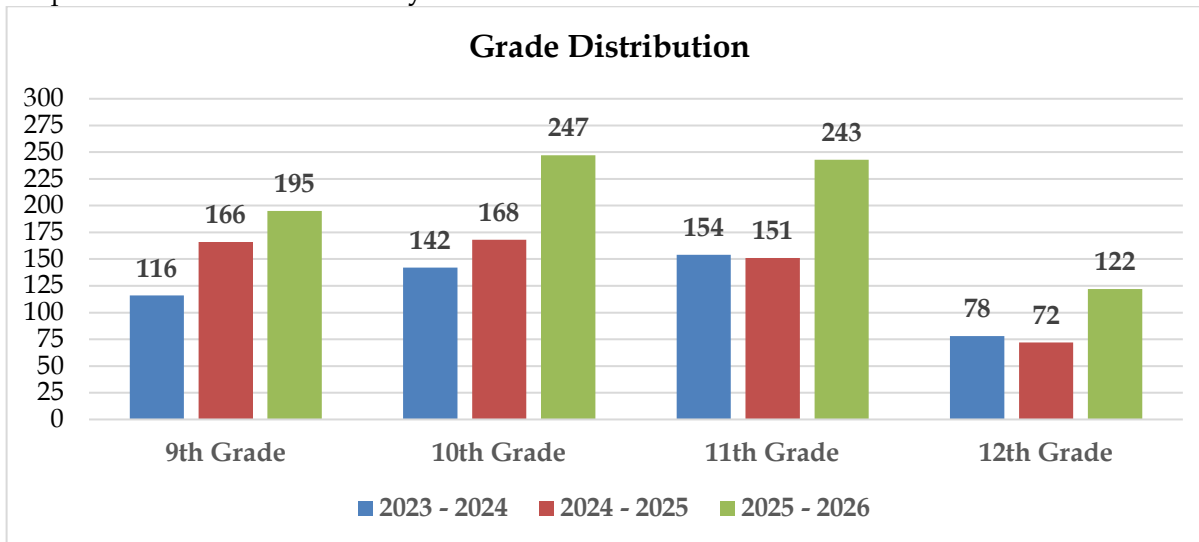
2025 - 2026 Enrollment	Enrollment CAP	Percent of Cap
807	1,500	53.8%

Graph 3.0 reports the total enrollment count by year; Graph 3.1 shows student enrollment by grade; Graph 3.2 shows student demographics. The data reported was captured from the Arkansas Department of Education's Data Center.

