

Arkansas Virtual Academy Elementary  
Accountability Profile



Prepared by  
Arkansas Department of Education  
Charter School Office

March 2026



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## **Section 1: Abstract**

This report provides a comprehensive review of ARVA Elementary's academic, financial, and operational performance, with the goal of identifying strengths, areas for improvement, and actionable recommendations. The analysis examines student achievement outcomes, student growth trends, instructional quality indicators, fiscal health, and operational systems that support teaching and learning in a virtual environment. Particular attention is given to the alignment between resources, instructional practices, and student outcomes.

Findings suggest that while ARVA Elementary demonstrates areas of stability in enrollment and program delivery, academic performance outcomes indicate the need for targeted improvement, particularly in core content areas such as literacy and mathematics. Growth measures appear uneven across grade levels, suggesting inconsistencies in instructional implementation and student engagement. Financially, the organization shows signs of maintaining baseline operational viability; however, resource allocation may not be optimally aligned to directly support academic interventions and student success initiatives.

Operationally, ARVA Elementary maintains foundational systems necessary for virtual education, but challenges remain in student engagement, attendance monitoring, and instructional consistency. The report concludes with a set of strategic recommendations focused on strengthening academic outcomes, improving resource alignment, and enhancing operational effectiveness to ensure long-term sustainability and improved student achievement.

## Section 2: School Summary

### *Background Information*

<b>Location</b>	717 West 7 <sup>th</sup> Street, Little Rock, AR
<b>Year Opened</b>	2001
<b>Grade Levels</b>	k- 5
<b>Enrollment Cap</b>	7,000 (District Cap)
<b>Charter Type</b>	Open Enrollment
<b>Mission Statement</b>	Arkansas Virtual Academy exists to build relationships, instruct with relevance, and prepare students for the rigor of career and college success.

### *Leadership Team*

<b>Personnel</b>	<b>Title</b>	<b>School / Organization</b>	<b>Email</b>
Amy Johnson	Superintendent	ARVA	amjohnson@arva.org
Lindsey Marrs	Principal	ARVA Elementary	lmarrs@arva.org
Jess Askew	Board Chair	ARVA CMO	
Joel Edel	Vice Chair	ARVA CMO	
Paige Gorman	Secretary/Treasurer	ARVA CMO	
Dana Kelley	Board Member	ARVA CMO	
Gary McHenry	Board Member	ARVA CMO	
David Straessle	Board Member	ARVA CMO	

