

Don Tyson School of Innovation Accountability Profile

Expedited Review



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Section 1: Abstract

Don Tyson School of Innovation (DTSOI) is a district conversion charter within the Springdale School District serving grades K–12, opened in 2016–2017, with a mission to ensure every student graduates with a “diploma plus” through personalized, accelerated learning connected to arts, college, business, and industry pathways. The school enrolls 1,928 students, representing approximately 96% of its enrollment cap of 2,000. Enrollment and demographic data reflect a diverse student population, including English learners, economically disadvantaged students, and students with disabilities, consistent with district-wide trends.

Academic performance indicators demonstrate strong overall performance relative to the state. DTSOI earned an A in 2022–2023, no grade assigned in 2023–2024, and an A in 2024–2025, compared to a consistent state average of C. In 2024–2025, all-student growth exceeded state averages in both English Language Arts (57.9% vs. 49%) and Math (54% vs. 52%). Lowest-quartile growth was also strong (60% in both ELA and Math), exceeding state benchmarks. Achievement rates in ELA (49%), Math (45%), and Science (55%) significantly outperformed state averages. Graduation rates remained consistently high, exceeding 94% across three years and surpassing the state average each year.

Financial and operational indicators reflect compliance, stability, and structured governance. ADE Finance reported no financial concerns or findings. The Springdale School Board demonstrated active oversight through regular academic performance reviews and formal budget adoption. The school’s Strategic Action Plan and Recruitment and Retention Plan are comprehensive, data-driven, and aligned with statutory requirements and district strategic priorities

Section 2: School Summary

Background Information

Location	2667 Hylton Rd., Springdale, AR 72764
Year Opened	2016-2017
Grade Levels	K-12
Enrollment CAP	2,000
Charter Type	District Conversion
Mission Statement	Ensure every student graduates with a diploma plus through personalized and accelerated learning connected to the arts, college, business or industry. We are dedicated to seeing students in Springdale, Northwest Arkansas, and all over the state achieve beyond their high school diploma.

Leadership Team

Personnel	Title	School / Organization	Email
Jared Cleveland	Superintendent	Springdale School District	jcleveland@sdale.org
Amy Harrison	High School Principal	Don Tyson School of Innovation	aharrison@sdale.org
Nick Emerson	President	Board Member	nemerson@sdale.org
Debbie Creek	Vice President	Board Member	dcreek@sdale.org
Clinton Bell	Member	Board Member	cbell@sdale.org
Eddie Ramon	Member	Board Member	eddie.ramos@sdale.org

