

Future School of Fort Smith

Open Enrollment Charter

LEA# 6640703

Future School of Fort Smith

Accountability Profile

Prepared by
Arkansas Department of Education
Charter School Office

November 2025



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Section 1: Abstract

Future School of Fort Smith is an open-enrollment public charter high school established in 2016 as Arkansas's first Big Picture Learning affiliate. Rooted in a student-centered, internship-based instructional model, the school emphasizes personalized learning plans designed to cultivate students' interests and connect classroom experiences with real-world applications. Its mission focuses on ensuring students graduate with multiple years of work, volunteer, or early college experience, supported through collaborative advisories and community partnerships. As of the 2023–2024 academic year, the school serves approximately 219 students in grades 9–12, operating independently under its own governing board while contributing to the broader Big Picture Learning network of more than 65 innovative schools nationwide.

Despite its strengths in experiential learning and community engagement, the school faces ongoing challenges in academic performance and enrollment stability. Enrollment for the 2025–2026 school year is projected at 156 students—approximately 35% of its authorized capacity—while state accountability data reflect declines in academic growth and proficiency, particularly in mathematics and English as measured by recent ATLAS assessments. Additionally, the school has encountered compliance issues in required course offerings and staffing qualifications, prompting the development of a comprehensive Plan of Support targeting literacy instruction, dyslexia intervention, and data-driven instructional decision-making. Future School's continued growth will depend on its ability to strengthen academic systems, improve student attendance and engagement, and align operational capacity with its mission-driven approach to personalized education.

Section 2: School Summary

Future School of Fort Smith traces its origins to a proposed internship-based charter high school initiative announced in 2015 by co-founder Trish Flanagan during a public informational meeting in Fort Smith, Arkansas. Plans were presented to establish the school as a tuition-free, public institution emphasizing student-centered learning, with initial enrollment targeted for 10th-grade students in the fall of 2016. Following approval from the Arkansas Department of Education in winter 2015, the school opened in August 2016 for grades 10-12, and expanded to include 9th grade in subsequent years, solidifying its role as a comprehensive high school focused on personalized education through internships and individualized learning plans. This development positioned Future School of Fort Smith as the state's inaugural Big Picture Learning affiliate, a model dedicated to empowering students to shape their futures via real-world experiences.

Future School of Fort Smith operates as an independent open-enrollment public charter school, governed by its own board and affiliated with the Big Picture Learning network, a non-profit organization founded in 1995 and headquartered in Providence, Rhode Island. Big Picture Learning pioneered the student-centered learning approach across its national network, which includes over 65 schools in the United States and internationally, emphasizing internships, advisory support, and community partnerships to foster academic and personal growth. As of the 2023-2024 school year, the network serves approximately 6,500 students through innovative programs that prioritize engagement over traditional instruction, with Future School contributing to this mission by enrolling around 219 students in grades 9-12.

Background Information

Location	622 North 7th Street, Fort Smith, Arkansas
Year Opened	2016
Grade Levels	9 th – 12 th Grades
Enrollment CAP	450
Charter Type	Open Enrollment
Mission Statement	The mission statement of Future School of Fort Smith is to embolden students to identify their interests, cultivate relevant skills, and connect to authentic learning, graduating with three years of real-world work, volunteer, and collegiate experience. This aligns with the school's focus on personalized, student-centered education as an affiliate of the Big Picture Learning network.

Leadership Team

Personnel	Title	School / Organization	Email
Boyd Logan	School Director	Future School of Fort Smith	boyd@fsfuture.org
Allison Montiel	High School Principal	Future School of Fort Smith	amontiel@fsfuture.org
Susan Pruitt	President	Board Member	
Crystal Lougin	Vice President	Board Member	
Brandon Cox	Treasurer	Board Member	
Steve Clark	Member	Board Member	
Griffin Hannah	Member	Board Member	
Claire Kolberg	Member	Board Member	