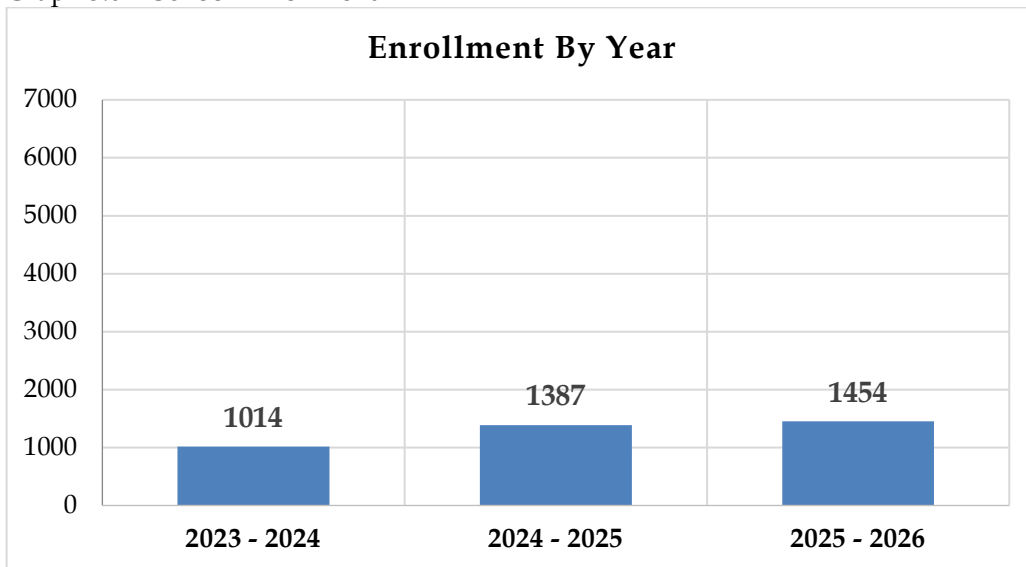
### Section 3: Student Enrollment Data

Table 3.0 - 2025 - 2026 Enrollment

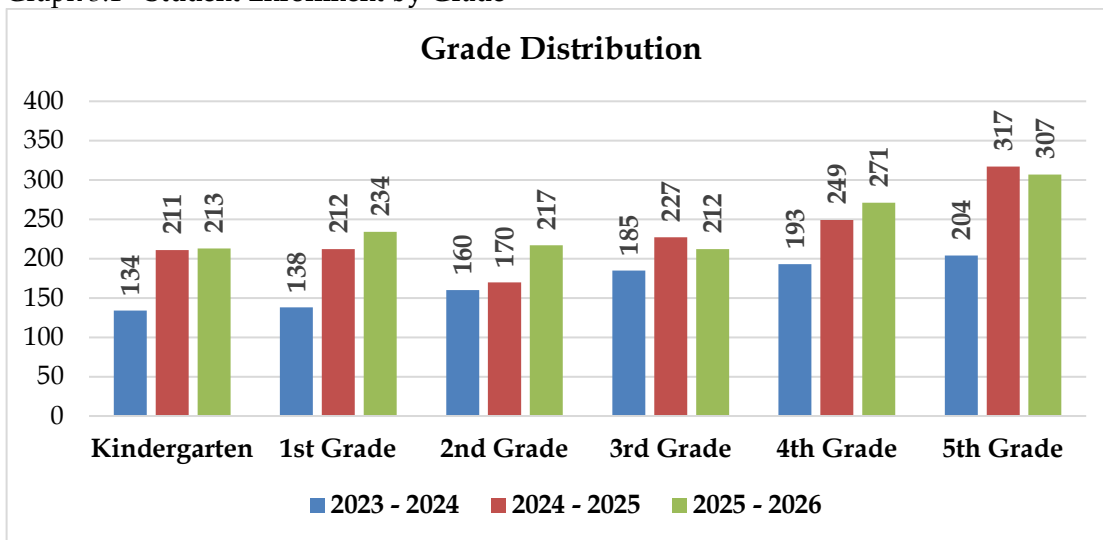
2025 - 2026 Enrollment	Enrollment CAP	Percent of Cap
1,454	7,000 (District)	21%

**Graph 3.0** reports the total enrollment count by year; **Graph 3.1** shows student enrollment by grade; **Graph 3.2** shows the percentage of students who are identified as part of a special population. 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. The data reported was captured from the Arkansas Department of Education’s Data Center.

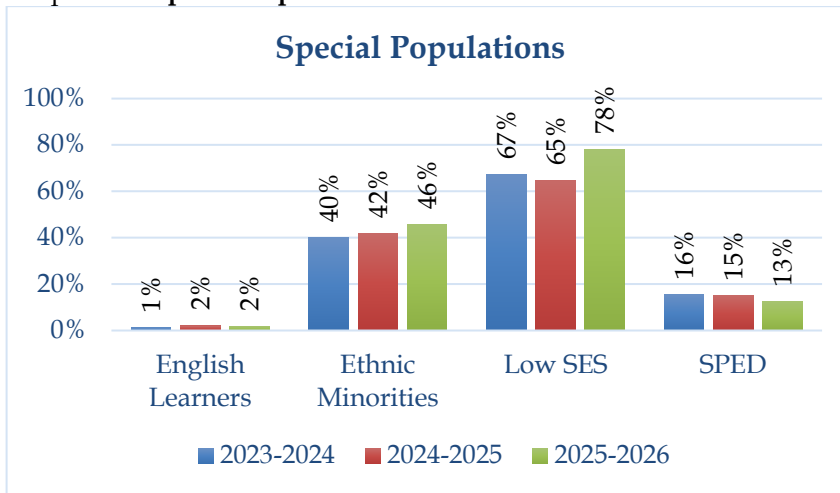
Graph 3.0 - School Enrollment



Graph 3.1 - Student Enrollment by Grade



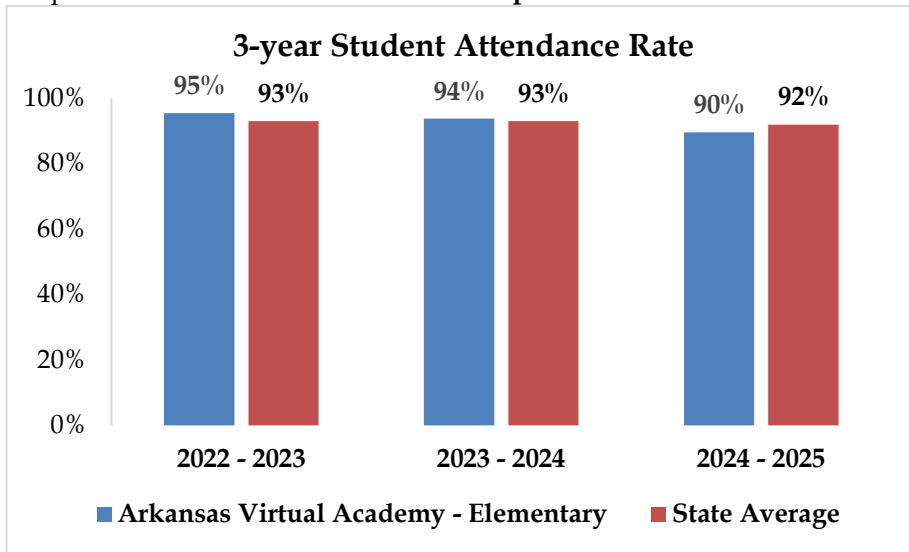
Graph 3.2 - Special Populations



### 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. **Table 4.0** the school’s letter grade compared to the state.