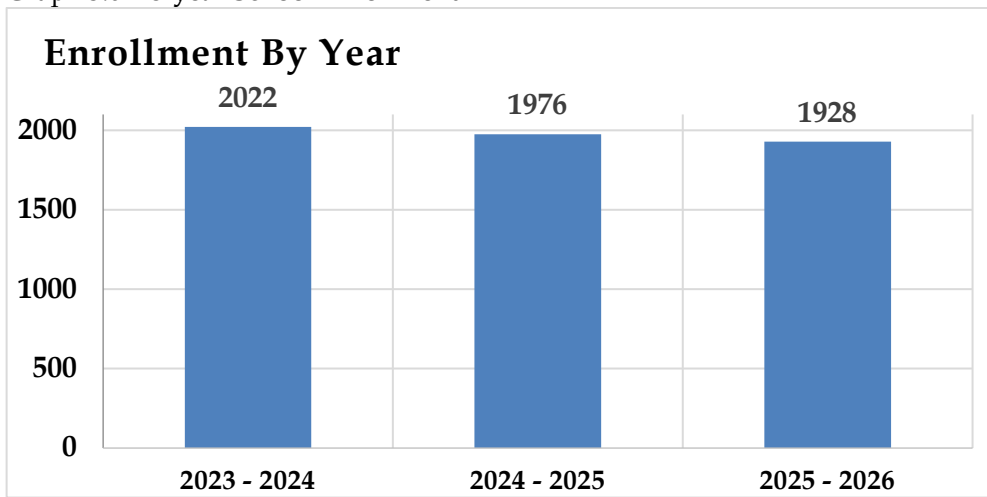
Section 3: Student Enrollment Data

Table 3.0 - 2025 - 2026 Enrollment

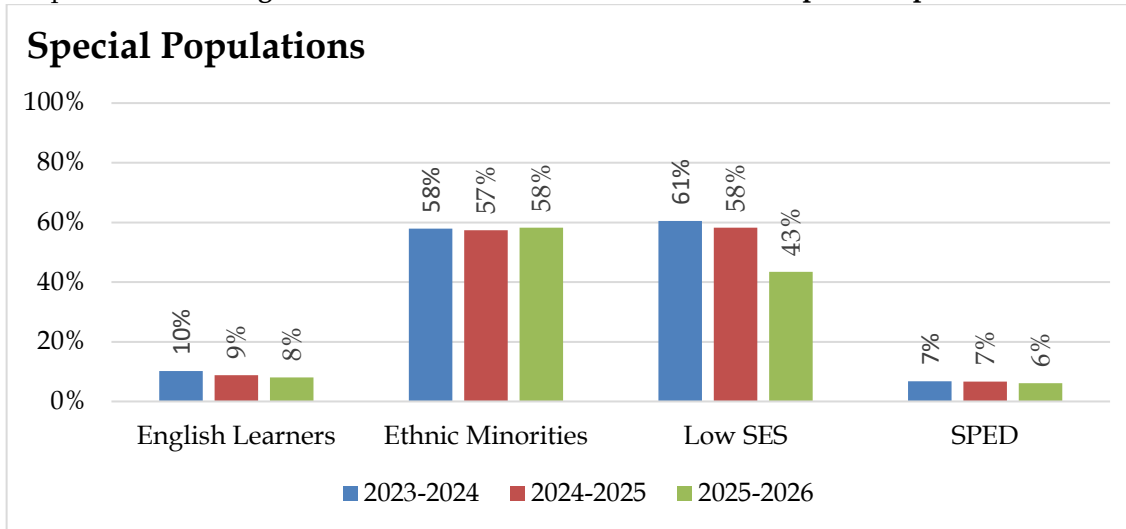
2025 - 2026 Enrollment	Enrollment Cap	Percent of Cap
1,928	2,000	96%

Graph 3.0 reports the past three years’ total enrollment count; **Graph 3.1** shows student demographics over the past three years. **Graph 3.2** provides the charter school’s enrollment percentages of students identified as part of a special population during the past three years. The data reported was captured from the Arkansas Department of Education’s Data Center and is current as of the October 2025 school census count.

Graph 3.0 - 3-year School Enrollment



Graph 3.1 - Percentage of Enrolled Students Considered Part of Special Populations **



** Students who are English language learners, those who receive a free or reduced lunch, and those with an IEP are included in the state’s definition of special populations.

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** shows the school’s letter grades compared to the state.

Table 4.0 - Letter Grade Comparison

School	2022-2023	2023-2024	2024-2025
Don Tyson School of Innovation	A	No Grade Assigned	A
State average	C	C	C

Growth and Achievement

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.

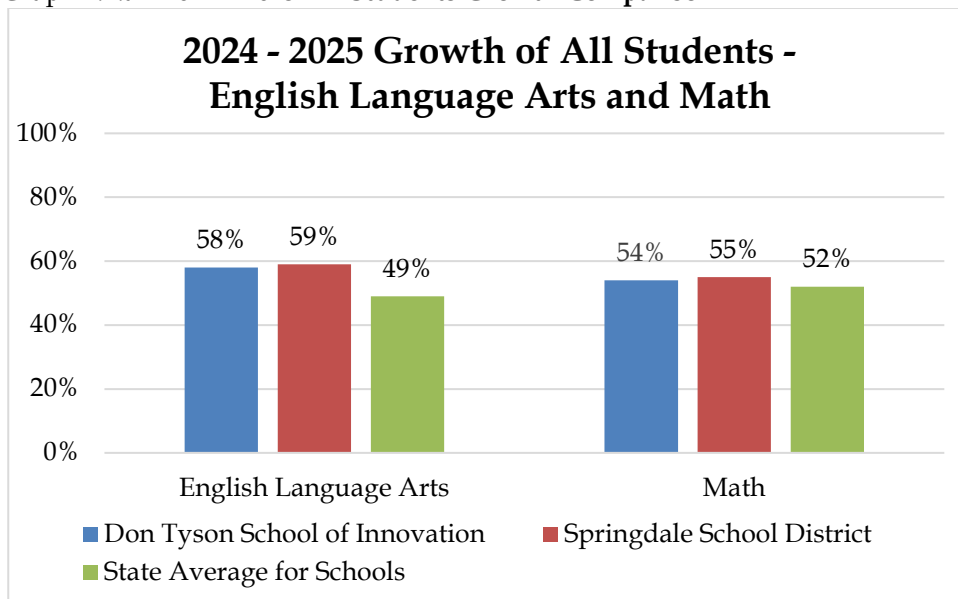
Achievement scores show the percentage of students who met or exceeded grade-level expectations on the annual statewide tests.