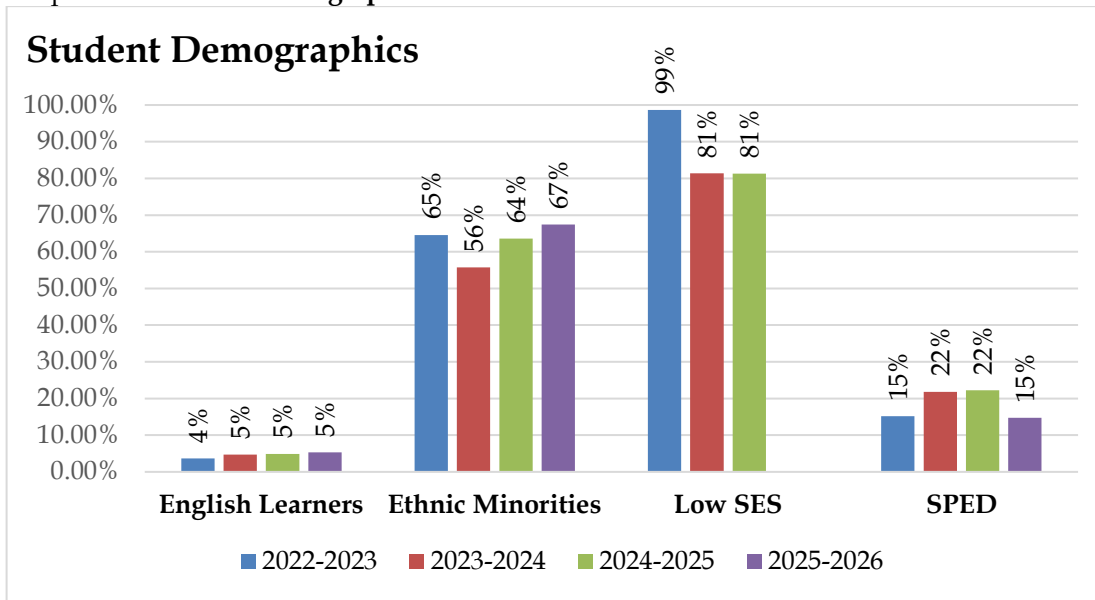
Graph 3.0 - School Enrollment



Graph 3.1 - Student Enrollment by Grade



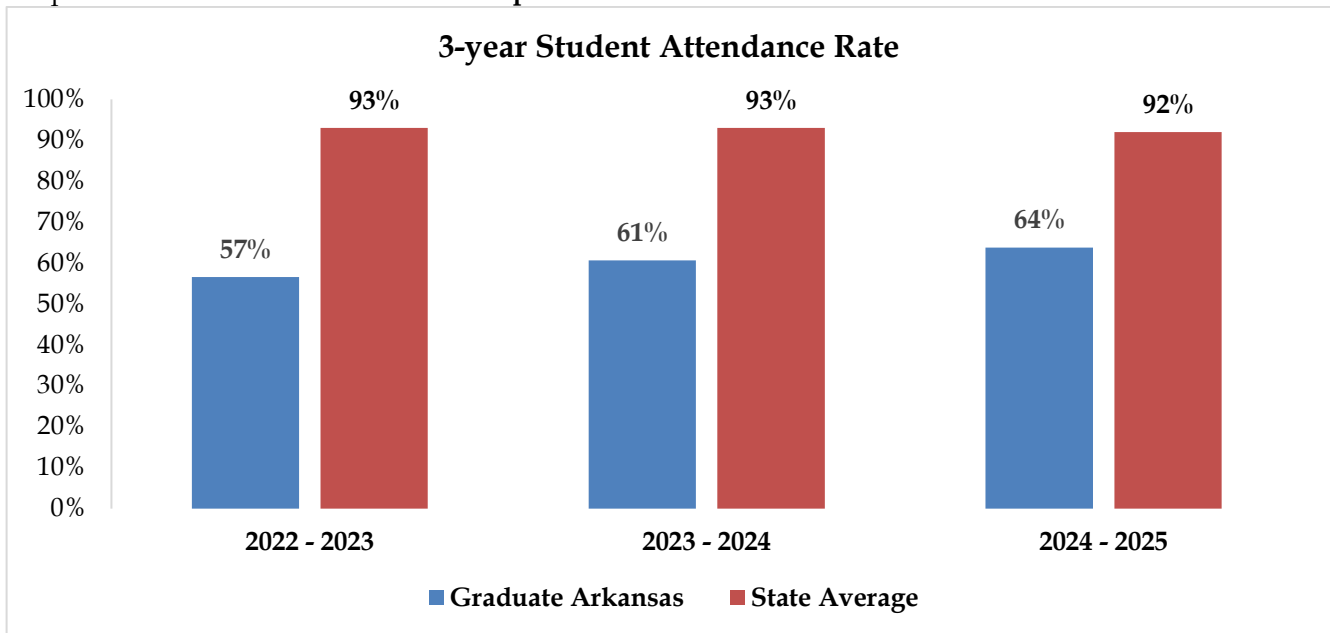
Graph 3.2 - Student Demographics



Student Attendance Rates

Graph 3.3 presents student attendance rates along with a comparison to the state average attendance rate.

Graph 3.3 - Student Attendance Rate Comparison



Section 4: Academic Performance Data

In 2013, the Arkansas legislature passed A.C.A 6-15-2105, requiring the state to implement an A-F grading scale for schools as an indicator of a school’s overall academic health. Graduate Arkansas High is exempt from letter grades at the time of this report.

Growth and Achievement Indicators

Growth scores show how many students met their **individual growth goals** on the end-of-year tests. It highlights how well a school helps **all students make progress**, no matter where they start.

Achievement scores show the percentage of students who met or exceeded grade-level expectations on the annual statewide tests in comparison to state average.

Each public charter school is responsible for educating students according to the standards set for all Arkansas public schools. As of the 2024 – 2025 school year, the ATLAS assessment is being used to track both Growth and Achievement for schools.

Table 4.1 – **Growth Score Ranges for the ASPIRE and ATLAS assessments***

	ASPIRE Growth Score Ranges	ATLAS Growth Score Ranges
Exceeding Standard	85% or Higher	51% or Higher
Meeting Standard	80% – 84%	45% - 50%
Approaching Standard	70% - 79%	35% - 44%
Not Meeting Standard	69% or Lower	34% or Lower

Table 4.1.a **Achievement Score Ranges**

	Achievement Score Ranges
Exceeding Standard	Greater than the state average
Meeting Standard	Equal to or within 5% of the state average
Approaching Standard	6 – 10% below the state average
Not Meeting Standard	11% or more below the state average

**Team members from the Charter School Office worked with Public School Accountability team members to create estimated ASPIRE score ranges for comparison to ATLAS Growth Scores.*

Table 4.2 depicts both growth and achievement scores. (note: during the 2021 - 2022 school year, the ASPIRE assessment was utilized for both Growth and Proficiency(Achievement). The ATLAS assessment was first used in the 2023 - 2024 and there were no officially published scores for the 2023 - 2024 school year).

Table 4.2 - Growth and Achievement Scores

Growth - English					State Average
	Exceeding Standard	Meeting Standard	Approaching Standard	Not Meeting Standard	
2021-2022 ASPIRE			69.86%		80.00%
2022-2023 ASPIRE			73.98%		80.14%
2023-2024	No Official Scores Published by the State				
2024-2025 ATLAS			38%		49%

Growth - Math					State Average
	Exceeding Standard	Meeting Standard	Approaching Standard	Not Meeting Standard	
2021-2022 ASPIRE			76.97%		79.83%
2022-2023 ASPIRE			71.58%		79.88%
2023-2024	No Official Scores Published by the State				
2024-2025 ATLAS		49%			52%

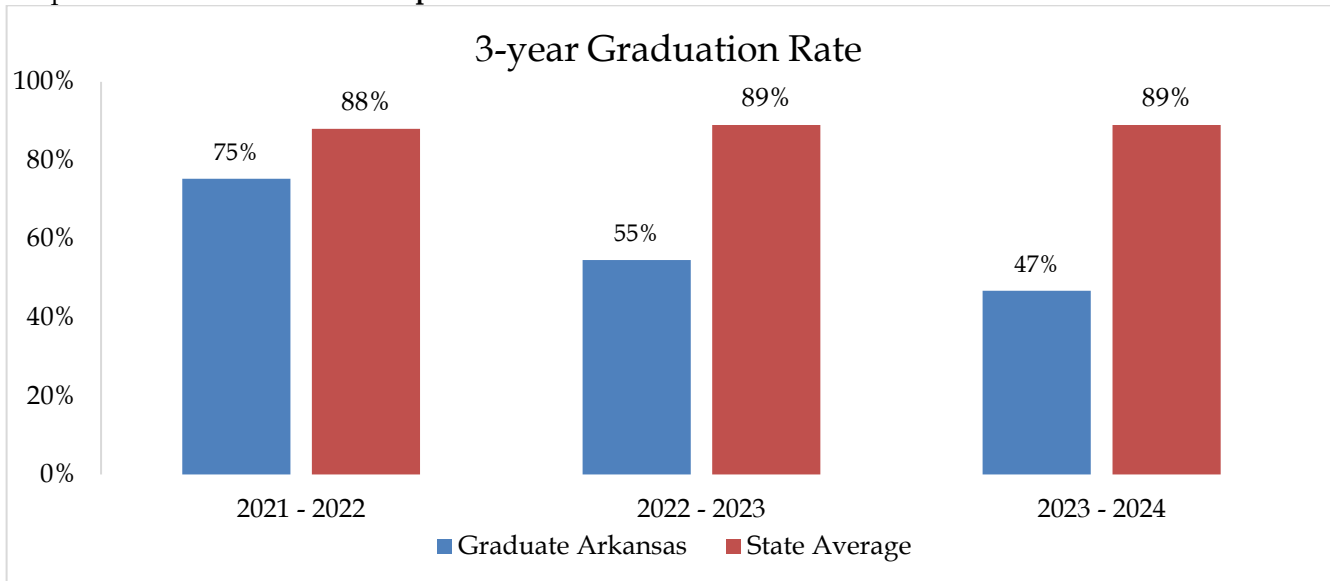
Achievement - English					State Average
	Exceeding Standard	Meeting Standard	Approaching Standard	Not Meeting Standard	
2021-2022 ASPIRE				16.28%	38.59%
2022-2023 ASPIRE				12.50%	41.73%
2023-2024	No Official Scores Published by the State				
2024-2025 ATLAS				9%	31%