Table 4.0 - Letter Grade Comparison

School	2022-2023	2023-2024	2024-2025
Arkansas Virtual Academy - Elementary	F	F	F
State average	C	C	C

### *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			72%		80%
2022-2023 ASPIRE			70%		80%
2023-2024	No Official Scores Published by the State				
2024-2025 ATLAS			39%		53%

Growth - Math					State Average
	Exceeding Standard	Meeting Standard	Approaching Standard	Not Meeting Standard	
2021-2022 ASPIRE			71%		80%
2022-2023 ASPIRE			71%		80%
2023-2024	No Official Scores Published by the State				
2024-2025 ATLAS				21%	52%

Achievement - English					State Average
	Exceeding Standard	Meeting Standard	Approaching Standard	Not Meeting Standard	
2021-2022 ASPIRE				22%	39%
2022-2023 ASPIRE				19%	42%
2023-2024	No Official Scores Published by the State				
2024-2025 ATLAS			28%		37%

Achievement - Math					State Average
	Exceeding Standard	Meeting Standard	Approaching Standard	Not Meeting Standard	
2021-2022 ASPIRE		25%			27%
2022-2023 ASPIRE	26%				23%
2023-2024	No Official Scores Published by the State				
2024-2025 ATLAS				19%	40%

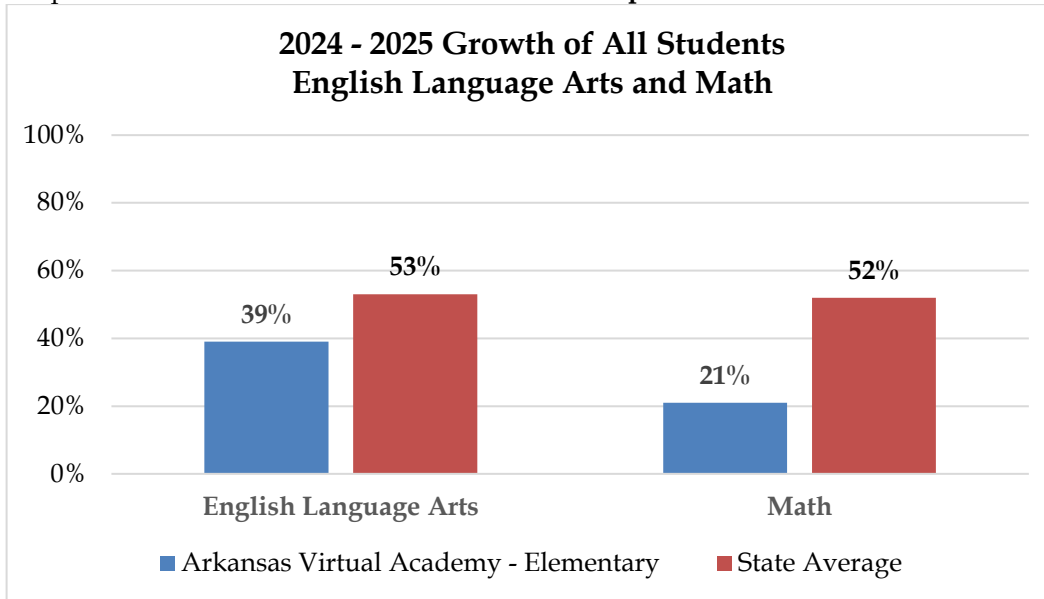
Achievement - Science					State Average
	Exceeding Standard	Meeting Standard	Approaching Standard	Not Meeting Standard	
2021-2022 ASPIRE		27%			30%
2022-2023 ASPIRE			24%		30%
2023-2024	No Official Scores Published by the State				
2024-2025 ATLAS				25%	38%

Achievement - Reading					State Average
	Exceeding Standard	Meeting Standard	Approaching Standard	Not Meeting Standard	
2021-2022 ASPIRE		33%			38%
2022-2023 ASPIRE			31%		39%
2023-2024	No Official Scores Published by the State				
2024-2025 ATLAS	29%				28%

