

# Fayetteville Virtual Academy Accountability Profile

*Expedited Review*



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## Section 1: Abstract

Fayetteville Virtual Academy is a district conversion charter serving grades K–12, opened in the 2016–2017 school year, with a mission focused on personalized learning and exceeding expectations within an inclusive and safe environment. The school reports an enrollment of 153 students compared to an enrollment cap of 2,500, representing approximately 6% of authorized capacity. The Expedited Review Accountability Profile provides a multi-year overview of enrollment patterns, special populations, academic performance, governance practices, financial oversight, and improvement planning aligned to district strategic priorities.

Academic performance indicators are strong and consistently above the state average. The school earned letter grades of A, B, and A across the past three accountability years, compared to a statewide average of C. ATLAS-based growth and achievement comparisons in English Language Arts, Math, and Science are included for both all students and the lowest-performing quartile, along with graduation rate trend comparisons. Improvement planning is closely aligned with district strategic goals, with emphasis on CTE pathway expansion, assessment-driven intervention, professional development, and business and industry partnerships.

Financial and operational indicators reflect compliance with some transparency gaps. ADE Finance reports no financial concerns or findings. Improvement and recruitment/retention planning documents are structured and strategically aligned, with measurable goals and monitoring metrics. However, while current-year board meeting dates are posted, the most recent publicly available board minutes are from May 2023, indicating a documentation and transparency weakness in governance records. Overall, the profile reflects a high-performing virtual charter model with strong academic outcomes and structured planning systems, alongside governance posting gaps that should be addressed

## Section 2: School Summary

### *Background Information*

<b>Location</b>	300 S Ray Ave, Fayetteville, AR 72701
<b>Year Opened</b>	2016 - 2017
<b>Grade Levels</b>	K - 12
<b>Enrollment CAP</b>	2,500
<b>Charter Type</b>	District Conversion
<b>Mission Statement</b>	We will personalize learning and exceed expectations every day in an inclusive and safe environment.

### *Leadership Team*

<b>Personnel</b>	<b>Title</b>	<b>School / Organization</b>	<b>Email</b>
Kimberly D. Cook	School Principal	Fayetteville Virtual Academy	<a href="mailto:Kim.cook@fayar.net">Kim.cook@fayar.net</a>
Dr. John Mulford	Superintendent	Fayetteville Public Schools	<a href="mailto:John.mulford@fayar.net">John.mulford@fayar.net</a>
Tim Hudson	School Board President	Fayetteville Public Schools	<a href="mailto:Tim.hudson@fayar.net">Tim.hudson@fayar.net</a>
Justin Eichman	School Board Vice President	Fayetteville Public Schools	<a href="mailto:Justin.eichmann@fayar.net">Justin.eichmann@fayar.net</a>