Achievement - Math					State Average
	Exceeding Standard	Meeting Standard	Approaching Standard	Not Meeting Standard	
2021-2022 ASPIRE				0.00%	26.67%
2022-2023 ASPIRE				4.08%	23.45%
2023-2024	No Official Scores Published by the State				
2024-2025 ATLAS				8%	22% %

Achievement - Science					State Average
	Exceeding Standard	Meeting Standard	Approaching Standard	Not Meeting Standard	
2021-2022 ASPIRE				8.89%	30.22%
2022-2023 ASPIRE				6.12%	30.17%
2023-2024	No Official Scores Published by the State				
2024-2025 ATLAS				4%	35%

Graduation rate is included in determining a school’s academic performance. **Graph 4.0** compares the school’s graduation rate with the state average.

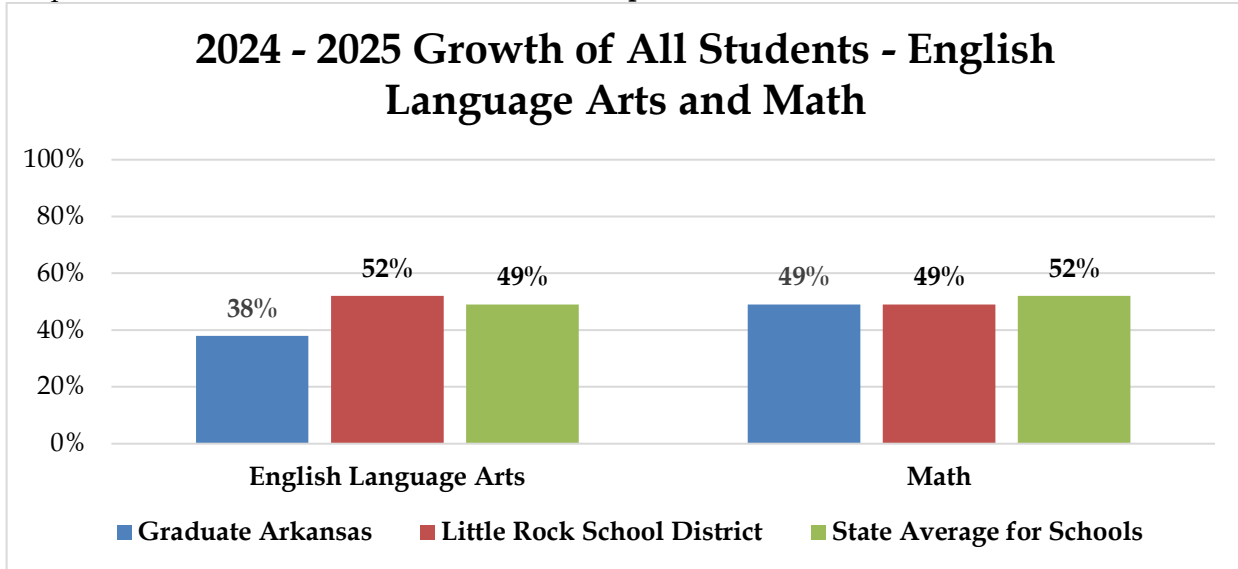
Graph 4.0 - **Graduation Rate Comparison**



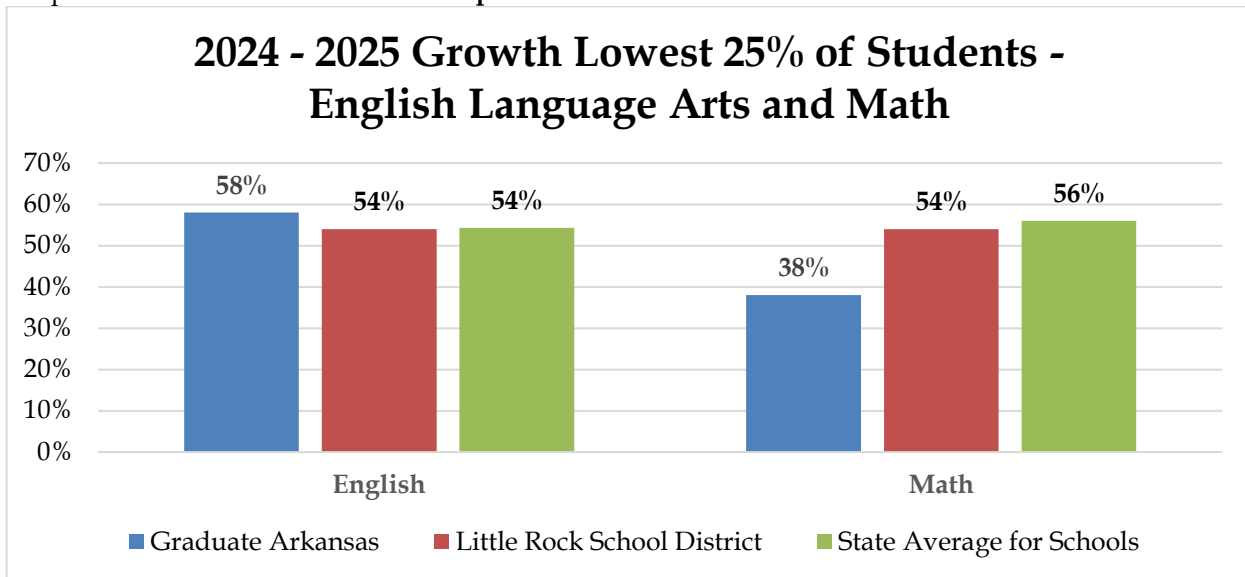
School Growth Comparison Data 2024 – 2025 school year