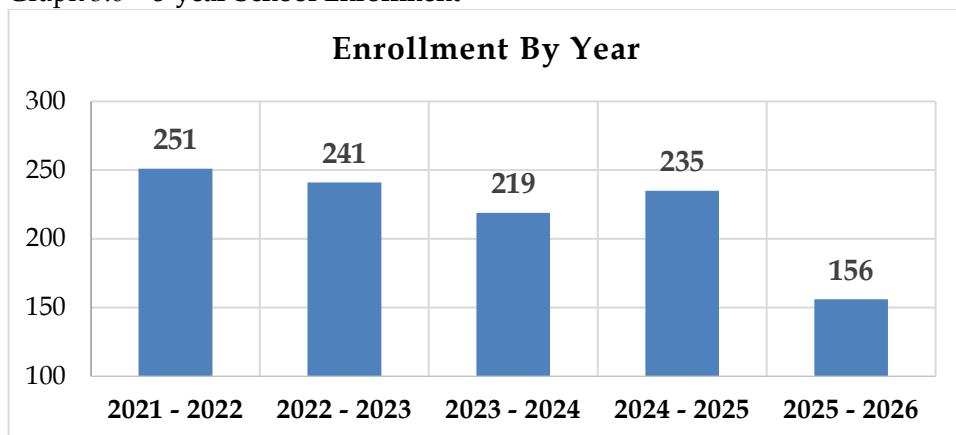
Section 3: Student Enrollment Data

Table 3.0 – 2025 – 2026 Enrollment

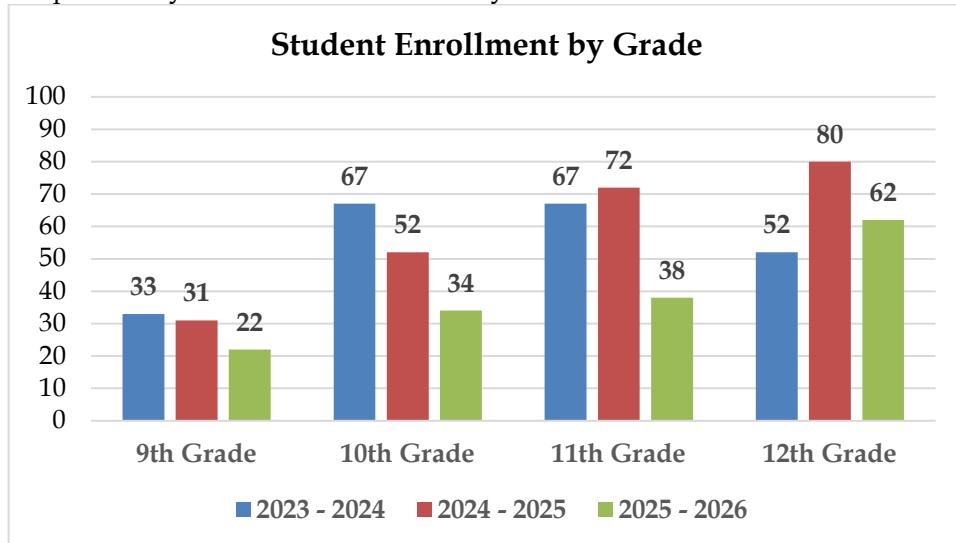
2025 – 2026 Enrollment	Enrollment CAP	Percent of Cap
156	450	34.67%

Graph 3.0 reports the total enrollment count by year; **Graph 3.1** shows student enrollment by grade for the 2024 – 2025 school year; **Graph 3.2** shows student demographics over the past four 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.

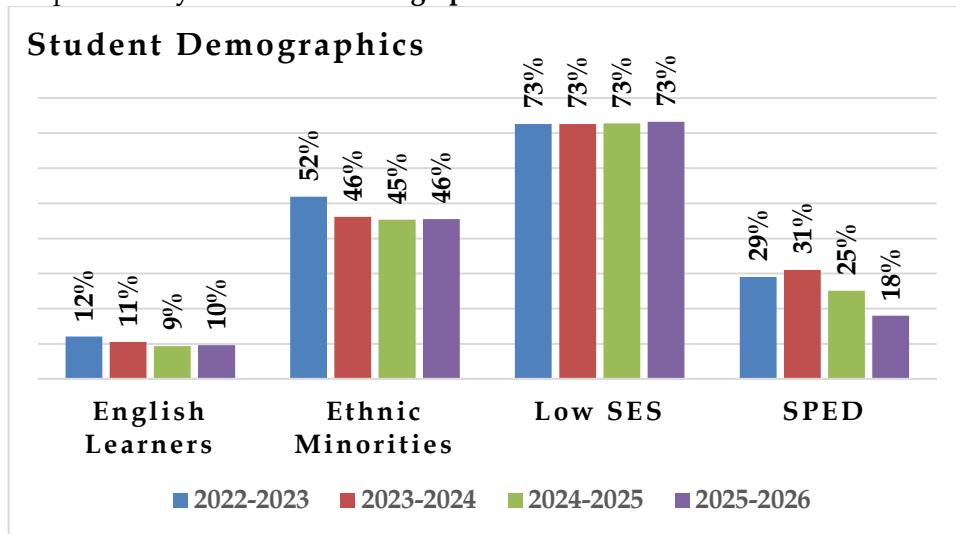
Graph 3.0 - 5-year School Enrollment



Graph 3.1 - 3-year Student Enrollment by Grade



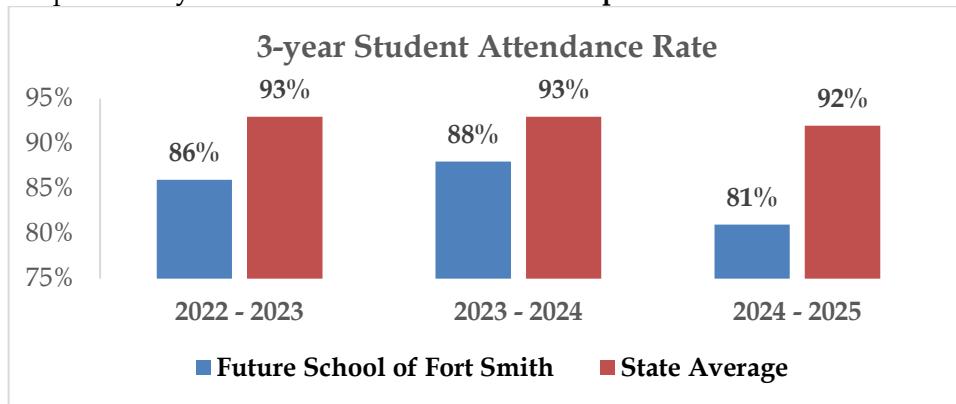
Graph 3.2 - 4-year Student Demographics



Student Attendance Rates

Graph 3.3 presents student attendance rates for the Future School of Fort Smith from the 2022-2023 school year through the 2024-2025 school year along with a comparison to the state average attendance rate. The information for 2025-2026 was not available at the time of document creation.

Graph 3.3 - 3-year 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** shows the three-year history of Future School of Fort Smith's letter grade compared to the Fort Smith School District and state.