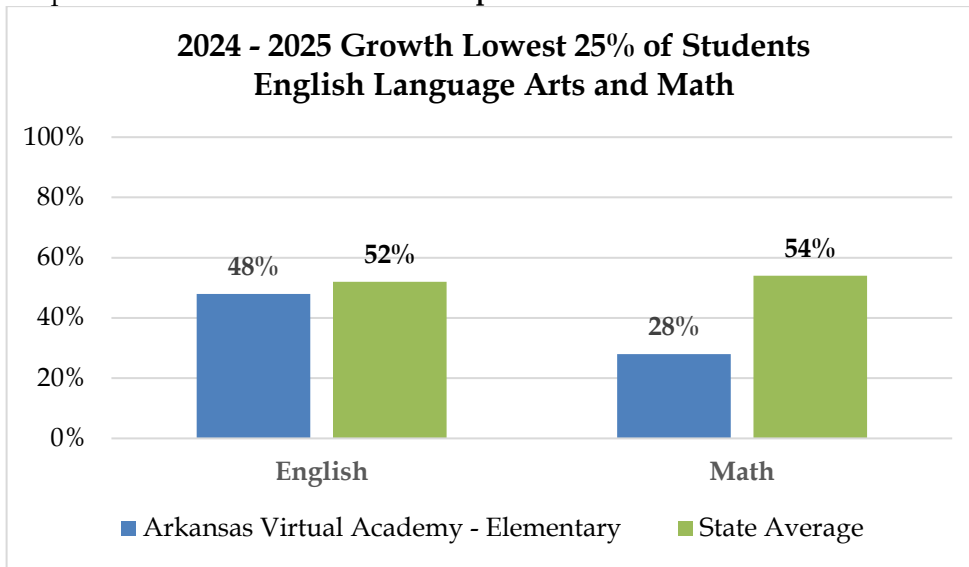
*School Growth Comparison Data 2024 – 2025 school year*

**Graph 4.0.a** compares growth of all students at the charter school in English Language Arts and Math with the 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 state average.

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



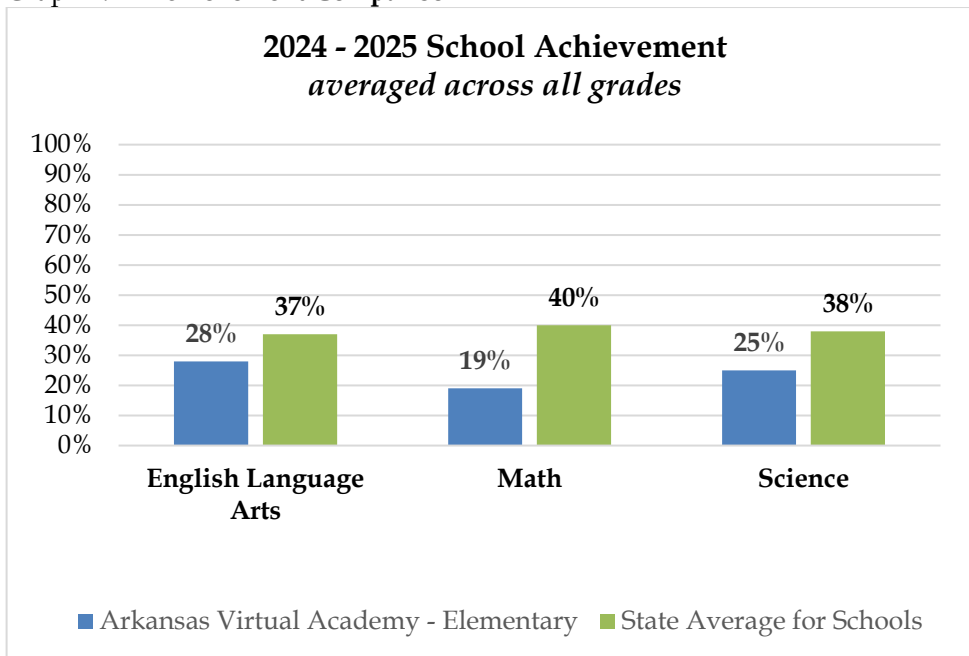
Graph 4.0.b - Lowest 25% Growth Comparison