Graph 4.0.a compares growth of all students at the charter school in English Language Arts and Math with the Little Rock School District and state average. **Graph 4.1.b** compares growth of the lowest 25% of students at the charter school in English Language Arts and Math with the Little Rock School District and state average.

Graph 4.0.a – 2024 – 2025 All Students Growth Comparison



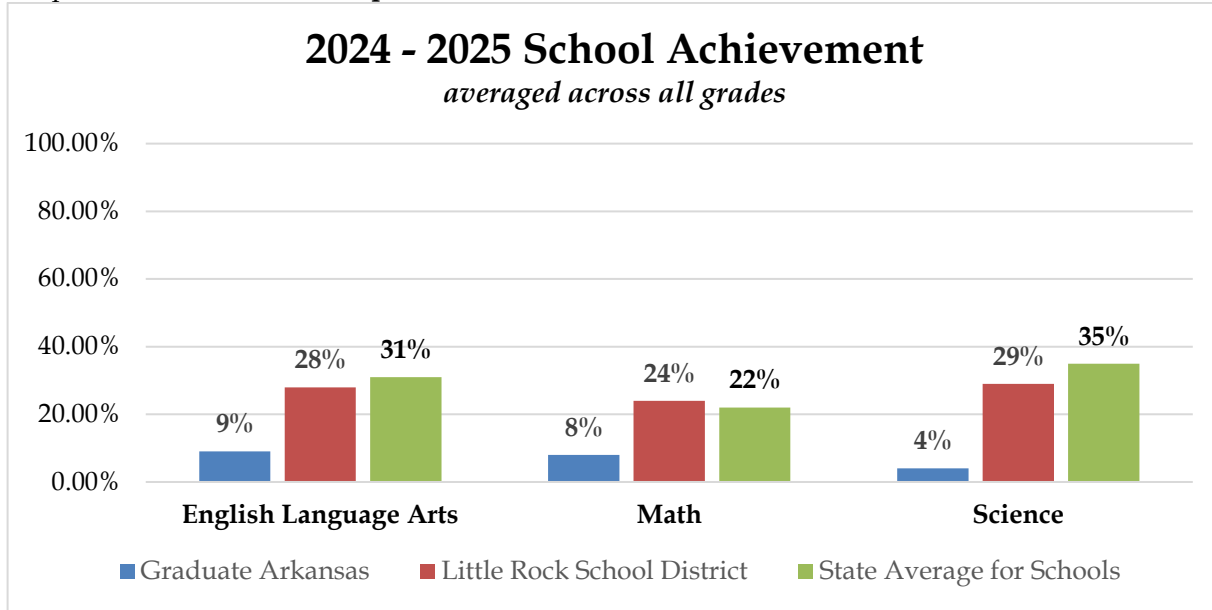
Graph 4.0.b - Lowest 25% Growth Comparison



School Achievement Comparison Data

Graph 4.2 presents proficiency scores, averaged across all grades, for the charter school in English Language Arts, Math, and Science for the 2024 - 2025 school year compared to the Little Rock School District and the state average.

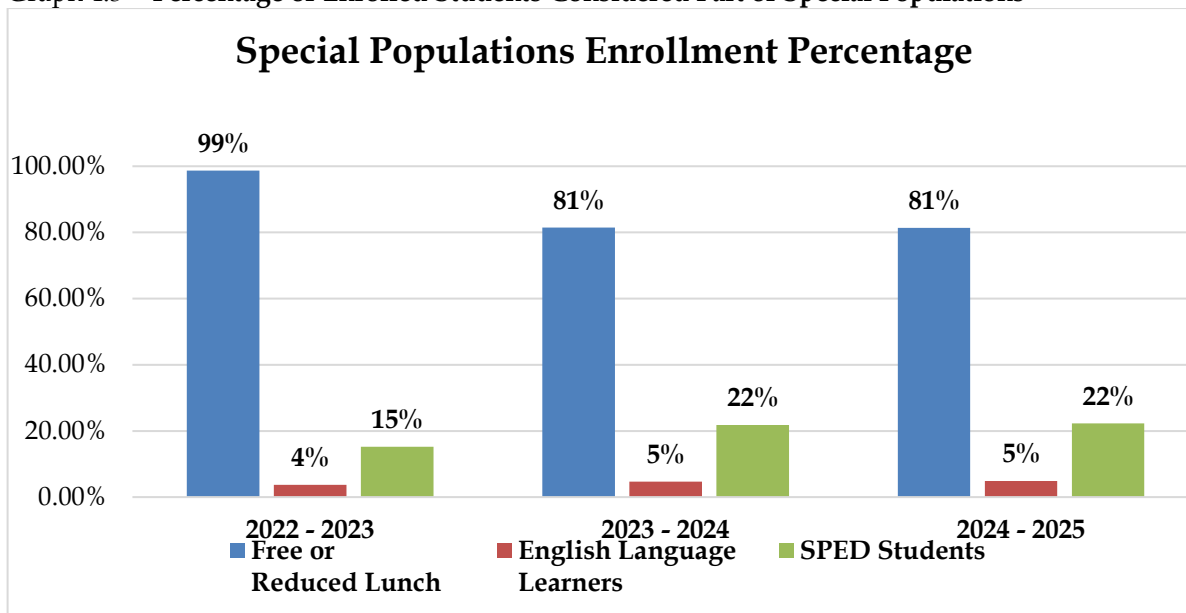
Graph 4.2 - Achievement Comparison



Special Populations

The State of Arkansas’ definition of special populations includes students who receive a free or reduced lunch, English language learners, and students identified as SPED. **Graph 4.3** provides the charter school’s enrollment percentages of students identified as part of a special population during the past three years.