Table 4.0 - Letter Grade Comparison

School	2022-2023	2023-2024	2024-2025
Future School of Fort Smith	D	D	F
Fort Smith School District	D	C	C
State average	C	C	C

Growth and Achievement Indicators

As a public charter school, Future School of Fort Smith 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

**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 for Future School of Fort Smith

Growth - English					State Average
	Exceeding Standard	Meeting Standard	Approaching Standard	Not Meeting Standard	
2021-2022 ASPIRE			77.97%		80.00%
2022-2023 ASPIRE			77.83%		80.14%
2023-2024	No Official Scores Published by the State				
2024-2025 ATLAS			35%		49%

Growth - Math					State Average
	Exceeding Standard	Meeting Standard	Approaching Standard	Not Meeting Standard	
2021-2022 ASPIRE			77.71%		79.83%
2022-2023 ASPIRE			77.26%		79.88%
2023-2024	No Official Scores Published by the State				
2024-2025 ATLAS				26%	52%

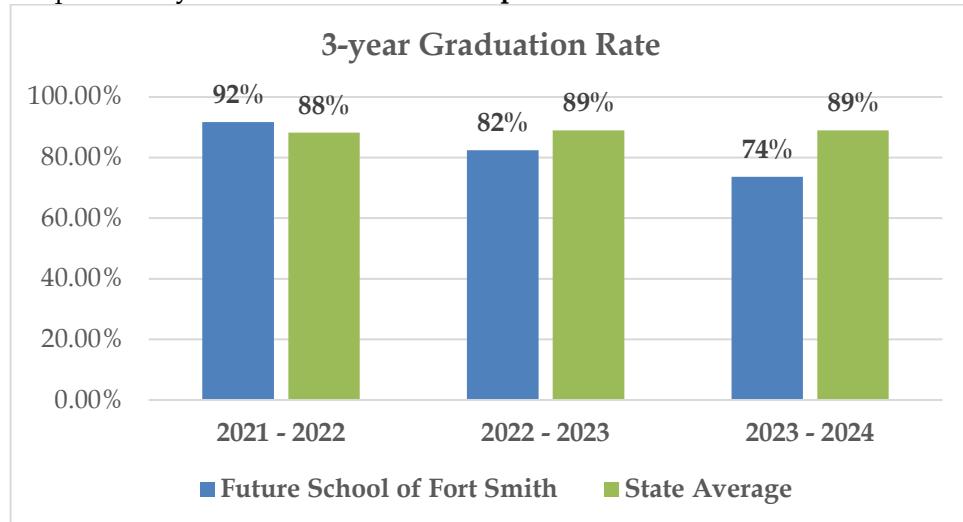
Achievement - English					State Average
	Exceeding Standard	Meeting Standard	Approaching Standard	Not Meeting Standard	
2021-2022 ASPIRE	55.10%				38.59%
2022-2023 ASPIRE		37.88%			41.73%
2023-2024	No Official Scores Published by the State				
2024-2025 ATLAS			22%		31%

Achievement - Math					State Average
	Exceeding Standard	Meeting Standard	Approaching Standard	Not Meeting Standard	
2021-2022 ASPIRE				13.00%	26.67%
2022-2023 ASPIRE				6.82%	23.45%
2023-2024	No Official Scores Published by the State				
2024-2025 ATLAS				4%	22%

Achievement - Science					State Average
	Exceeding Standard	Meeting Standard	Approaching Standard	Not Meeting Standard	
2021-2022 ASPIRE		28.00%			30.22%
2022-2023 ASPIRE				18.94%	30.17%
2023-2024	No Official Scores Published by the State				
2024-2025 ATLAS			27%		35%

Graduation rate is included in determining a school's academic performance. **Graph 4.0** compares Future School of Fort Smith's graduation rate with the state average over the past three years.

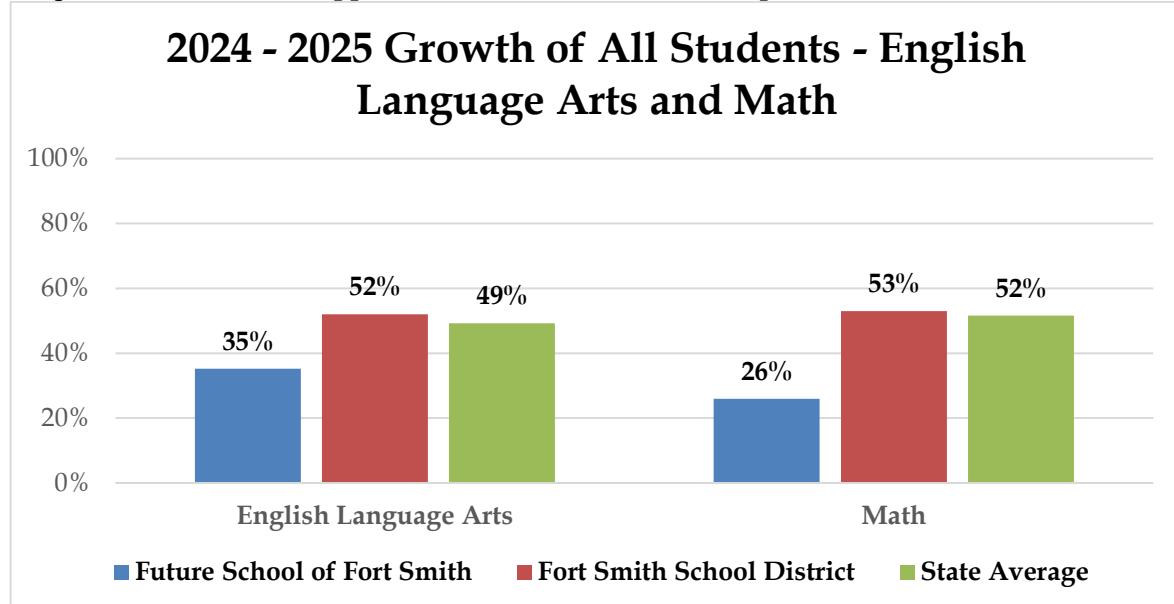
Graph 4.0 – 3-year Graduation Rate Comparison



