

# Cross County Elementary Tech Academy Accountability Profile

*Expedited Review*



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## Section 1: Abstract

Cross County Elementary Tech Academy is a district conversion charter school serving grades K-6, opened in 2012, with a mission focused on ensuring students achieve grade-level academic proficiency while developing strong critical thinking, problem-solving ability, and 21st-century technology skills. The school serves 365 students, operating at approximately 73% of its enrollment cap of 500. The Expedited Review Accountability Profile provides a multi-year overview of enrollment, special populations, academic outcomes, financial standing, governance practices, and school improvement systems.

Academic performance trends show recent improvement. The school earned letter grades of C, C, and B across the past three years, exceeding the state average (C) in the most recent year. ATLAS growth and achievement comparisons in English Language Arts, Math, and Science indicate generally competitive performance relative to state averages, including analysis of both all-student growth and lowest-quartile growth. The school's improvement plan is notably detailed and data-driven, including baseline ATLAS and BOY measures, explicit subgroup and performance-band movement targets, and aligned instructional cycles tied to literacy, math, and science outcomes.

Financial and operational indicators are stable and compliant. ADE Finance reported no financial concerns or findings. Board governance materials – including meeting schedules, agendas, and minutes – are publicly accessible, and required annual budget and financial report approvals were completed on schedule. Operational documentation is generally strong; however, the absence of a publicly posted Staff Recruitment and Retention Plan represents a compliance and transparency gap that should be addressed. Overall, the profile reflects a stable elementary charter with improving academic results and well-structured instructional planning systems

## Section 2: School Summary

### *Background Information*

<b>Location</b>	2622 Hwy 42, Cherry Valley, AR
<b>Year Opened</b>	2012
<b>Grade Levels</b>	k-6
<b>Enrollment CAP</b>	500
<b>Charter Type</b>	District Conversion
<b>Mission Statement</b>	The mission of Cross County Elementary Tech Academy is to prepare students that are proficient in requisite academic content areas and that are deeply versed in 21st century skills, are strong critical thinkers and excellent problem solvers. Elementary School students will be on grade-level upon entering High School.

### *Leadership Team*

<b>Personnel</b>	<b>Title</b>	<b>School / Organization</b>	<b>Email</b>
Nathan Morris	Superintendent	Cross County Elementary	nathan.morris@crosscountys
Jessica Stacy	Principal	Cross County Elementary	Jessica.stacy@crosscountysch
Derek Wood	Board President	Cross County Elementary	Derek.wood@crosscountysc
Ashley Armstrong	Board Treasurer	Cross County Elementary	Ashley.armstrong@crosscou