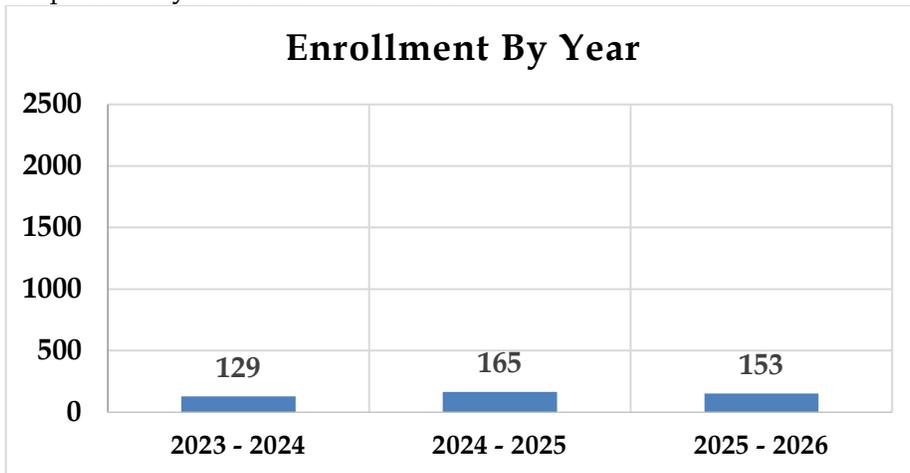
### Section 3: Student Enrollment Data

Table 3.0 - 2025 - 2026 Enrollment

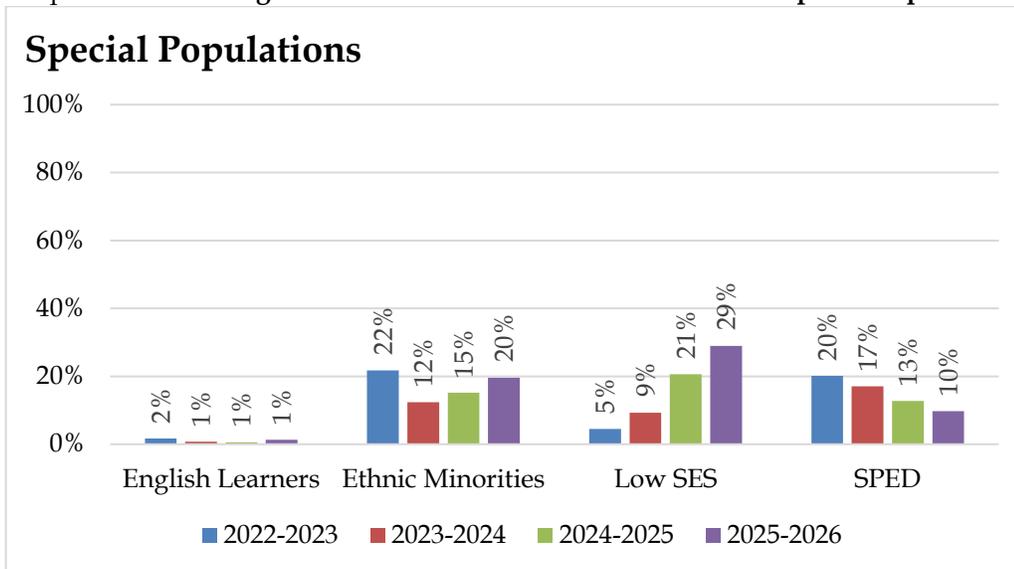
2025 - 2026 Enrollment	Enrollment Cap	Percent of Cap
153	2,500	6.12%

**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
Fayetteville Virtual Academy	A	B	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.

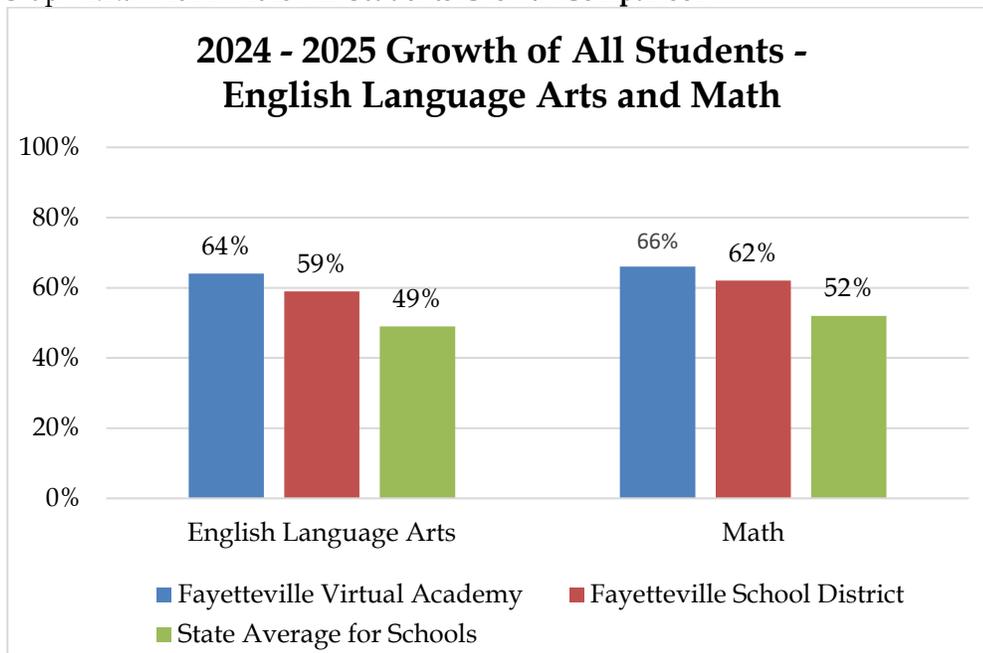
**Achievement scores** show the percentage of students who met or exceeded grade-level expectations on the annual statewide tests.