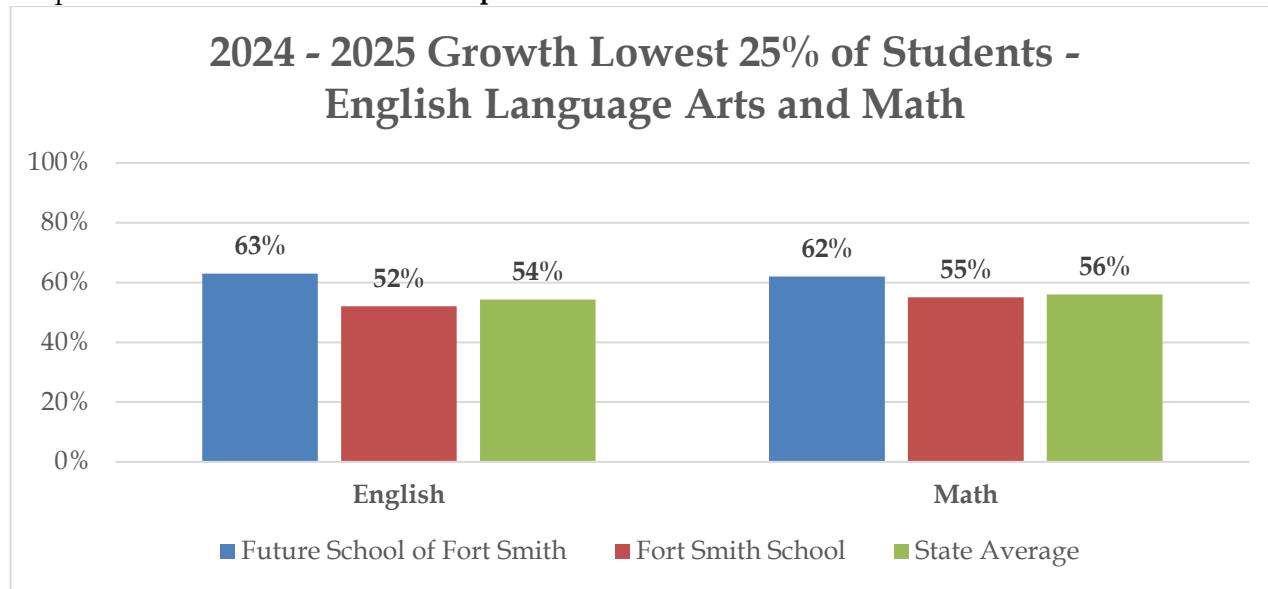
School Growth Comparison Data 2024 – 2025 school year

Graph 4.1.a compares growth of the upper 75% of students at Future School of Fort Smith in English Language Arts and Math with the Fort Smith School District and state average. **Graph 4.1.b** compares growth of the lowest 25% of students at Future School of Fort Smith in English Language Arts and Math with the Fort Smith School District and state average.

Graph 4.1.a – 2024 – 2025 Upper 75% of Students Growth Comparison



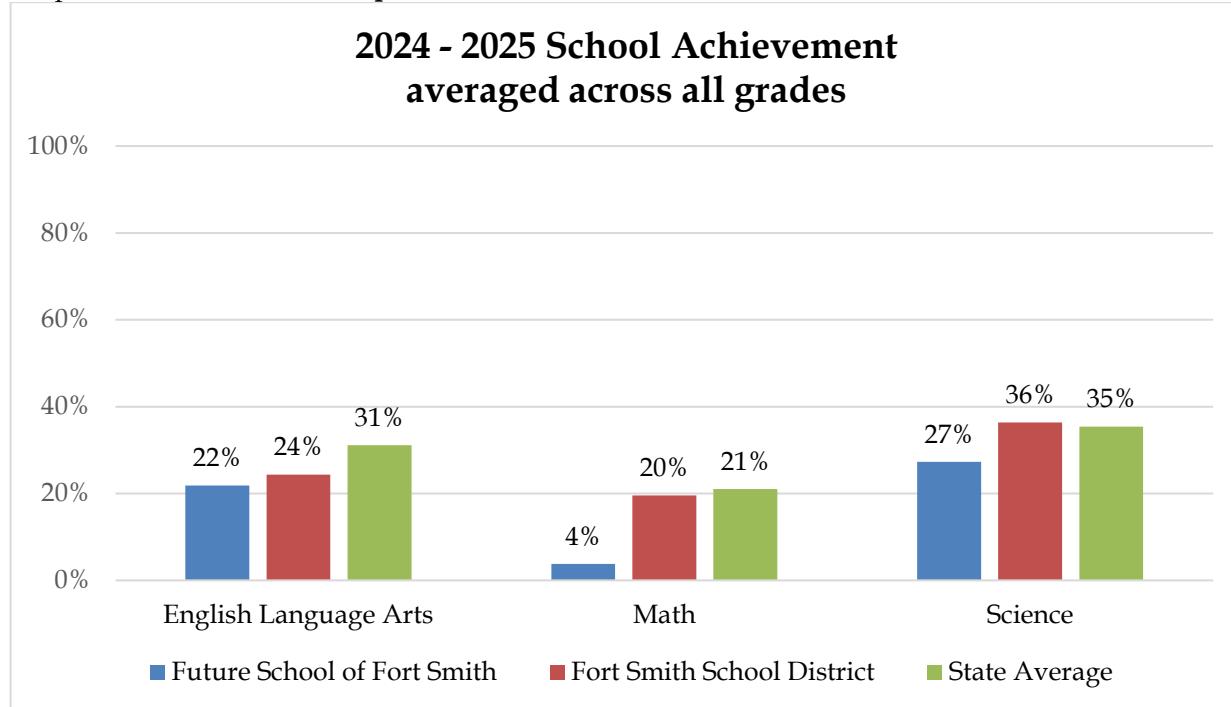
Graph 4.1.b - Lowest 25% Growth Comparison