Graph 4.3 - Percentage of Enrolled Students Considered Part of Special Populations



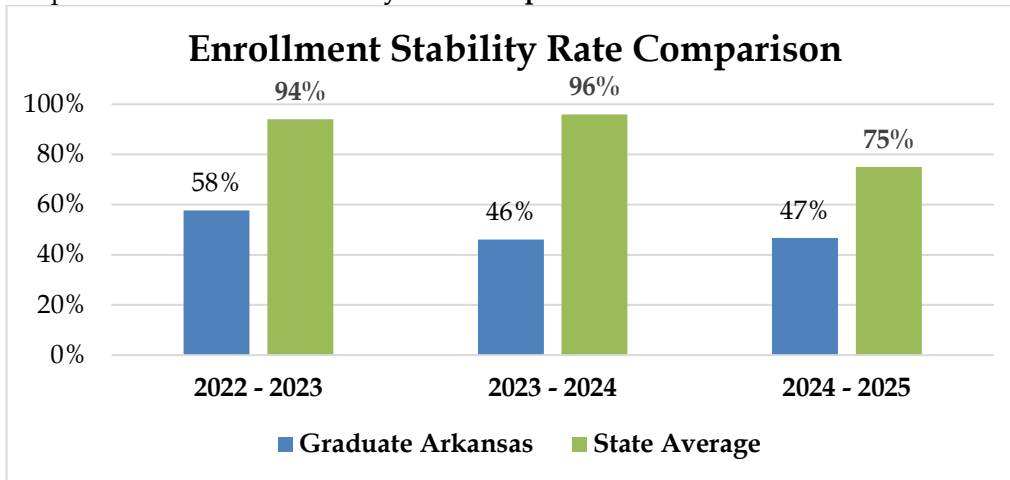
Learning Services Summary

Graduate Arkansas Virtual Academy had limited support from ADE Learning Services.

Enrollment Stability Rates

Graph 4.4 illustrates Graduate Arkansas Virtual Academy’s enrollment stability as compared to the state average. Enrollment stability is defined as the percentage of students who return to the same school from the previous school year.

Graph 4.4 - Enrollment Stability Rate Comparison



Student Discipline

Table 4.3 presents Graduate Arkansas Virtual Academy’s disciplinary history and compares it to the state average.

Table 4.3 - 3-year Disciplinary history

	Graduate Arkansas Whole Number Count	State Average
School Suspensions (In & Out of school)		
2022-2023	0	103.93
2023-2024	0	103.90
2024-2025	0	96.03
Expulsions		
2022-2023	0	1.06
2023-2024	0	0.94
2024-2025	0	0.81
Chronic Absenteeism		
2022-2023	No Data	22%
2023-2024	67.69%	27%
2024-2025	78.60%	21%

Section 5: Financial Performance Data

Financial information was provided by the Arkansas Department of Education’s Finance office in late October 2025.

The Board meeting schedule and meeting agendas for Graduate Arkansas have not been posted for the current school year. The minutes from the July 2025 school board meeting are the only set of minutes available online at this point.

Through the spring and summer of 2025, the Graduate Arkansas Charter High School Board of Directors held several meetings in which they reviewed academic performance updates and oversaw major financial and operational decisions.

Financial Metrics (3-years)

Table 5.0 provides definitions used for categories, while **Table 5.1** provides data for the charter school based on the Financial Performance rubric sections provided by ADE Finance (1. Essential Financial Readiness, 2. General Financial Readiness, 3. Financial Sustainability).

Table 5.0 – Performance Metrics’ Category Definitions

Category	Meets	Does Not Meet	Falls Far Below
<i>Ending Balance % of Revenue</i>	Greater than 8%	Between 8 – 6%	Below 6%
<i>Days Cash on Hand</i>	Greater than 60 days	30 – 60 days	Less than 30 days
<i>Operating Margin</i>	Equal to or greater than 1	Between 1 – 0.05	School demonstrates a negative Margin
<i>Unrestricted Fund Balance</i>	Greater than or equal to 8.33%	Between 8.33 - 7.33%	Less than 7.33%
<i>Enrollment Stability</i>	Greater than or equal to 90%	Between 89 – 80%	Less than 79%
<i>Fiscal Management & Oversight</i>	Yes , clear signs of the board meeting, discussing, and acting on quarterly reviews and/ or addressing financial issues. Also, a fiscal audit has been performed each operational year and is discussed within the board.		No , there are clear gaps in board meetings, no clear discussion, and/ or acting on quarterly reviews. Also, there are clear gaps in fiscal audits being performed. No clear actions or discussion have been undergone

Table 5.1 - 3-year Financial Performance

Color Legend	Meets	Does Not Meet	Falls Far Below
	2023 - 2024	2024 - 2025	2025 - 2026
<i>Ending Balance % of Revenue</i>	87.51%	60.34%	74.2%
<i>Days Cash on Hand</i>	532	187	328
<i>Operating Margin</i>	.40	-0.18	0.18
<i>Unrestricted Fund Balance</i>	145.87%	51.34%	89.95%
<i>Enrollment Stability</i>	128.61%	113.67% %	144.88%
<i>Fiscal Management & Oversight</i>	No Findings	No Findings	No Data