### *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 state average.

Graph 4.2 - Achievement Comparison



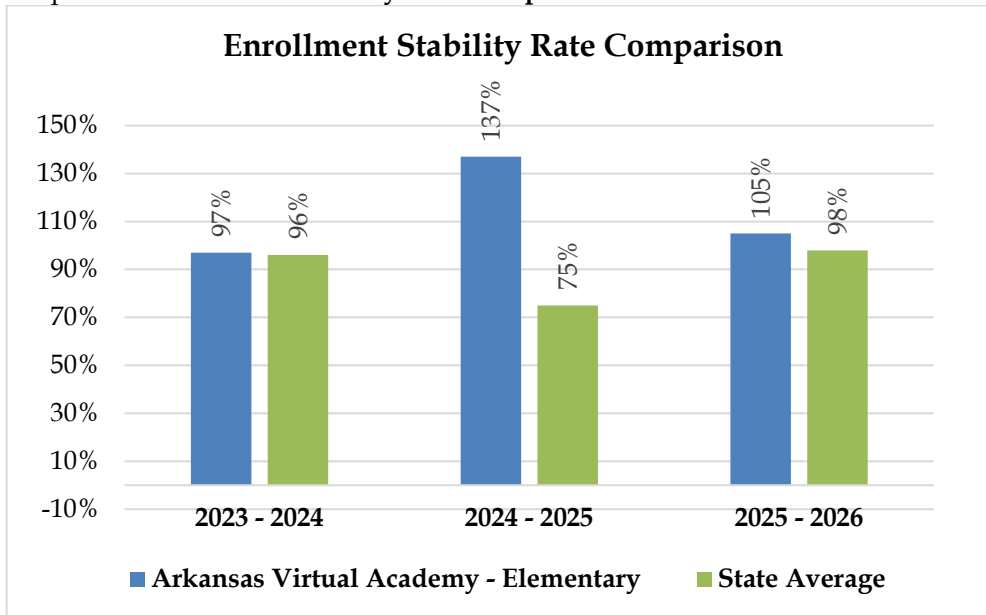
## Learning Services Summary

Arkansas Virtual Academy - Elementary had limited support from ADE Learning Services.

## Enrollment Stability Rates

**Graph 4.4** illustrates Arkansas Virtual Academy - Elementary'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 Arkansas Virtual Academy - Elementary's disciplinary history and compares it to the state average.

Table 4.3 - 3-year Disciplinary history

	Arkansas Virtual Academy - Elementary Whole Number Count	State Average
<b>School Suspensions (In &amp; Out of school)</b>		
2022-2023	0	103.93
2023-2024	0	103.90
2024-2025	0	96.03
<b>Expulsions</b>		
2022-2023	0	1.06
2023-2024	0	0.94
2024-2025	0	0.81
<b>Chronic Absenteeism</b>		
2022-2023	No Data	22%
2023-2024	25%	27%
2024-2025	37%	21%

## Section 5: Financial Performance Data

Financial information was provided by the Arkansas Department of Education’s Finance office in late October 2025. Financial data submitted are for the entire charter management organization rather than the individual school. Table 5.1 provides three years of financial data for the charter management organization.

The ARVA Board fulfilled its fiscal oversight responsibilities through formal review and approval of the annual budget and ongoing financial monitoring. On June 9, 2025, the Board conducted a comprehensive review of financial planning documents, including federal program budgets (Title I, Title II-A, and Title IV) and the 2025–2026 school budget . Following presentation and discussion, the Board formally approved the 2025–2026 annual budget, representing official adoption of the school’s operating budget.

### 3-year Financial Data for the charter management organization

Topics	2023-2024 <b>Actual</b>	2024-2025 <b>Actual</b>	2025-2026 <b>Budgeted</b>
<i>Beginning Balance</i>	\$2,787,267.60	\$1,649,903.07	\$2,558,544.78
<i>Revenue</i>	\$31,142,930.03	\$39,643,852.98	\$45,101,347.74
<i>Expenditures</i>	\$32,280,294.56	\$38,735,211.27	\$31,871,238.10
<i>Ending Balance</i>	\$1,649,903.07	\$2,558,544.78	\$15,788,654.42
<i>Ending Balance % of Revenue</i>	5.30%	6.45%	35.01%

## 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.

### *Charter School Board*

Board meeting agendas and minutes for the current (2025-2026) school year are only posted for June, July, and November 2025. The minutes posted dated January and March 2026 are those for the previous year. During the July 14, 2025 meeting, the Board received an Academic and Enrollment Update, which included information on student performance trends and enrollment patterns. This represents a formal review of academic data tied to overall school performance and student outcomes.

The ARVA Board fulfilled its fiscal oversight responsibilities through formal review and approval of the annual budget and ongoing financial monitoring. On June 9, 2025, the Board conducted a comprehensive review of financial planning documents, including federal program budgets (Title I, Title II-A, and Title IV) and the 2025–2026 school budget. Following presentation and discussion, the Board formally approved the 2025–2026 annual budget, representing official adoption of the school's operating budget.