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

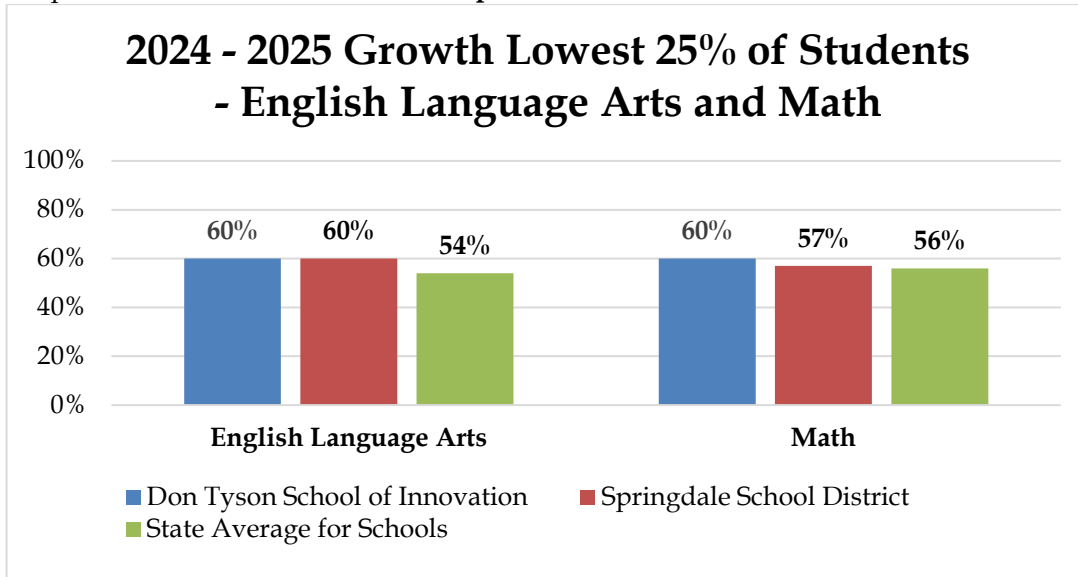
School Growth Comparison Data 2024 – 2025 school year

Graph 4.1.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 charter school’s lowest 25% of students in English Language Arts and Math with the state average.

Graph 4.1.a - 2024 - 2025 All Students Growth Comparison



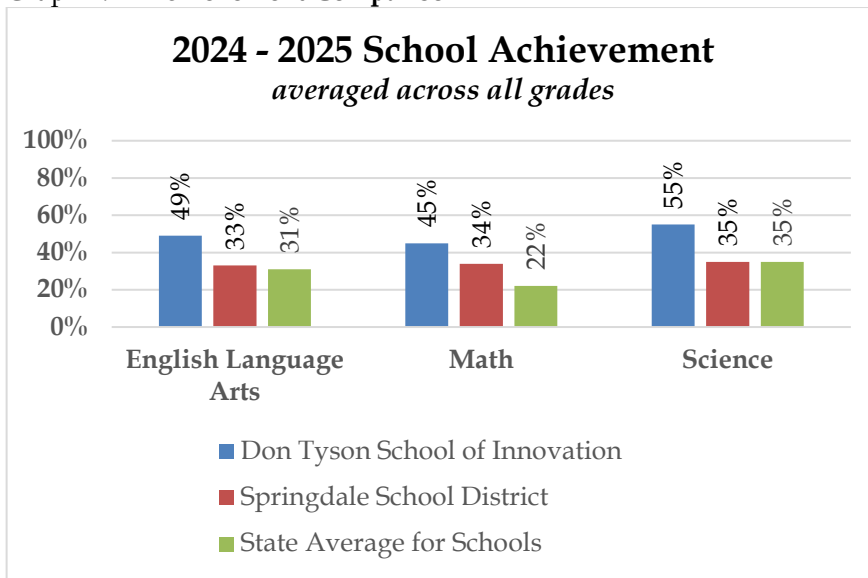
Graph 4.1.b - Lowest 25% Growth Comparison