Financial Data (3-years)

Table 5.2 - 3-year Financial Data

Topics	2023-2024 <i>Actual</i>	2024-2025 <i>Actual</i>	2025-2026 <i>Budgeted</i>
<i>Beginning Balance</i>	\$2,164,694.35	\$3,987,850.41	\$3,090,416.26
<i>Revenue</i>	\$4,556,929.27	\$5,121,910.34	\$5,450,940.00
<i>Expenditures</i>	\$2,733,773.21	\$6,019,344.49	\$4,496,517.04
<i>Ending Balance</i>	\$3,987,850.41	\$3,090,416.26	\$4,044,839.22
<i>Ending Balance % of Revenue</i>	87.51%	60.34%	74.2%

Section 6: Operational Performance Review

This section reviews the charter school's compliance with applicable laws, enrollment and recruitment practices, and school improvement plans. The data assists in ensuring accountability and allows ADE to support continuous improvement in charter schools. Additionally, the information aids ADE's Charter School Office in deciding whether to recommend that the Charter Authorizing Panel renews the charter contract.

School Compliance Summary

Currently, the charter school does not have any standing flagging actions and is compliant with the ADE Standards for Accreditation.

The 2025–2026 Graduate Arkansas School Improvement Plan outlines a comprehensive framework focused on improving academic achievement, increasing student engagement, strengthening support systems, and enhancing professional learning communities. The plan begins by establishing a clear leadership structure (page 1) and reasserting the school's mission to re-engage disconnected students through personalized pathways. Five core values—student-centered decision-making, perseverance, respect, accountability, and community—serve as foundational principles for the goals and strategies that follow.

The academic improvement goal centers on increasing literacy and mathematics progress by 5% through enhanced data analysis, individualized learning plans, digital learning supports, and flexible credit recovery approaches. Student engagement receives significant attention, with a targeted 15% attendance increase supported by coaching programs, recognition systems, career exploration opportunities, and parent engagement initiatives. Social-emotional support is strengthened through an SEL curriculum, counseling partnerships, and wellness programs. Teacher effectiveness is addressed through weekly PLCs, mentorship, classroom observations, and ongoing professional development.

Finally, the plan includes infrastructure and technology goals aimed at improving learning environments and tools, along with community partnerships and resource allocation guidance. The monitoring structure features monthly, quarterly, and annual data reviews to ensure continuous improvement. Overall, the plan is comprehensive, clearly organized, and aligned to the needs of an alternative-learning environment, though it would be strengthened by clearer baselines, progress indicators, and more detailed timelines.

Charter School Board

The Board meeting schedule and meeting agendas have not been posted for the current school year. The minutes from the July 2025 school board meeting are the only set of minutes available online at this point.

Through the spring and summer of 2025, the Graduate Arkansas Charter High School Board of Directors held several meetings in which they reviewed academic performance updates and oversaw major financial and operational decisions. Academic data was consistently included as part of the superintendent's presentations, with notable emphasis on student performance metrics, testing updates, instructional programs, and progress indicators.

At the March 26, 2025 meeting, the Board received multiple academic updates in the superintendent's report, including information on ELPA testing, the ATLAS Tide Release (March 31, 2025), graduate progress, and curriculum and communications updates. This meeting did not include adoption or review of an annual budget; however, financial oversight continued with receipt of the monthly financial summary.

During the May 8, 2025 annual meeting, the Board again reviewed academic data in the superintendent's report, which included updates on state testing (ATLAS Summative), professional development, Edgenuity and instructional updates, and curriculum. Academic data regarding enrollment, special populations,

and success division progress (including graduate updates and honors recognitions) was also presented. This meeting focused heavily on required annual approvals, including 2025–2026 State Required Plans, GEPA Assurances, and other compliance items, but did not include adoption of an annual budget.

At the July 10, 2025 meeting, the Board reviewed academic performance as part of the superintendent’s presentation. This included quantitative performance of the charter, covering academics, enrollment, and parental involvement, along with renewal-related accountability benchmarks. Although the board conducted significant business – including approval of service agreements, banking authorizations, salary schedules, and assurances, there was no adoption or review of an annual operating budget during this session.

Staff Recruitment and Retention Plan

The Graduate Arkansas Teacher and Administrator Recruitment and Retention Plan provides a structured, multi-year approach to building and sustaining a diverse, high-quality educator workforce. The recruitment component centers on increasing the number of qualified educators hired by 5% annually through expanded online presence, targeted outreach, social media engagement, and participation in regional job fairs. The plan emphasizes diversity, alignment with school values, and partnerships with community organizations to raise awareness of employment opportunities. These strategies are supported by clearly assigned responsibilities and defined timelines, demonstrating intentionality and strategic planning.