### *Staff Recruitment and Retention Plan*

The Arkansas Virtual Academy Recruitment and Retention plan is organized around the three required statutory focus areas – recruitment, retention, and student pipeline development – and includes baseline demographic comparisons between the student population, staffing, and community composition. This provides a reasonable needs-assessment foundation and shows that the plan is grounded in actual representation data rather than general statements alone. The goals themselves are directionally appropriate: increasing teacher diversity to better reflect the student population, retaining at least 85% of diverse staff, and increasing the number of students entering education-related pathways. These are relevant and aligned to state expectations. However, from a school improvement planning perspective, the goals are only partially complete because they do not consistently define precise annual benchmarks, interim checkpoints, or a clear three-year trajectory toward success. For example, “increase the diversity of their teaching staff to match that of their student population” is meaningful, but it lacks a measurable target by subgroup or year, which limits the plan's usefulness for monitoring progress.

The action steps are appropriate in concept but vary in specificity and implementation strength. Recruitment actions such as building relationships with Arkansas HBCUs and introducing educational career pathways are relevant and promising, while retention strategies such as professional development and exit surveys are sensible starting points. Likewise, the student pipeline goal is supported by actions like creating a Teacher Cadet program and expanding career pathway marketing. However, many of the action steps remain too broad to function as strong improvement-plan strategies. Several target dates are outdated or vague (e.g., 2023, 2024, or August 2025 within a three-year plan), and the plan does not clearly identify how frequently data will be reviewed, who is accountable for progress checks, or what specific evidence would indicate success beyond general increases in participation or diversity.

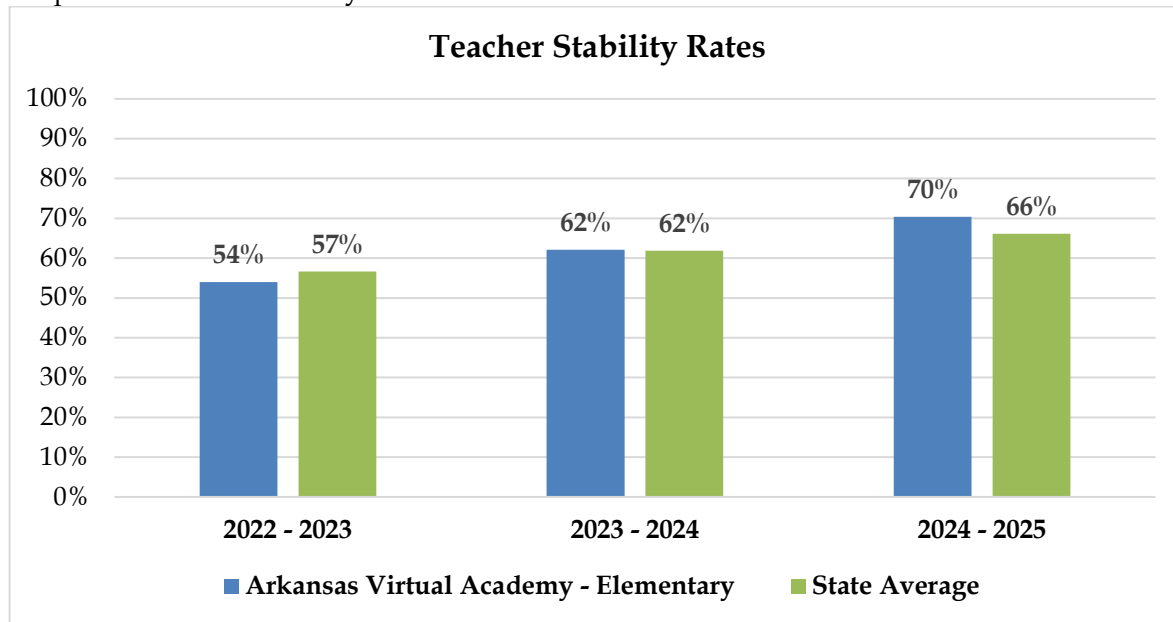
The “review progress” sections also remain limited, with statements such as “data collection remains in progress,” which suggests the monitoring component is underdeveloped.

Overall, this plan would be considered adequate for compliance purposes, but only moderately strong as an improvement plan. It contains the required components and demonstrates intentionality, but it would be significantly stronger if it included annual numeric targets, clearer subgroup-based staffing goals, specific implementation timelines, routine monitoring checkpoints, and stronger evidence measures such as applicant pool diversity, interview-to-hire conversion rates, retention disaggregated by subgroup, and annual participation/completion data for the Teacher Cadet or education pathway pipeline. In short, the plan has the right structure and direction, but it needs more precision and accountability measures to function as a high-quality strategic improvement document.