School Achievement Comparison Data

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

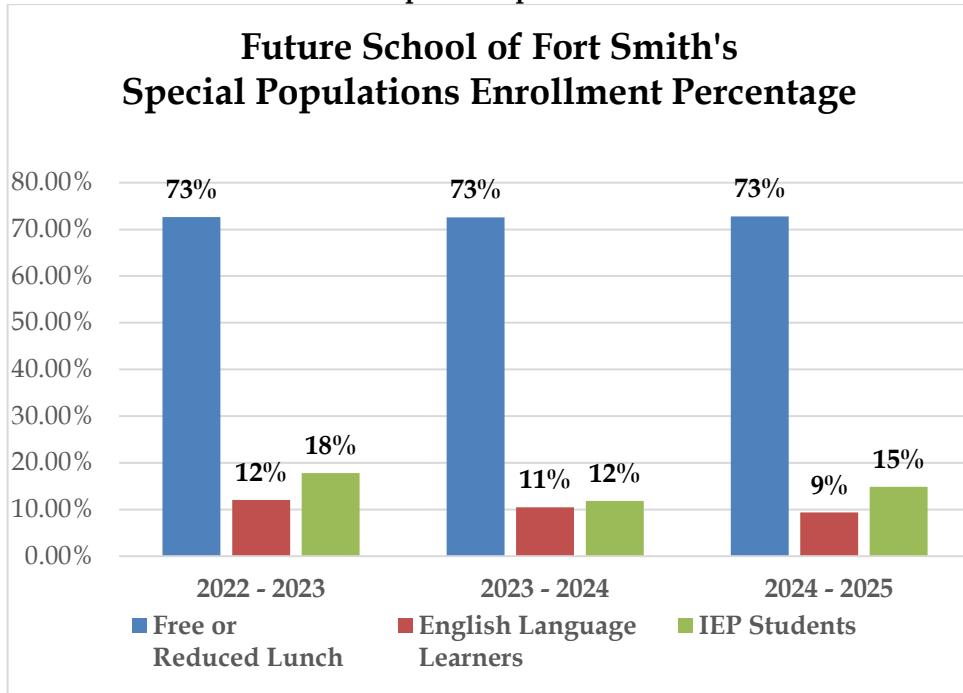
Graph 4.2 - Achievement Comparison



Special Populations

The State of Arkansas' definition of special populations includes students who receive a free or reduced lunch, English language learners, and those with an IEP. **Graph 4.3** provides Future School of Fort Smith's enrollment percentages of students identified as part of a special population during the past three years.

Graph 4.3 - Future School of Fort Smith's Percentage of Enrolled Students
Considered Part of Special Populations



Learning Services Summary

During the 2024-2025 school year, Future School of Fort Smith consulted with DESE to develop a Plan of Support. The plan included check in dates on October 1, 2024; November 5, 2024, and January 28, 2025. The Plan of Support contained **3 goals**, which were:

- (1) Leveraging STAR and ATLAS Data to Drive Instructional Decisions,
- (2) Strengthening Dyslexia Identification and Intervention Practices, and
- (3) Literacy Professional Development Across Content Areas.

The **objective for goal 1** was to increase intentional use of data (STAR and ATLAS) to inform next steps during Act 1082 meetings and guide instructional decisions. Progress summary below:

- **October 2024:**
The school established data-focused practices for the year based on the previous year's work. The guiding coalition met to set goals aligned to STAR and ATLAS data. STAR testing was completed for grades 9-11 with 90% participation. Plans were made to conduct additional assessments in October, January, and May for progress monitoring and alignment to ATLAS summative outcomes.
- **November 2024:**
Initial ATLAS data from 2023-24 indicated improvement among students at Levels 1 and 2, but continued focus was needed to move these students to Levels 3 and 4. Staff began identifying current support services and exploring additional/alternative supports to accelerate growth. STAR data

showed progress toward an annual growth target of one grade level (from 7.8 to 9.0). Data discussions occurred in Act 1082 meetings.

- **January 2025:**

The school continued implementing a strong advisory program serving students in grades 9–12, with additional supports for students from ALE and those qualifying for free or reduced lunch. Advisors conducted internship site visits weekly. Mid-year ATLAS interim results were below projections, with concerns about student engagement. Staff worked on identifying and implementing strategies to increase student investment in assessment and goal setting.

The **objective for goal 2** was to ensure effective implementation of dyslexia supports, including appropriate screening, intervention, and progress monitoring systems. Progress summary below:

- **October 2024:**

Staff members were trained to administer Level 2 assessments. The school implemented *Lexia* during RTI periods and used *Barton* for one-on-one dyslexia intervention. Screening protocols were established under the leadership of the school's SPED/504/Dyslexia coordinator. The team began using PAST and DSA assessments to measure encoding, spelling, and oral reading fluency.

- **November 2024:**

The team refined screening practices, using ORF data and additional data points to identify students at risk. Discussion included the integration of an academic reading course code to support students through both credit-bearing and intervention-based models.

- **January 2025:**

Barton continued as the primary one-on-one intervention, while the team explored additional curriculum options. Plans were made to develop a technical assistance plan to strengthen implementation. The need to embed comprehension strategies (modeling, vocabulary, background knowledge) within intervention design was emphasized.

The **objective for goal 3** was to expand professional learning in literacy instruction beyond ELA to build content-wide support for reading and writing. Progress summary below:

- **October 2024:**

The district partnered with APSRC for training in HQIM implementation. All three teachers received training and began shifting toward using physical texts rather than digital platforms to increase engagement. Grade 10 entered year 3 of the program; grades 9, 11, and 12 entered year 2. AP Literature was introduced as a new course.