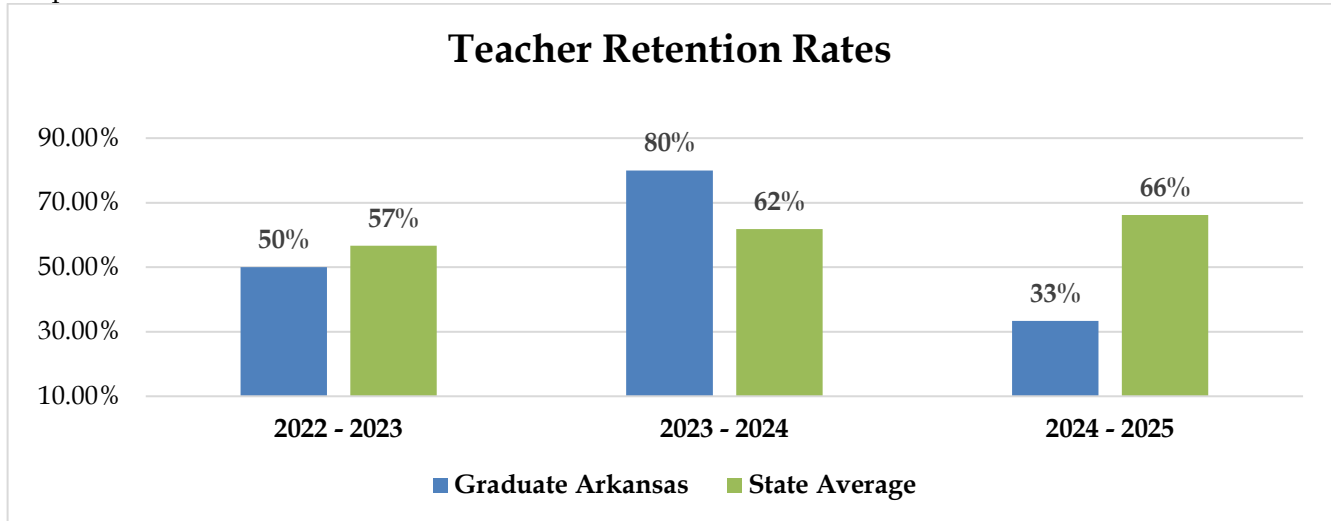
The retention section establishes a goal of maintaining at least an 80% year-to-year staff retention rate. To accomplish this, the plan focuses on cultivating an inclusive school culture, strengthening professional development opportunities, and recognizing staff accomplishments through public celebration and appreciation initiatives. These actions are grounded in best practices for retaining educators, particularly in high-needs or growing charter environments. Data collection on retention trends, staff satisfaction, and professional growth will guide ongoing adjustments to these efforts across multiple school years.

Finally, the plan aims to increase the number of students – especially those from minority backgrounds – who pursue careers in education by 1% annually. This includes building partnerships with minority-serving institutions, reducing barriers to teacher-prep program access, and creating opportunities for students to explore education careers through campus activities and role-model engagement. While the foundational framework is strong, the plan would benefit from more detailed metrics and documented outcomes as future years’ data become available. Even so, it presents a comprehensive and strategically structured approach to educator pipeline development across recruitment, retention, and student interest cultivation.

Teacher Retention Rates

Graph 6.0 shows teacher stability for the charter school compared to the state average. Teacher stability is defined as the percentage of teachers who return to the school from the previous school year.

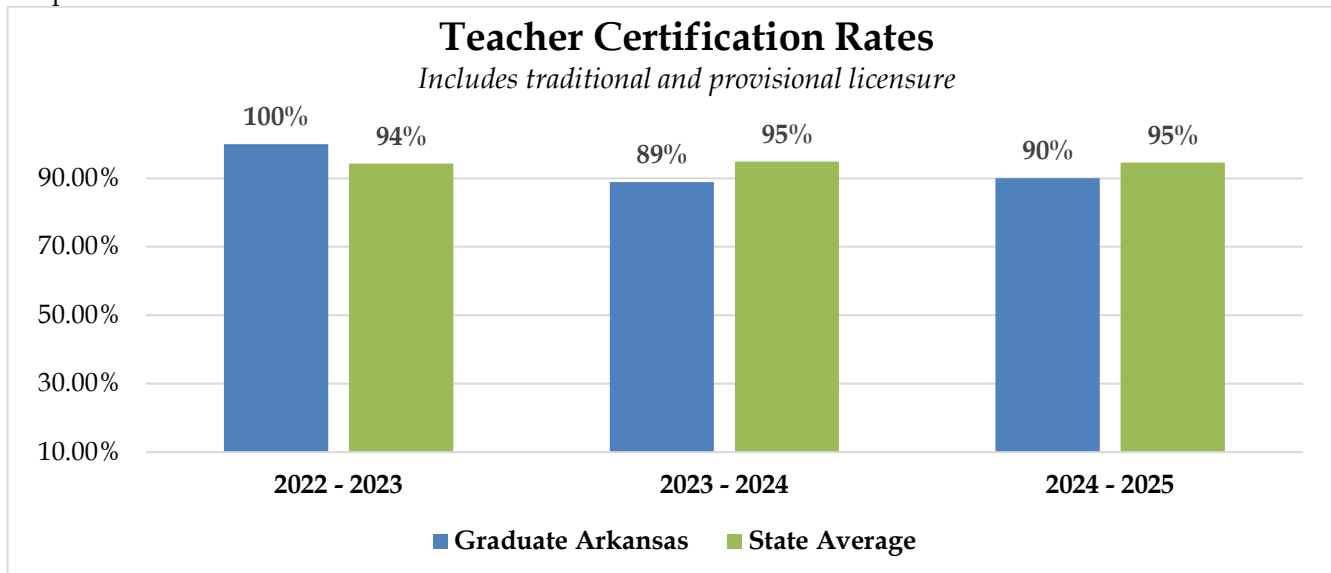
Graph 6.0 – Teacher Retention Rates



Teacher Certification Rates

Graph 6.1 provides the charter school's percentage of certified teachers compared to the state average. Understanding the percentage of credentialed teaching staff can be informative when discussing performance outcomes and teacher training needs.