### *Teacher Stability Rates*

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

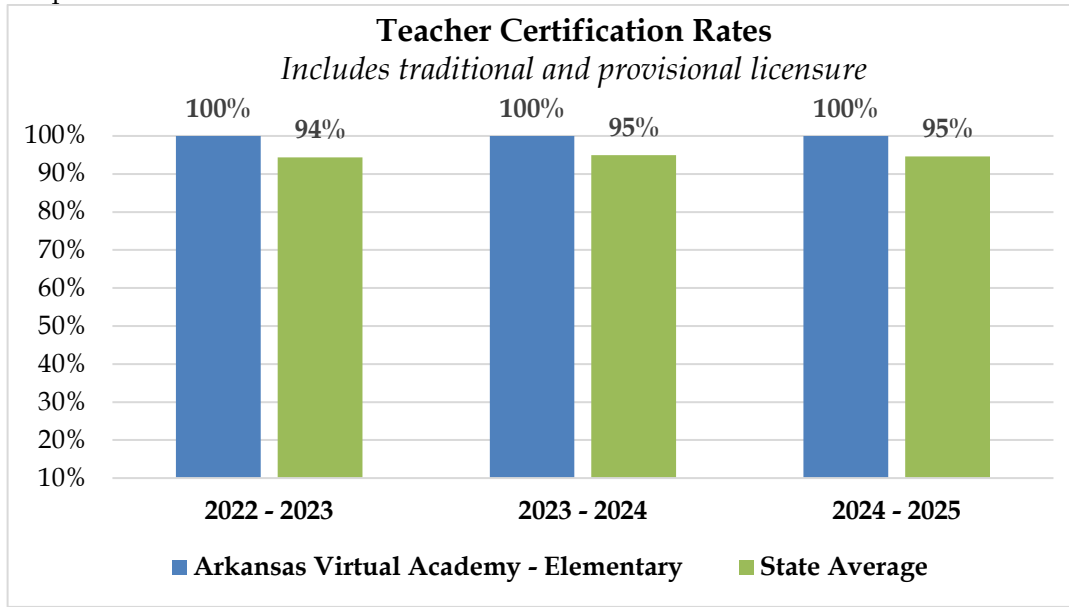
Graph 6.0 – Teacher Stability Rates



### 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.

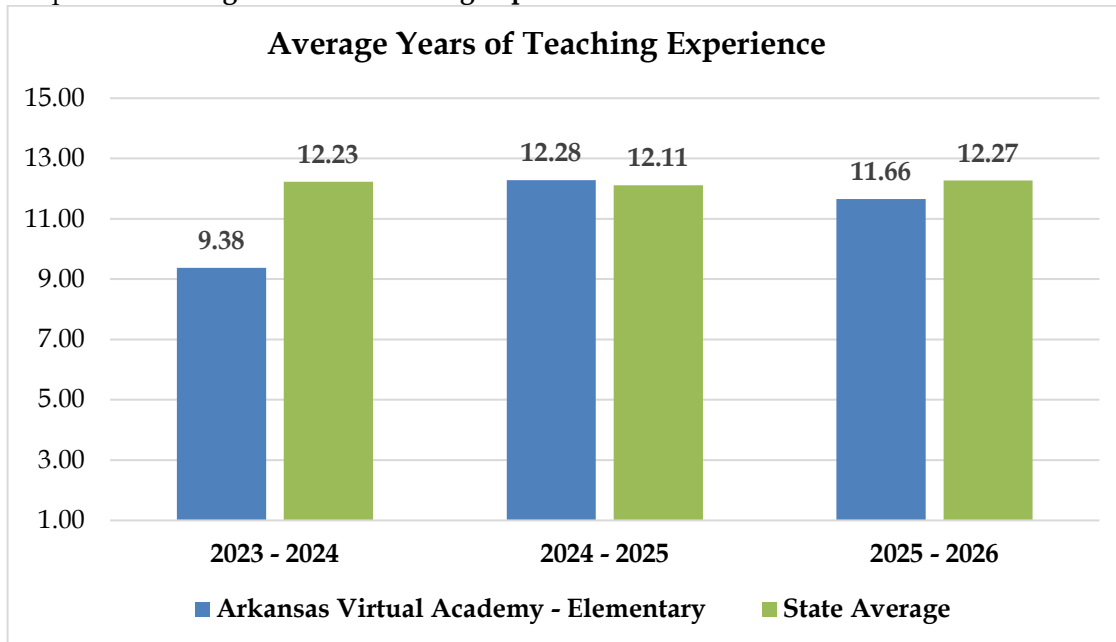
Graph 6.1 - Teacher Certification Rates



### 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 Elementary School Improvement Plan 2025–2026 is a well-organized and generally strong school improvement document that reflects a thoughtful framework for continuous improvement across key areas of student success, including reading, math, science, social/emotional learning, and family engagement. A notable strength of the plan is that it identifies evidence-based practices, supporting tools, professional learning, implementation timelines, and progress-monitoring structures for each priority area. In particular, the reading section is the strongest and most complete, with clear alignment to RISE/Science of Reading, standards mastery, phonics intervention, comprehension strategies, and targeted intervention supports such as Lexia, tutoring, and interventionists. The plan also demonstrates a solid commitment to ongoing data review through quarterly, monthly, and annual checkpoints and includes multiple formative and summative measures such as STAR, interims, dyslexia screenings, Lexia diagnostics, and summative assessments.