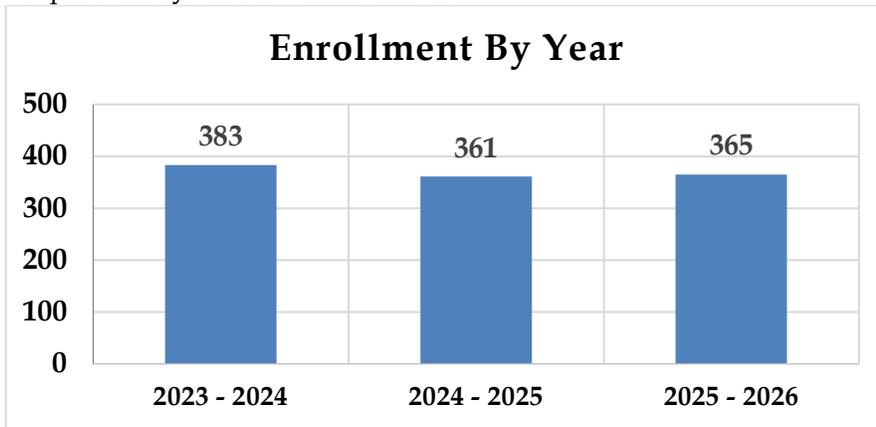
### Section 3: Student Enrollment Data

Table 3.0 - 2025 - 2026 Enrollment

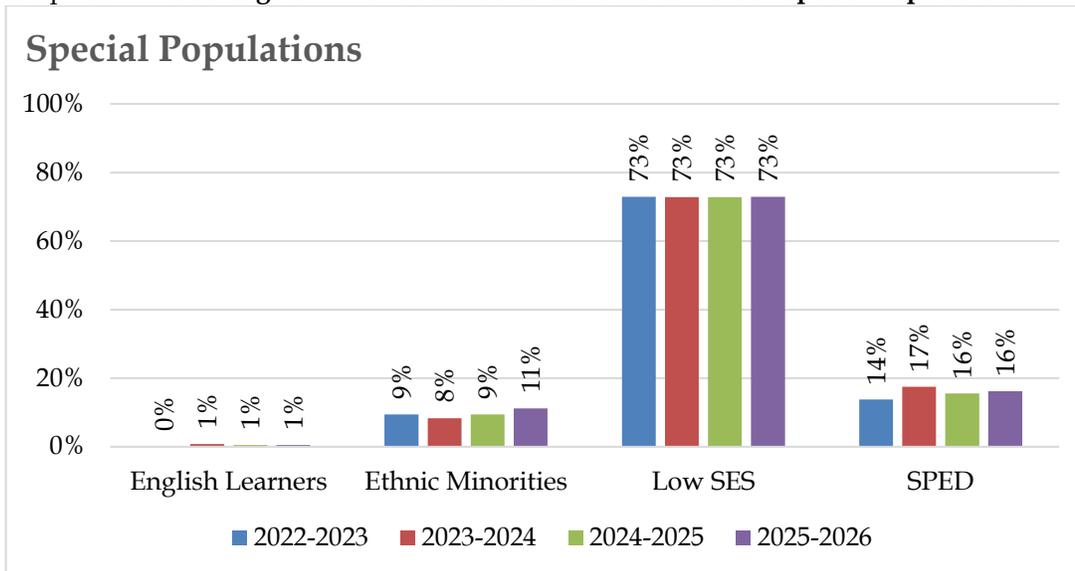
2025 - 2026 Enrollment	Enrollment Cap	Percent of Cap
365	500	73%

**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 past three years of letter grades compared to the state.

Table 4.0 - Letter Grade Comparison

School	2022-2023	2023-2024	2024-2025
Cross County Elementary Tech Academy	C	C	B
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.

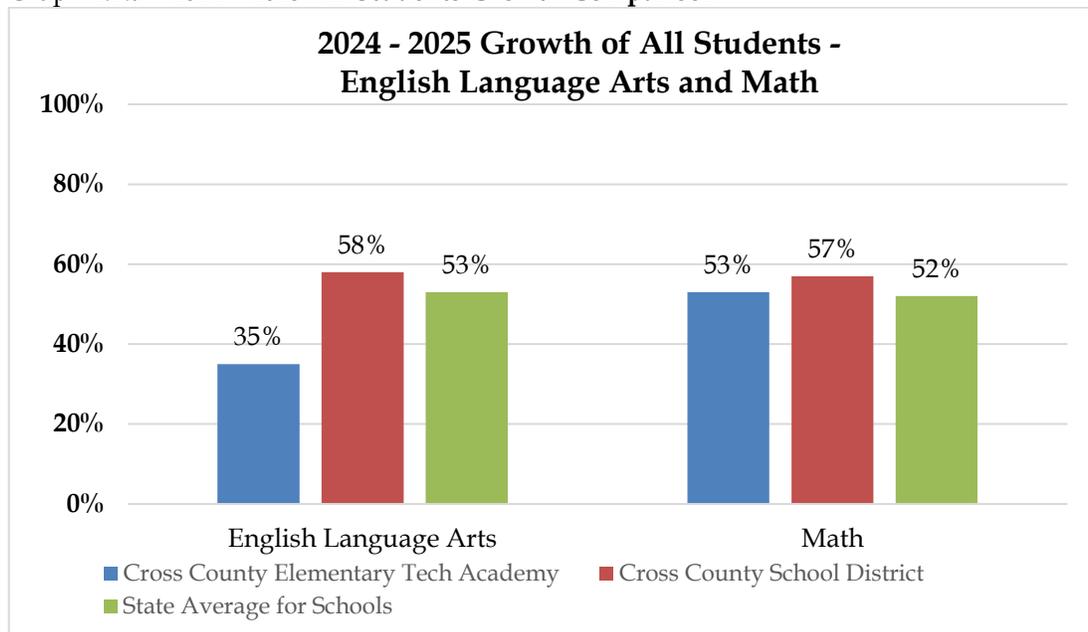
Achievement scores show the percentage of students who met or exceeded grade-level expectations on the annual statewide tests.