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.

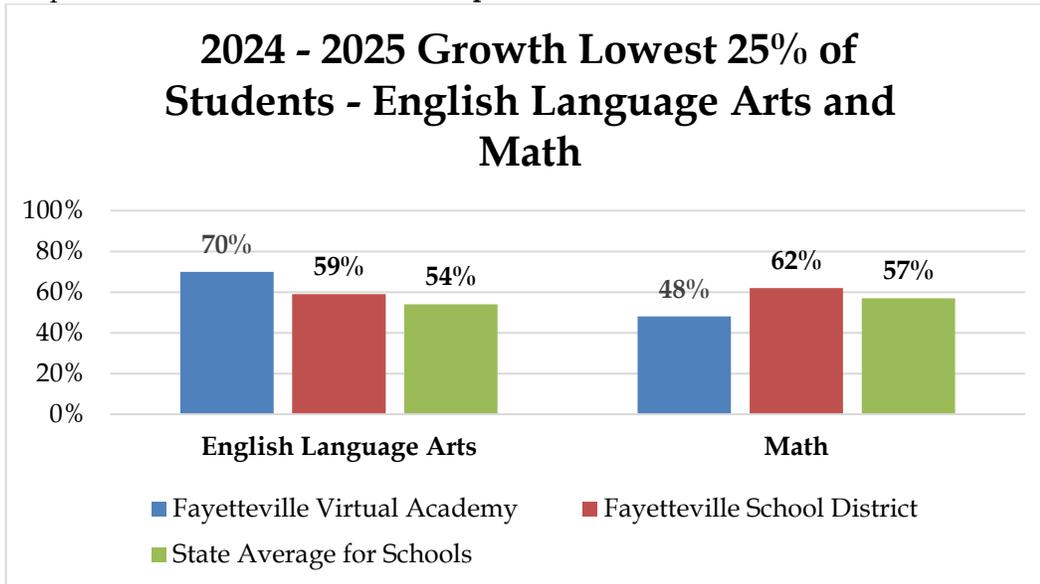
### *School Growth Comparison Data 2024 – 2025 school year*

**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



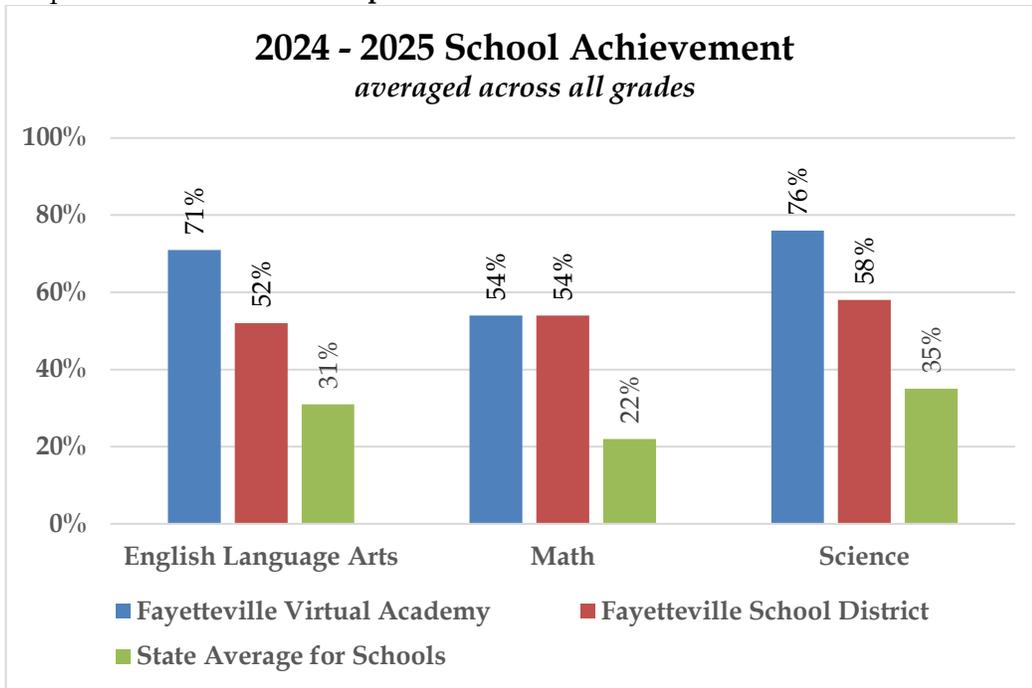
Graph 4.1.b - Lowest 25% Growth Comparison



*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.