- **November 2024:**

The district began to move away from traditional PLCs and CFAs, focusing instead on Tier 1 instructional strategies and ATLAS data-driven planning. A need was identified to build teacher capacity in foundational instructional practices such as classroom management and lesson planning, beyond what APSRC training provided.

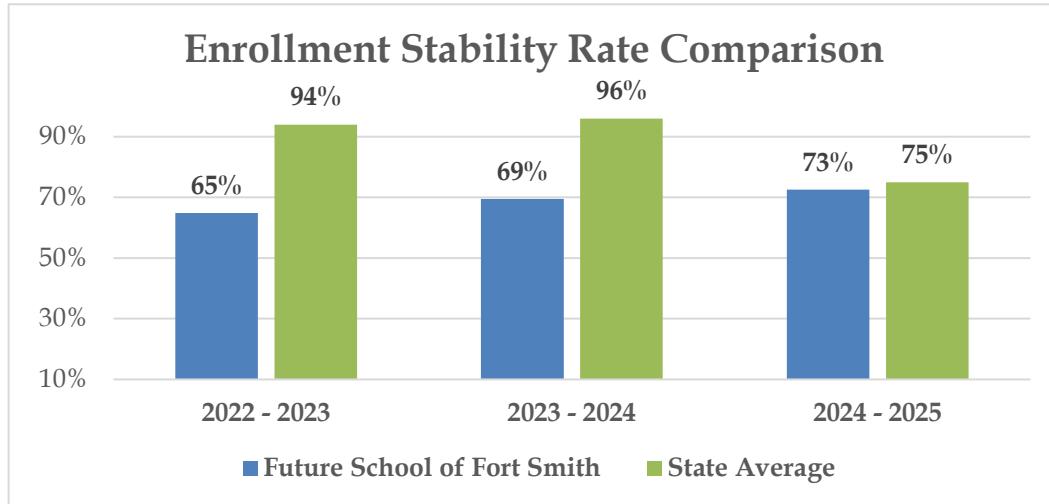
- **January 2025:**

The district identified professional development needs in vocabulary, morphology, and reading comprehension. A summer PD list will be provided to address these instructional priorities.

Enrollment Stability Rates

Graph 4.4 illustrates Future School of Fort Smith's enrollment stability over 3 years 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 Future School of Fort Smith's disciplinary history over the past 3 years and compares it to the state average.

Table 4.3 - 3-year Disciplinary history

	Future School of Fort Smith Whole Number Count	State Average
School Suspensions (In & Out of school)		
2022-2023	No Data	103.93
2023-2024	21	103.90
2024-2025	207	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	37.99%	27%
2024-2025	63.63%	21%

Section 5: Financial Performance Data

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

Building Fund Balance:

The school currently holds a balance of \$0 in its Building Fund. For traditional school districts, state law requires transferring any balance exceeding 20% of annual revenue into Building Fund 3200. However, this statutory requirement does not apply to charter schools, and as such, our annual building fund compliance analysis excludes them.

For reference, districts not in compliance with this rule are routinely notified to make necessary corrections.

Unrestricted Fund Balance Trends:

The unrestricted ending balance has shown a gradual decline from approximately 60% in FY23 to 47% in FY26, based on UBER data Uber-6640700. This reflects a downward trend in available reserves, though the balance still indicates healthy liquidity relative to expenditures.

Revenue Composition:

Historically, the charter has operated primarily on foundation funding for unrestricted operations. For FY26, they have budgeted \$203,000 in private donations, which helps stabilize the projected ending balance. Without these private contributions, the budget would likely reflect a deficit.

Salaries and Benefits:

Total salaries and benefits increased by approximately \$22,000 compared to the prior year. However, the classified salaries and benefits budget may require revision based on year-to-date expenditures, as current spending patterns suggest possible underbudgeting.

Expenditure Review:

- **63430 - Accounting:**
Historically, annual spending in this category averages approximately \$11,000; however, the 2025 - 2026 budgeted amount is \$3,000. The reduced allocation may warrant adjustment to align with actual needs.
- **64410 - Rental of Land and Buildings:**
Expenditures in this area have increased over the past two years. This may be due to prior facility costs being covered by the Building Fund; whereas this year, in the absence of facility funding, these costs are now absorbed by unrestricted funds
- **69380 - Transfers to Food Service Fund:**
Future School of Fort Smith continues to transfer operational funds to support its Child Nutrition Program. This transfer may indicate a need for additional state or local support to sustain food service operations without straining the unrestricted funds budget.

Audits: Future School of Fort Smith has not had any audit findings in the past 5 years. The school utilizes a private auditor for annual audits.

Per Pupil Spending

The Per Pupil Spending report highlights categories where the charter's spending exceeds statewide averages. This benchmarking provides an opportunity for the charter to identify areas for potential cost savings and reallocation. Focusing on aligning expenditures closer to peer averages could enhance long-term sustainability and help offset rising salary and facility costs.