School Achievement Comparison Data

Graph 4.1 presents proficiency (achievement) 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.

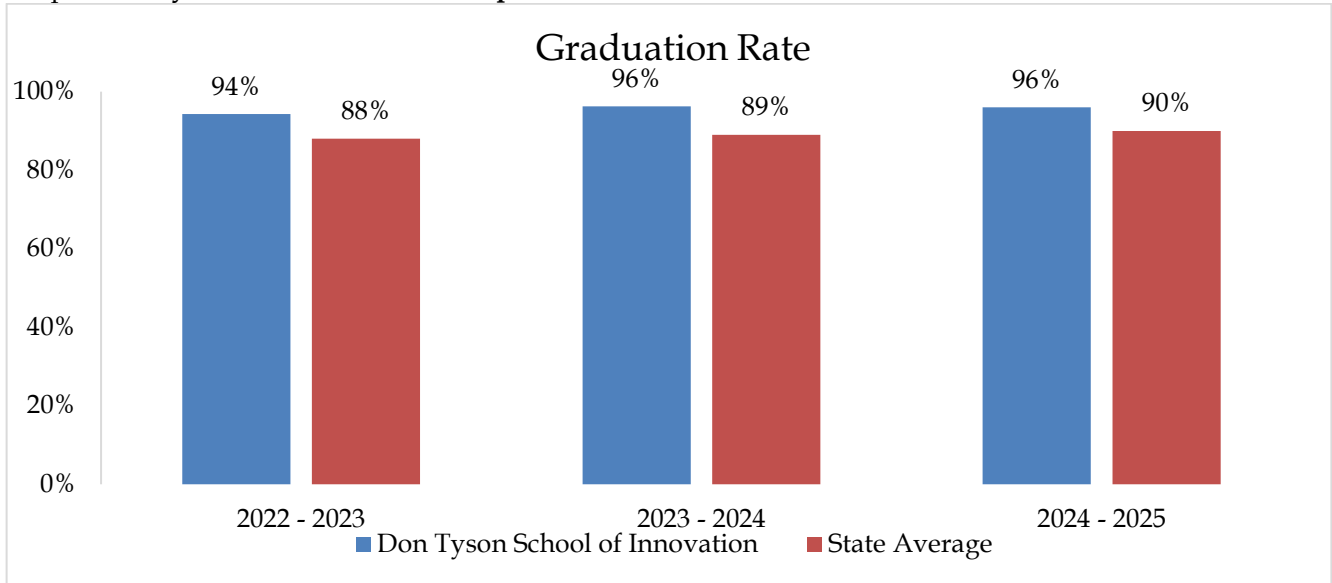
Graph 4.1 - Achievement Comparison



Graduation Rate Comparison Data

Graduation rate is included in determining a school's academic performance. **Graph 4.2** compares the school's graduation rate with the state average over the past three years.

Graph 4.2 - 3-year Graduation Rate Comparison



Section 5: Financial Summary

Financial information was provided by the Arkansas Department of Education's Finance office in late October 2025. There were no financial concerns or findings for the school.

Section 6: Operational Performance Summary

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.

Charter School Board

The Springdale School Board demonstrated compliance with ADE governance expectations by:

- Conducting regular reviews of student performance data, including state assessment results (ATLAS), summer school outcomes, enrollment trends, and early childhood program impact.
- Reviewing and approving monthly financial statements to ensure fiscal transparency and oversight.
- Formally adopting the district's annual Proposed Budget of Expenditures on October 14, 2025.