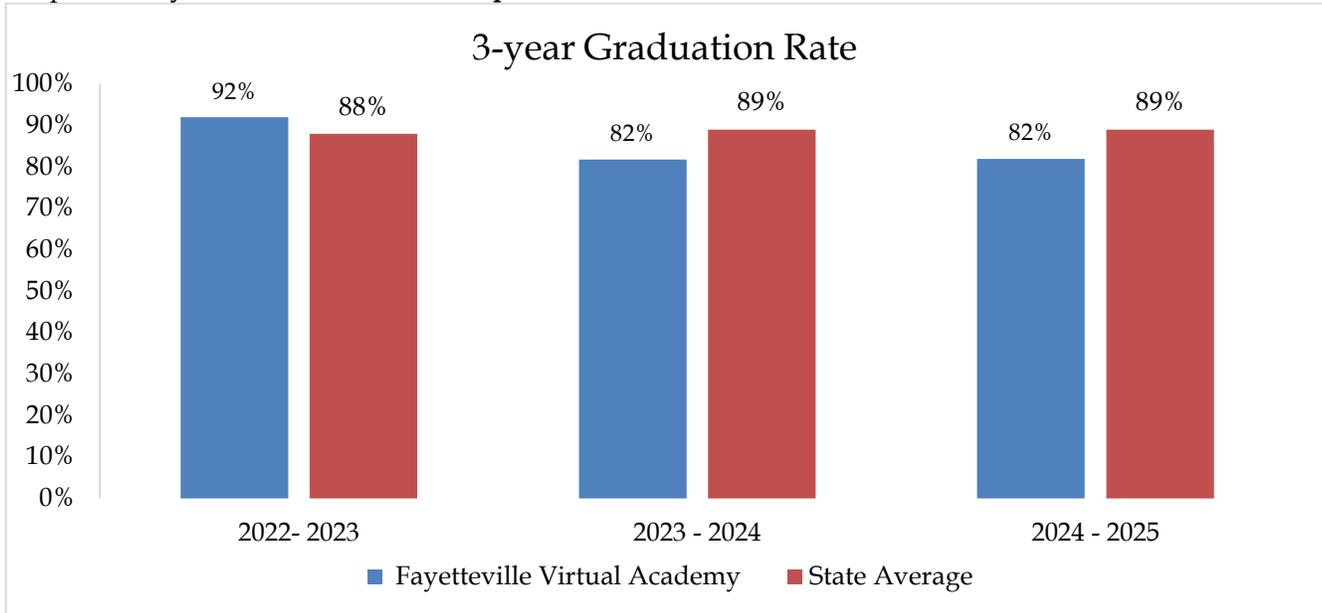
Graph 4.1 - Achievement Comparison



### *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 most recent school board minutes posted on the school district website are from the May 2023 meeting. Meeting dates for the current school year are clearly posted.

### Staff Recruitment and Retention Plan

Overall, the plan is well aligned to the district's strategic priorities and includes four clearly articulated building-level goals derived from the broader FPS Strategic Plan. Each goal includes a defined objective, a specific building goal, action steps, metrics, monitoring processes, and desired outcomes. This structure demonstrates strong alignment to best practices in school improvement planning.

Goal 1 (Equitable Access/CTE) includes multi-tiered actions spanning elementary through high school, emphasizing career exposure and structured pathways. The plan identifies baseline enrollment and completer data and sets a measurable target for a 15% increase in CTE pathway completers, which is a strong indicator of specificity. However, some actions – such as “collaborate with educators and industry partners” or “develop community partnerships” – would benefit from naming responsible parties, establishing timelines, and defining how many partnerships or experiences will be added each year.

Goal 2 (Student Performance) contains measurable outcomes and specific tools – ATLAS interim and summative assessments – with clear progress monitoring points (BOY/MOY/EOY). This section is strong in specificity and clearly connected to academic performance metrics. The targeted intervention actions are appropriate, though intervention frequency, instructional materials, and responsible personnel could be more detailed to improve implementation fidelity.