Financial Metrics (3-years)

Table 5.0 provides definitions used for categories, while Table 5.1 provides data for Future School of Fort Smith 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 for Future School of Fort Smith

Color Legend	Meets	Does Not Meet	Falls Far Below
	2023 – 2024	2024 - 2025	2025 - 2026
<i>Ending Balance % of Revenue</i>	53.21%	51.97%	47.94%
<i>Days Cash on Hand</i>	191 Days	183 Days	296 Days
<i>Operating Margin</i>	0.01	-0.04	0.001
<i>Unrestricted Fund Balance</i>	52.43%	50.15%	48.02%
<i>Enrollment Stability</i>	64.87%	69.46%	72.50%
<i>Fiscal Management & Oversight</i>	No	No	No

Financial Data (3-years)

Table 5.2 - 3-year Financial Data for Future School of Fort Smith

Topics	2023-2024 Actual	2024-2025 Actual	2025-2026 Budgeted
<i>Beginning Balance</i>	\$1,111,652.20	\$1,081,865.97	\$1,011,295.80
<i>Revenue</i>	\$2,033,337.89	\$1,945,962.79	\$2,116,328.00
<i>Expenditures</i>	\$2,063,124.12	\$2,016,532.96	\$2,113,011.08
<i>Ending Balance</i>	\$1,081,865.97	\$1,011,295.80	\$1,014,612.72
<i>Ending Balance % of Revenue</i>	53.21%	51.97%	47.94%

Section 6: Operational Performance Review

This section reviews Future School of Fort Smith'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

The following summary regarding compliance was provided by ADE's Standards for Accreditation office. Future School of Fort Smith was fully accredited in the 24-25 school year. The district **did not address** the following five standards for accreditation areas that were identified **within 60+ days of notification** (areas listed below).

- Academics: missing required course offerings (Math, CTE, Health and Safety)
- Student Support: published and posted student attendance policy and student services plan
- District Operations and Fiscal Governance: Posting of student handbook on district website by August 1
- Human Capital: Employment of Classroom Teachers (AP English)
- Stakeholder Communication/Family and Community Engagement: Comprehensive plan for communication and engagement

As of October 2025, Future School of Fort Smith **continues to be flagged** for non-compliance in the following areas:

- Academics: missing required course offerings (Math, Foreign Languages, Health and Safety, CTE) and
- Human Capital: Employment of Principal and Hiring with Compliance to the Right to Read Act (administrator job code requires Science of Reading awareness).

Charter School Board

Future School of Fort Smith's school board appears to be compliant with their training and certification requirements. The Board meeting minutes are posted online for 2020 – 2021 and 2021 – 2022 school years; however, School Board meeting minutes for 2024 – 2025 and 2025 – 2026 are not posted or available.

Additionally, 2023-2024 has several months missing; there are only three School Board meetings with minutes posted (August 2023, September 2023, and October 2023).

Based on available minutes, the board meeting agendas and minutes present very limited discussions regarding the academic, financial, and operational concerns of the school through October 2023.

Staff Recruitment and Retention Plan

Future School of Fort Smith's Charter Management Organization (CMO) has published a Teacher and Administrator Recruitment and Retention Plan; however, there are no clear signs of updates or progress reports since its creation in 2023.

Future School of Fort Smith's **staff recruitment plan** is supported by three goals:

1. To actively promote and participate in APSRC's Novice Mentoring program,
2. School administrators will attend regional job fairs to recruit teachers who are representative of enrolled students, and
3. Post employment opportunities on state and national websites to recruit a wider variety of applicants.

Each goal appears to be extensions from previous goals with no new goals presented.

Future School of Fort Smith's **staff retention plan** is supported by two goals, which include:

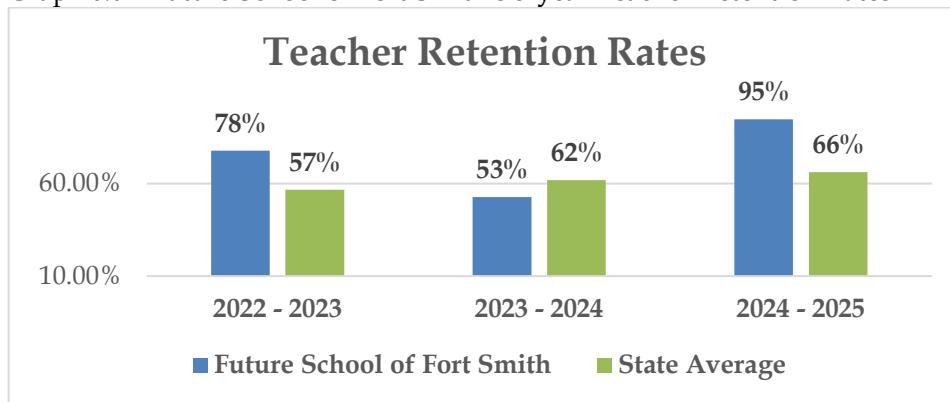
- To expose 11-12th grade students to the Arkansas Teacher Residency Model as part of the Grow Your Own initiative, and
- To promote opportunities for current classified staff members to earn their teaching license.

Both goals appear to be extensions of the previous plans.

Teacher Retention Rates

Graph 6.0 shows 3-year teacher stability for Future School of Fort Smith compared to the state average. Teacher stability is defined as the percentage of teachers who return to the school from the previous school year.

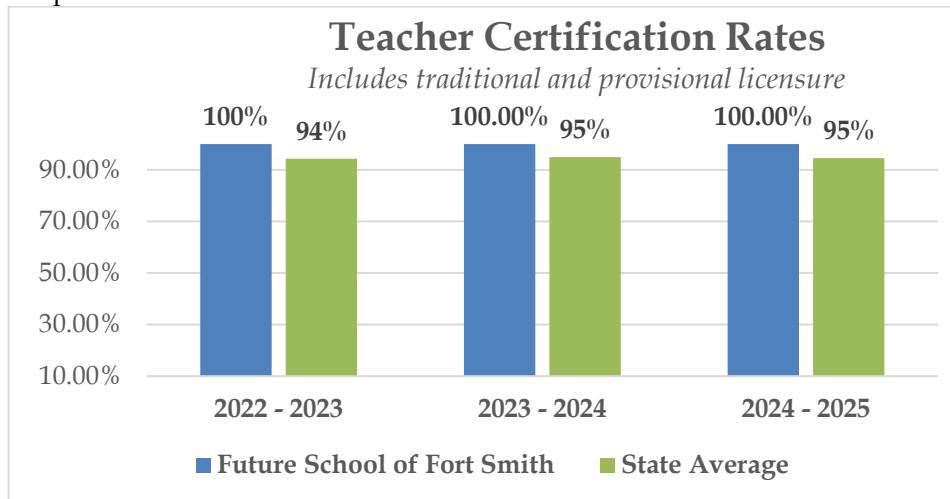
Graph 6.0 – Future School of Fort Smith's 3-year Teacher Retention Rates



Teacher Certification Rates

Graph 6.1 provides Future School of Fort Smith'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.