These documented actions reflect active Board governance in both academic accountability and fiscal stewardship consistent with Arkansas statutory requirements and ADE compliance standards.

Staff Recruitment and Retention Plan

The Springdale Public Schools Teacher and Administrator Recruitment and Retention Plan demonstrates alignment with Ark. Code Ann. § 6-17-1901 et seq. and includes the required focus areas of recruitment, retention, and student pipeline development. The plan appropriately incorporates local demographic data comparing student, teacher, administrator, and resident racial/ethnic composition across multiple years, which supports identification of diversity gaps. The recruitment goal—to increase the number of minority educators hired annually by June 2026—is clearly stated and supported by trend data showing gradual growth in minority educator representation (7.18% in 2019–20 to 10.76% in 2022–23).

The student pipeline goal—to increase minority students pursuing education degrees by 5% by June 2026—includes relevant programmatic steps such as participation in Educators Rising, Pre-Educator coursework, CTA credentialing, and CTSO competitions

School Improvement Plan

The DTSOI Strategic Action Plan is comprehensive, well-structured, and strongly aligned to district Big Audacious Goals, PLC at Work principles, and High Reliability School (HRS) indicators. The plan includes multiple clearly stated SMART goals tied to student growth (MAP), achievement (ATLAS/Aspire), ACT performance, AP pass rates, ELPA proficiency, attendance, GPA/on-time credits, concurrent credit attainment, work-based learning participation, certifications, and pathway completion. In many cases, the goals include baseline data and defined target outcomes (e.g., increasing MAP growth by specific percentages, maintaining summative scores 5% above state average, decreasing attendance risk categories to defined thresholds). This reflects a strong data-centered orientation. The inclusion of subgroup goals (EL and SWD performance) demonstrates attention to equity and targeted improvement.

Section 7: Executive Summary

Academic Performance

Don Tyson School of Innovation demonstrates **strong academic performance and sustained positive outcomes**. The school earned an A rating in 2022–2023 and an A rating in 2024–2025, outperforming the state average of C. Growth results for 2024–2025 show all-student English Language Arts growth at 57.9% and Math growth at 54%, both exceeding state averages. Growth among the lowest 25% of students reached 60% in both subjects, surpassing state comparison levels and reflecting effective support for struggling learners.

Achievement results averaged across grades also exceed state averages: ELA (49% vs. 31%), Math (45% vs. 22%), and Science (55% vs. 35%). Graduation rates remain notably strong, increasing from 94.28% (2022–2023) to 96% (2024–2025), compared to state averages ranging from 88% to 90%. The Strategic Action Plan includes clearly defined SMART goals tied to MAP growth, ATLAS/Aspire performance, ACT benchmarks, AP pass rates, English Learner progress, attendance, concurrent credit attainment, certifications, and pathway completion. Monitoring systems such as PLC cycles, instructional rounds, iTime Tier 2 interventions, and attendance triggers strengthen implementation fidelity.

Financial Performance

Financial performance is stable and compliant. ADE Finance reported no concerns or findings for the school. The Springdale School Board conducted regular reviews of monthly financial statements and formally adopted the district's Proposed Budget of Expenditures on October 14, 2025. Fiscal oversight practices reflect structured governance aligned with Arkansas statutory requirements.

There is no indication of audit findings, deficit conditions, or fiscal instability. Financial stewardship appears sound, and fiscal health does not present a barrier to charter renewal or continuation.

Operational Performance

Operational performance is strong and well-aligned with ADE expectations. The Springdale School Board demonstrated active governance through regular review of academic performance data (including ATLAS results, summer school outcomes, and enrollment trends) and monthly financial oversight. The board formally adopted required budget documents and fulfilled statutory governance responsibilities.

The Recruitment and Retention Plan aligns with Ark. Code Ann. § 6-17-1901 et seq., includes demographic analysis, measurable diversity goals, and structured student pipeline development through Educators Rising and pre-educator pathways. The DTSOI Strategic Action Plan is comprehensive, aligned to PLC at Work and High Reliability School indicators, and includes measurable targets with embedded monitoring structures. Operational systems reflect maturity, data-centered planning, and renewal readiness.