Goal 3 (Comprehensive Communication/Professional Development) includes well-defined actions related to professional learning communities, needs assessments, and national collaboration. Metrics are appropriate, and the outcome includes a quantified target: a 20% increase in PD satisfaction based on Hanover survey data. This goal is clearly stated but identifying who will create PLC structures or lead virtual conference development would add clarity.

Goal 4 (Business and Industry Partnerships) outlines student surveys, field experiences, and a goal of adding three new community partnerships. This is one of the more specific and measurable components of the plan. The monitoring process is appropriate, though timelines and role assignments could be more explicit.

### **School Improvement Plan**

The 2025–2026 Fayetteville Public Schools School Level Improvement Plan builds directly from the district’s strategic priorities and demonstrates a thoughtful, comprehensive approach to advancing student outcomes, educator capacity, and community partnerships. The plan is grounded in the district’s long-standing commitment to community engagement and continuous improvement, using objectives from the FPS Strategic Plan to shape school-level action. Each school goal is aligned with priorities such as Student Success and Collaborative Culture, ensuring coherence with district-wide initiatives.

The first two goals focus on equitable access to high-quality career pathways and improved student performance on ATLAS assessments. These goals include clear metrics such as baseline CTE completer data and specific academic performance targets, demonstrating a strong emphasis on measurable student outcomes. The action steps emphasize career exposure across grade spans, personalized course advising, interim assessments, and targeted academic interventions. These strategies, paired with ongoing monitoring, indicate a robust plan for improving college and career readiness as well as academic achievement.

The latter two goals highlight professional development, communication, and external partnerships. The plan aims to strengthen teacher practice through tailored PD, national virtual collaboration, and needs assessments, with measurable improvements tied to Hanover survey indicators. Additionally, the plan seeks to expand community and industry partnerships to provide students with real-world learning experiences. While the overall framework is solid and aligned to strategic objectives, the plan would benefit from additional specificity in role assignments, timelines, and quantitative targets across several action steps. Nonetheless, it offers a cohesive and well-structured roadmap for school improvement in the coming year.

## Section 7: Executive Summary

### Academic Performance

Fayetteville Virtual Academy demonstrates consistently high academic performance relative to state benchmarks. The school earned letter grades of A (2022–2023), B (2023–2024), and A (2024–2025), outperforming the state average grade of C in each year. Growth and achievement results based on ATLAS assessments compare student performance in English Language Arts, Math, and Science against state averages, including both all-student and lowest-quartile growth measures. Graduation rate trend comparisons are also incorporated into the accountability framework.

The School Improvement Plan is tightly aligned with district strategic priorities and emphasizes measurable student outcomes. Key focus areas include increased CTE pathway completers, improved ATLAS performance using BOY/MOY/EOY benchmarks, targeted academic interventions, strengthened professional learning communities, and expanded business and industry partnerships. Metrics and monitoring structures are generally well defined, though several action steps would benefit from more explicit role assignments and timelines to support implementation fidelity.

### Financial Performance

Financial performance and oversight are sound and low risk. ADE Finance reports no financial concerns or findings for the school. Required financial reporting and budget processes are handled at the district level and are reflected as compliant within the accountability profile.

No audit flags, fiscal distress indicators, or sustainability concerns are identified. Financial governance structures appear stable, with alignment to district financial controls and reporting systems. Based on the profile, fiscal condition does not present a barrier to charter continuation or renewal considerations.

### Operational Performance

Operational performance is generally strong but with governance transparency gaps. Meeting dates for the current school year are clearly posted; however, the most recent board minutes publicly available are from **May 2023**, indicating a lapse in posted governance records. This creates a documentation and transparency weakness even though operational and instructional systems appear structured and aligned.

Recruitment and retention and school improvement planning artifacts are well developed and aligned to district strategy. Plans include measurable goals tied to CTE expansion, ATLAS performance, professional development outcomes, and partnership growth. Monitoring metrics and survey-based measures are embedded, and several goals include quantified targets (such as increased pathway completers and PD satisfaction gains). Strengthening public posting of board minutes and governance artifacts would bring operational transparency into alignment with otherwise strong planning and performance systems.