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.

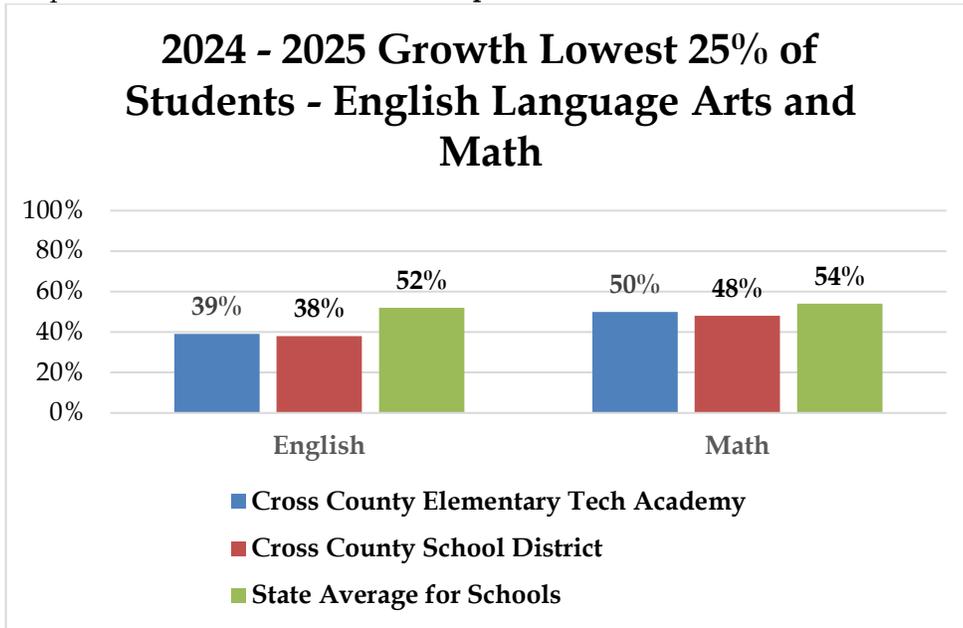
### *School Growth Comparison Data 2024 – 2025 school year*

**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



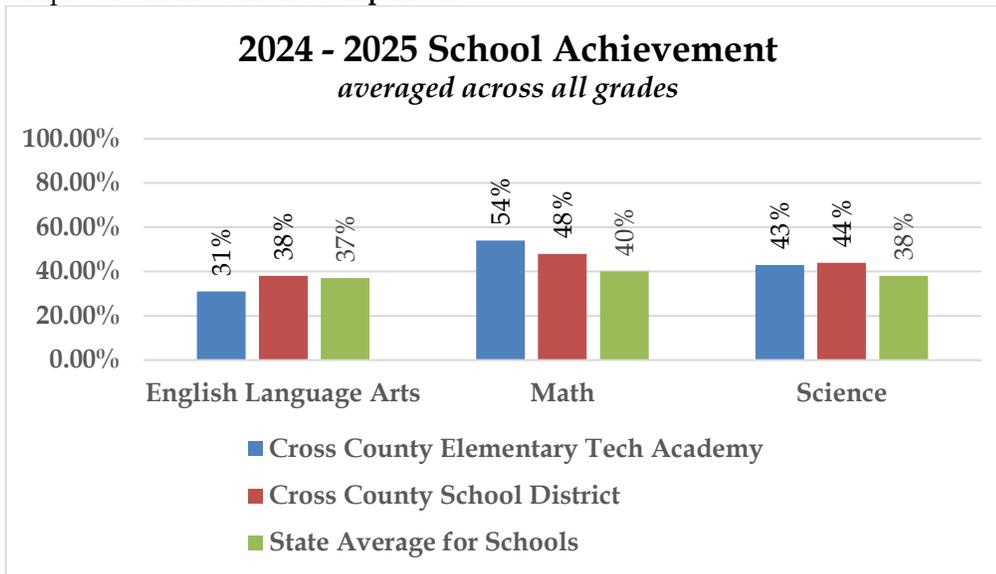
Graph 4.1.b - Lowest 25% Growth Comparison



*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



## **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 Board meeting schedule for the current school year, meeting agendas and minutes are easily accessible. From July through October 2025, the Cross County School Board regularly reviewed academic performance data and met all annual budget adoption requirements. Academic data was discussed in July as district test scores were presented and compared to state averages, and again in August with instructional and academic plans for the new year. Additional academic updates were received in September. The most extensive academic review occurred during the Annual Report to the Public on October 20, when district and school administrators presented comprehensive data on student achievement, programs, and improvement goals.

