



# ARKANSAS DEPARTMENT OF EDUCATION

## **District Conversion Public Charter School Renewal Application**

**Deadline for Submission: 4:00 PM on September 26, 2019**



**Charter School: Osceola STEM Charter**

**Arkansas Department of Education  
Charter School Office  
Four Capitol Mall  
Little Rock, AR 72201  
501.683.5313**

## Contact Information

<b>Sponsoring Entity:</b>	Osceola School District
<b>Name of Charter School:</b>	Osceola STEM Academy
<b>School LEA #</b>	4713-705
<b>Name of Principal/Director:</b> <b>Mailing Address:</b> <b>Phone Number:</b> <b>Fax Number:</b> <b>E-mail address:</b>	Christel Smith 112 School Street Osceola, AR 72370 870-563-2150 870-622-1025 <a href="mailto:csmith@osd1.org">csmith@osd1.org</a>
<b>Name of Board Chairman:</b> <b>Mailing Address:</b> <b>Phone Number:</b> <b>Fax Number:</b> <b>E-mail address:</b>	Osceola School District 2750 West Semmes Osceola, AR 72370 870-563-2561 870-563-2181

Number of Years Requested for Renewal (1-5) 5

Renewal Application Approval Date by the School/Entity Board(s)  
9/18/19

# **Section 1 – Composition of the Charter School’s Governing Board and Relationships to Others**

## **Part A: Composition of Governing Board**

Describe the governance structure of the charter, including an explanation of the board member selection process and the authority and responsibilities of the charter board.

## **LEGAL STATUS OF THE BOARD OF DIRECTORS**

By the authority of Article 14 of the Arkansas Constitution, the General Assembly has provided that locally elected school boards will be responsible for the lawful operation and maintenance of its local schools.

While the Board has a broad range of powers and duties, its individual members only have authority when exercising their responsibilities in a legally convened meeting acting as a whole. The sole exception is when an individual member has been delegated authority to represent the Board for a specific, defined purpose. In matters such as personnel discipline, expulsions, and student suspensions initiated by the superintendent, the Board serves as a finder of fact, not unlike a jury. For this reason, the board should not be involved in or, to the extent practicable, informed of the facts or allegations of such matters prior to a board hearing or those disciplinary matters in which the Board could become involved.

It is the policy of the Osceola School Board that its actions will be taken with due regard for its legal responsibilities and in the belief that its actions shall be in the best interests of its students and the District as a whole.

## **Election of Officers**

The Board shall elect a president, vice president, secretary<sup>1</sup>, and legislative liaison<sup>2</sup> at the first regular meeting following the later of: the certification of the results of the annual school election; or if there is a runoff election, at the first regular meeting following the certification of the results of a run-off election. Officers shall serve one-year terms and perform those duties as prescribed by policy of the Board. The Board shall also elect through a resolution passed by a majority vote one of its members to be the primary board disbursing officer and may designate one or more additional board members as alternate board disbursing officers.<sup>3</sup> A copy of the resolution will be sent to the county treasurer and to the director of the Department of Finance and Administration.

When the position of an officer of the board becomes vacant, the officer’s position shall be filled for the remainder of the year in the same manner as for the annual election of officers after the annual school election. Election of Board officers shall not occur except on a once per year basis or to fill an officer vacancy.

## **Vacancies**

A vacancy shall exist on the Board if a board member:

1. Moves his or her bona fide permanent residence outside the boundaries of the school district;
2. Fails to physically attend three (3) consecutive regular meetings of the school district board of directors;
3. Fails to physically attend six (6) regularly scheduled board meetings of the school board of directors in a calendar year;
4. Fails to receive the mandatory hours of training within the statutory time period;
5. Is convicted of a felony;
6. Is called to active military duty;
7. Has served a full-length term as a holdover and has not subsequently been elected to another term;<sup>5</sup>
8. Resigned from the school board of directors; or

## 9. Dies.

If credible evidence of a vacancy existing due to numbers 1 through 4 is presented to the president, vice president, or secretary of a school district board of directors, a majority of the members of the school district board of directors shall:

- Vote on whether to appoint an independent investigator to investigate the credible evidence presented; and
- Hold a hearing on the existence of a vacancy.<sup>6</sup>

A vacancy does not exist for numbers 2, 3, and 4 if the reason for the member's absences or failure to receive training is either:

- a. Military service of the board member; or
- b. Illness of the board member that is verified by a written sworn statement of the board member's attending physician.

If a vacancy occurs on the board of directors, provided at least a quorum of the Board remains, the Board has thirty (30) days in which to appoint a successor to a vacated position on the Board. The successor must be registered to vote in the District and, if applicable, resides in the zone of the vacant position. If less than a quorum of the Board remains or the Board fails to fill the vacancy within thirty (30) days of the vacancy, the position shall be filled by the county quorum court.

When a vacancy on the Board resulted from a board member's failure to receive the required training within the statutory time period, the board shall not appoint the individual who failed to receive the required training to fill the vacancy.

Except for a temporary vacancy due to military service, an individual appointed to fill a vacancy shall serve until the annual school election following the appointment. An individual appointed to fill a temporary vacancy due to military service shall serve until either the Board member who has been called to active military service returns and notifies the Board secretary of his/her desire to resume service on the Board or the Board member's term expires. If a Board member's term expires while the board member is on active military duty, the board member may run for re-election; if re-elected, the re-elected Board member's temporary vacancy shall be filled again in the manner prescribed in this policy.