From an evaluation standpoint, the plan is comprehensive in structure but somewhat limited in goal specificity. The document clearly outlines what the school intends to do, but many of the “Priority/Goal” sections are framed more as focus areas than as fully measurable improvement goals. For example, the plan would be stronger if it included specific baseline data and numeric targets, such as increasing reading proficiency from one percentage to another, reducing the number of students below benchmark, or increasing family survey participation by a defined amount. Several actions are appropriate and aligned to best practice, but some are broad and repetitive across sections, particularly in the evaluation procedures, where similar quarterly review language appears regardless of content area. Overall, this is a solid and implementation-ready plan with strong instructional components and clear systems of support; however, it would be strengthened significantly by adding SMART goals, clearer expected outcomes for each strategy, and more precise success criteria tied directly to student performance and school improvement indicators.

## Section 7: Executive Summary

### Overview

This executive summary presents key findings from a comprehensive review of ARVA Elementary across three primary domains: Academic Performance, Financial Performance, and Operational Performance. While the school has established a functioning virtual learning structure, several performance gaps require strategic attention to ensure improved student outcomes and organizational effectiveness.

### Academic Performance

Academic performance data indicate that student proficiency levels in English Language Arts (ELA) and Mathematics remain below desired benchmarks. While some grade levels demonstrate incremental growth, overall student achievement suggests that a significant percentage of students are not meeting grade-level expectations. Growth patterns appear inconsistent, with some cohorts improving while others stagnate or decline.

Key contributing factors may include variability in instructional delivery, limited differentiation for diverse learners, and inconsistent student engagement in a virtual environment. Attendance and participation rates – critical drivers of success in online education – likely influence these outcomes. Additionally, gaps in early literacy and foundational math skills may be compounding challenges as students progress through grade levels.

To improve academic outcomes, ARVA Elementary must strengthen its instructional model by implementing more data-driven practices, increasing targeted interventions, and ensuring consistent instructional quality across classrooms.

### Financial Performance

Financially, ARVA Elementary appears to maintain a stable operational base, with sufficient resources to sustain core programming. However, there is an opportunity to improve the alignment between financial expenditures and academic priorities. Current spending patterns may not fully reflect the level of investment required to address observed academic deficiencies.

Key areas for consideration include resource allocation toward instructional supports, such as intervention programs, teacher professional development, and student support services. Additionally, analyzing cost efficiency in administrative and operational expenditures could free up funding for direct instructional improvements.

Long-term financial sustainability will depend on strategic budgeting that prioritizes student outcomes, maximizes return on investment, and ensures compliance with state and organizational fiscal expectations.

### Operational Performance

Operational systems at ARVA Elementary provide a functional framework for delivering virtual education; however, several challenges impact overall effectiveness. Student engagement remains a critical concern, particularly in maintaining consistent attendance and active participation in online coursework. Monitoring and intervention systems may need strengthening to ensure timely responses to disengagement.

Staffing structures and professional development systems also present opportunities for growth. Ensuring that teachers are equipped with effective virtual instructional strategies and supported through ongoing coaching is essential for consistent program delivery. Additionally, communication systems between staff, students, and families should be evaluated to improve clarity, responsiveness, and support.

Operational efficiency could be further enhanced by improving data systems integration, strengthening accountability measures, and ensuring consistent implementation of policies across all grade levels.

## Recommendations to Address Deficiencies

1. **Strengthen Academic Interventions**
  - Implement targeted, data-driven intervention programs in ELA and Math.
  - Increase use of formative assessments to monitor progress and adjust instruction in real time.
  - Prioritize early literacy and foundational math skill development.
2. **Improve Instructional Quality and Consistency**
  - Provide ongoing, focused professional development in virtual instruction best practices.
  - Establish clear instructional expectations and monitor fidelity of implementation.
  - Expand coaching and support systems for teachers.
3. **Enhance Student Engagement and Attendance**
  - Develop proactive engagement strategies, including regular check-ins and personalized learning plans.
  - Strengthen attendance monitoring and intervention protocols.
  - Increase family engagement to support student participation.
4. **Align Financial Resources to Academic Priorities**
  - Reallocate funding toward high-impact instructional supports and student services.
  - Conduct a cost-effectiveness review of current expenditures.
  - Invest in evidence-based programs with measurable outcomes.
5. **Improve Operational Systems**
  - Enhance data systems for tracking student performance and engagement.
  - Standardize processes across grade levels to ensure consistency.
  - Strengthen communication channels among stakeholders.