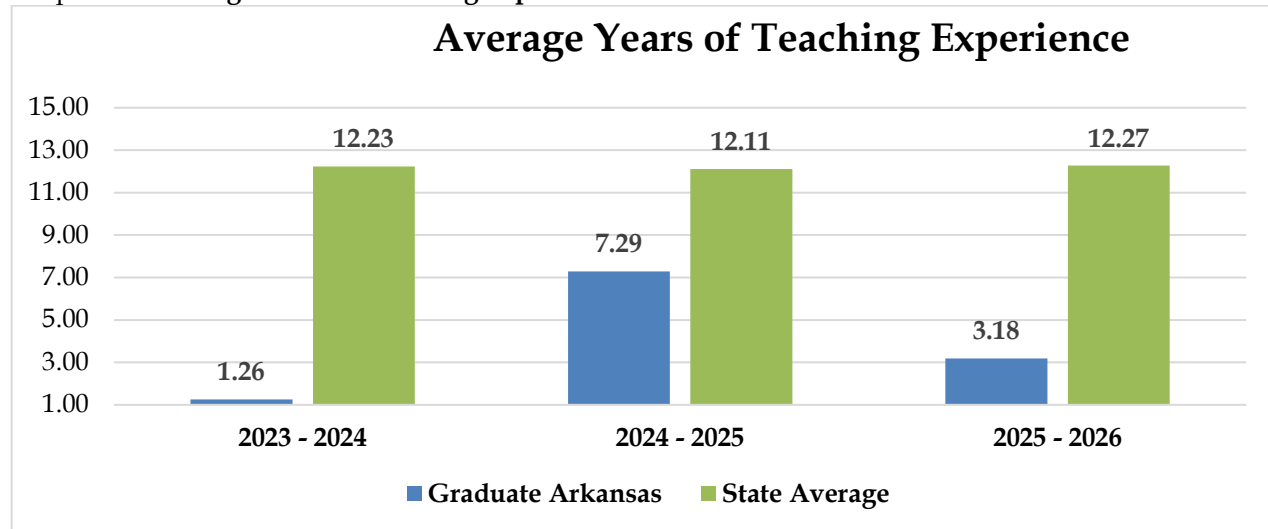
Graph 6.1 – Teacher Certification Rates



Average Teaching Experience

Graph 6.2 presents the charter school's average years of teaching experience compared to the state average.

Graph 6.2 – Average Years of Teaching Experience



School Improvement Plan

The 2025–2026 Graduate Arkansas School Improvement Plan outlines a comprehensive framework focused on improving academic achievement, increasing student engagement, strengthening support systems, and enhancing professional learning communities. The plan begins by establishing a clear leadership structure (page 1) and reasserting the school's mission to re-engage disconnected students through personalized pathways. Five core values – student-centered decision-making, perseverance, respect, accountability, and community – serve as foundational principles for the goals and strategies that follow.

The academic improvement goal centers on increasing literacy and mathematics progress by 5% through enhanced data analysis, individualized learning plans, digital learning supports, and flexible credit recovery approaches. Student engagement receives significant attention, with a targeted 15% attendance increase supported by coaching programs, recognition systems, career exploration opportunities, and parent engagement initiatives. Social-emotional support is strengthened through an SEL curriculum, counseling partnerships, and wellness programs. Teacher effectiveness is addressed through weekly PLCs, mentorship, classroom observations, and ongoing professional development.

Finally, the plan includes infrastructure and technology goals aimed at improving learning environments and tools, along with community partnerships and resource allocation guidance. The monitoring structure features monthly, quarterly, and annual data reviews to ensure continuous improvement. Overall, the plan is comprehensive, clearly organized, and aligned to the needs of an alternative-learning environment, though it would be strengthened by clearer baselines, progress indicators, and more detailed timelines.

Section 7: Executive Summary

Financial Performance

Graduate Arkansas Charter High School demonstrates strong financial health and sustainability across the reviewed period. The school maintains exceptionally high ending fund balances, ranging from 60% to 87% of annual revenue, and reports robust liquidity with days cash on hand far exceeding state benchmarks. While the school experienced a negative operating margin in 2024–2025, projected financials for 2025–2026 indicate a return to positive margins. Unrestricted fund balances remain well above minimum expectations, suggesting the school is well-positioned to absorb financial shocks and invest strategically in programmatic improvements. Overall, financial metrics indicate that Graduate Arkansas meets or exceeds ADE’s standards for financial readiness and sustainability.

Operational Performance

Operationally, Graduate Arkansas is compliant with ADE Standards for Accreditation and has no current flagging actions. The school has developed a comprehensive School Improvement Plan for 2025–2026 that addresses academic achievement, student engagement, social-emotional learning, staff development, and infrastructure. Recruitment and retention strategies for teachers and administrators are well-articulated, with clear goals related to workforce stability and diversity. However, governance transparency represents a notable operational weakness. Board meeting schedules and agendas are not consistently posted, and only limited board minutes are publicly available. Additionally, there is no documented evidence of formal adoption or review of an annual operating budget during recent board meetings, which weakens fiscal oversight practices despite strong underlying financial performance.

Academic Performance

Academic performance remains the most significant area of concern. Growth and achievement data indicate that student outcomes in English Language Arts, mathematics, and science remain below state averages, with particularly low achievement rates across subjects. Although English growth in 2024–2025 approached standard levels, math growth and overall proficiency remain insufficient. Chronic absenteeism has increased sharply and far exceeds state averages, presenting a substantial barrier to academic improvement. While graduation rates are monitored as part of accountability measures, persistent attendance and achievement challenges highlight the need for more targeted, data-driven instructional interventions and engagement strategies.

Recommendations to Address Deficiencies

1. **Strengthen Attendance Interventions:**
Implement intensified, evidence-based attendance strategies, including individualized attendance plans, expanded family outreach, and real-time monitoring, to address chronic absenteeism and support student persistence.
2. **Target Academic Growth and Achievement:**
Use disaggregated assessment data to identify priority skill gaps in literacy and mathematics, strengthen progress monitoring, and align instructional supports more explicitly to ATLAS growth and achievement benchmarks.
3. **Improve Governance Transparency and Oversight:**
Regularly post board meeting schedules, agendas, and minutes, and ensure formal adoption and documented review of annual budgets to strengthen accountability and public trust.
4. **Refine School Improvement Metrics:**
Enhance the School Improvement Plan by establishing clearer baselines, interim benchmarks, and timelines to allow for more precise monitoring of progress and impact.
5. **Leverage Financial Capacity for Academic Supports:**
Strategically deploy available financial reserves to expand academic interventions, student support services, and attendance-focused programming aligned with the school’s mission to re-engage disconnected learners.