The district's annual financial actions were completed at the September 15, 2025 meeting, where the Board formally adopted the 2025–2026 District Budget, Special Education Budget, and the 2024–2025 Annual Financial Report, fulfilling required annual budget review and approval processes.

### **Staff Recruitment and Retention Plan**

Staff Recruitment and Retention Plan was not found on the school district's website.

### **School Improvement Plan**

The Cross County Elementary School Plan presents a clearly structured set of academic goals grounded in measurable performance data, demonstrating strong alignment with effective school improvement planning practices. The plan identifies baseline Beginning-of-Year (BOY) and prior-year ATLAS results in ELA, Math, and Science, and builds specific percentage-increase targets for each grade span. Notably, the goals include granular subgroup targets showing the number of students who must move from each performance band (e.g., Level 1 to 2, Level 2 to 3), which strengthens clarity and makes progress monitoring more actionable. This level of specificity – such as aiming to raise kindergarten ELA readiness from 52% to 77% and defining the exact number of students shifting performance bands – provides staff with a data-driven roadmap for improvement.

The plan also outlines annual cluster goals and cycle-based instructional focus areas that support the academic targets. These cycles emphasize curriculum evaluation, targeted interventions, rigor analysis using Performance Level Descriptors, embedded ATLAS-style assessments, and writing development across PreK–6. These actions are appropriate and aligned to the stated goals. The Literacy Plan and Dyslexia/Intervention Program further reinforce the school's commitment to the Science of Reading, providing evidence of aligned curriculum materials, staff training, and intervention structures. The plan demonstrates a coherent and focused approach to improving literacy, math, and science outcomes through data-informed teaching, intervention, and curriculum alignment.

## Section 7: Executive Summary

### Academic Performance

Cross County Elementary Tech Academy shows positive academic momentum. Over the past three years, the school's letter grade improved from C to B, while the state average remained at C. Growth and achievement comparisons using ATLAS results show generally competitive outcomes in ELA, Math, and Science relative to statewide benchmarks, including measures for both all students and the lowest 25% subgroup.

The School Improvement Plan is a notable strength. It includes clearly defined baseline performance levels, explicit percentage growth targets by grade span, and specific counts of students expected to move between performance bands. Instructional action cycles include curriculum evaluation, rigor analysis using performance descriptors, embedded ATLAS-style assessments, writing development across grades, and structured intervention systems. Literacy and dyslexia supports are aligned with Science of Reading practices, supported by curriculum, training, and intervention frameworks. This level of specificity supports strong progress monitoring and instructional alignment

### Financial Performance

Financial performance and oversight are sound. ADE Finance reported no financial concerns or findings for the school. Required annual financial actions were completed, including formal board adoption of the district budget, special education budget, and annual financial report within required timelines.

Documented board action on financial approvals and reporting indicates appropriate fiscal governance and compliance with state requirements. No indicators of audit exceptions, fiscal distress, or sustainability concerns are identified in the expedited review profile. Overall financial controls and reporting practices appear stable and compliant

### Operational Performance

Operational performance is largely strong and compliant. Board meeting schedules, agendas, and minutes are easily accessible, and the board regularly reviewed academic performance data across multiple meetings. The Annual Report to the Public included comprehensive presentations on student achievement, programs, and improvement goals. Required annual budget adoption and financial approvals were completed and documented.

Instructionally, operational systems are well developed, including PLC-style collaboration, curriculum alignment cycles, intervention structures, and literacy-focused frameworks. However, the Staff Recruitment and Retention Plan was not found on the district website, representing a documentation and transparency deficiency relative to standard expectations for charter operational artifacts. Addressing this gap would strengthen compliance posture and workforce planning transparency.