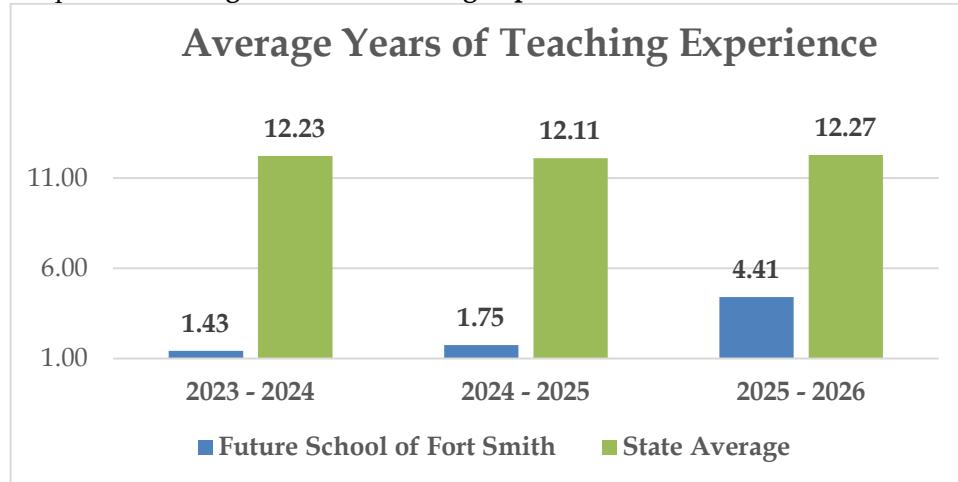
Graph 6.1 – Future School of Fort Smith's Teacher Certification Rates



Average Teaching Experience

Graph 6.2 presents Future School of Fort Smith's average years of teaching experience compared to the state average.

Graph 6.2 – Average Years of Teaching Experience



School Improvement Plan

Future School of Fort Smith has posted on their website a School Improvement Plan for the 2025-2026 school year. The improvement plan includes measurable school-specific goals:

- **Literacy Goal:** All tested students will meet or exceed projected growth on ATLAS exams.
- **Math Goal:** All tested students will meet or exceed projected growth on ATLAS exams.
- **Internship Goal:** By the end of the academic year, 100% of Future School 11th and 12th-grade students will complete a high-quality, competency-based internship aligned with their career interests, as measured by student and mentor evaluations.
- **Safe, Supportive, Collaborative Environment Goal:** Cultivate a safe, supportive, collaborative school environment as measured by 51% or more staff responding with "agree" to HRS leading indicator 1.4 by May 2024.
- **Community Service Goal:** All Freshman will complete 30 hours of community service by May 2026. Sophomores will complete 45 hours of community service by May 2026.
- **Attendance Goal:** Increase the number of points earned per student from 51.5 to 60.
- **Family & Community Engagement Goal:** Increase community awareness for partners and parents.
- **Teacher Recruitment and Retention Goal:** Recruit a diverse, representative educator workforce that meets the needs of all students.
- **Wellness Goal:** Increase the variety of healthy foods introduced to students through the Healthy Foods grant.

The school Improvement plan contains details for achieving the above goals by identifying who is responsible, timelines for completion, and clearly described evidence of improvement efforts.

Section 7: Executive Summary

Future School of Fort Smith, an innovative charter high school affiliated with the Big Picture Learning network, faces notable challenges that raise concerns about its long-term viability, particularly in academic performance, financial stability, and board operations. While the institution's emphasis on internships and personalized learning holds potential, persistent gaps in required course offerings – such as math, career technical education, health and safety, and foreign languages – undermine its ability to meet state standards, as evidenced by accreditation exceptions exceeding 60 days in multiple areas during the 2024-2025 school year. These deficiencies, coupled with consultations for ELA support and potentially lagging growth and achievement scores on ATLAS assessments compared to state and local benchmarks, suggest a risk of inadequate preparation for students, especially at-risk populations, and could erode enrollment stability if not urgently addressed through targeted curriculum enhancements and resource allocation.

Financially, the school's trajectory evokes significant apprehension, with the unrestricted fund balance declining from approximately 60% in FY23 to 47% in FY26, signaling diminishing reserves despite healthy liquidity relative to expenditures. Heavy reliance on foundation funding and projected private donations of \$203,000 for FY26 masks underlying vulnerabilities, as without these contributions, deficits loom, exacerbated by underbudgeted categories like accounting and escalating facility rentals now absorbed by unrestricted funds. Ongoing transfers to the food service program further strain operations, and while per-pupil spending surpasses statewide averages, this does not translate to evident efficiencies, prompting worries about sustainability and the need for rigorous cost realignments to avert fiscal distress.

Operational concerns centered on the board amplify these issues, as incomplete and missing meeting minutes – particularly for 2023-2024 and beyond – obscure transparency and evidence of proactive governance, with only sporadic documentation available up to October 2023. Flagged exceptions in human capital, including non-compliance with the Right to Read Act for administrators and stagnant recruitment plans since 2023, compound risks to instructional quality and retention, potentially hindering the school's improvement goals in literacy, math, and attendance. Collectively, these patterns warrant immediate scrutiny and corrective measures to safeguard student outcomes and ensure the charter's renewal, lest unaddressed lapses compromise the institution's mission.