The secretary of the school district board of directors shall notify the county clerk of an appointment to the school district board of directors within five (5) days of the appointment being made. The notice shall include the name of the appointed board member and the expiration date of his or her term.

An individual appointed to fill a vacancy must submit proof of having received the oath of office to the county clerk before the individual may assume any duties.

### **DUTIES OF THE PRESIDENT**

The duties of the president of the Board of Education shall include, but shall not be limited to:

1. Presiding at all meetings of the Board;
2. Calling special meetings of the Board;
3. Working with the Superintendent to develop Board meeting agendas;
4. Signing all official documents that require the signature of the chief officer of the Board of Education;
5. Appointing all committees of the Board and serving as ex-officio member of such committees; and
6. Performing such other duties as may be prescribed by law or action of the Board.

The president shall have the same right as other members to offer resolutions, make or second motions, discuss questions, and to vote.

## **DUTIES OF THE VICE-PRESIDENT**

The duties of the Vice President of the Board shall include:

1. Serving as presiding officer at all school board meetings from which the president is absent; and
2. Performing such other duties as may be prescribed by action of the Board.

## **DUTIES OF THE SECRETARY**

The duties of the Secretary of the Board shall include:

1. Being responsible to see that a full and accurate record of the proceedings of the Board are permanently kept and shall;
  - a. Record in the minutes, the members present, by name, at the meeting including the time of any member's late arrival to, or early departure from, a meeting;
  - b. Record the outcome of all votes taken including the time at which the vote is taken.
2. Serving as presiding officer in the absence of the President and the Vice President;
3. Being responsible for official correspondence of the Board;
4. Signing all official documents that require the signature of the Secretary of the Board of Education;
5. Calling special meetings of the Board; and
6. Performing such other duties as may be prescribed by the Board.

## **BOARD MEMBER VOTING**

### **Establishment of a Quorum**

A quorum of the Board is a majority of the membership of the Board. No vote or other board action may be taken unless there is a quorum present. A Board member must be physically present at a meeting to be counted toward establishing a quorum or to be eligible to vote. A majority of the quorum voting affirmatively is necessary for the passage of any motion.

### **Voting and failure to vote**

All Board members, including the President, shall vote on each motion, following a second and discussion of that motion.

Failure of any Board member to vote, while physically present in the meeting room, shall be counted as a "no" vote, i.e., a vote against the motion.

Only those votes taken by the Board in open session are legally binding. No motion made or vote taken in executive session is legally binding, although a non-binding, unofficial and non-recorded vote may be taken in executive session to establish consensus or further discussion.

### **Abstentions from Voting**

In order for a Board member to abstain from voting, he must declare a conflict and remove himself from the meeting room during the vote. A Board member who removes himself/herself from a meeting during a vote due to a conflict of interest shall not be considered present at the meeting for the purpose of establishing a quorum until the member returns to the meeting after the vote.

## **POWERS AND DUTIES OF THE BOARD**

The Osceola Board of Education, operating in accordance with state and federal laws, assumes its responsibilities for the operation of Osceola Public Schools. The Board shall concern itself primarily with the broad questions of policy as it exercises its legislative and judicial duties. The administrative functions of the District are delegated to the Superintendent who shall be responsible for the effective administration and supervision of the District.

Some of the duties of the Board include:

1. Developing and adopting policies to effect the vision, mission, and direction of the District;
2. Understanding and abiding by the proper role of the Board of Directors through study and by obtaining the necessary training professional development;
3. Electing and employing a Superintendent and giving him/her the support needed to be able to effectively implement the Board's policies;

4. Conducting formal and informal evaluations of the Superintendent annually or no less often than prior to any contract extension;
5. Employing, upon recommendation of the administrative staff and by written contract, the staff necessary for the proper conduct of the schools;
6. Approving the selection of curriculum and seeing that all courses for study and educational content prescribed by the State Board or by law for all grades of schools are offered and taught;
7. Reviewing, adopting, and publishing the District's budget for the ensuing year;
8. Being responsible for providing sufficient facilities, grounds, and property and ensuring they are managed and maintained for the benefit of the district;
9. Monitoring District finances and receiving, reviewing, and approving each annual financial audit;
10. Understanding and overseeing District finances to ensure alignment with the District's academic and facility needs and goals;
11. Visiting schools and classrooms when students are present no less than annually;
12. Setting an annual salary schedule;
13. Being fiscally responsible to the District's patrons and maintaining the millage rate necessary to support the District's budget;
14. Involving the members of the community in the District's decisions to the fullest extent practicable; and
15. Striving to assure that all students are challenged and are given an equitable educational opportunity.

### **GOVERNANCE BY POLICY**

The district shall operate within the legal frameworks of the State and Federal Constitutions, and appropriate statutes, regulations, and court decisions. The legal frameworks governing the district shall be augmented by policies adopted by the board of directors which shall serve to further define the operations of the district.

When necessitated by unforeseen circumstances, the Superintendent shall have the power to decide and take appropriate action for an area not covered by the legal frameworks or a policy of the Board. The Superintendent shall inform the members of the Board of such action. The Board shall then consider whether it is necessary to formulate and adopt a policy to cover such circumstances. The official copy of the policy manual for the District shall be kept in the Superintendent's office. Copies of the manual within the District shall be kept current, but if a discrepancy occurs between manuals, the Superintendent's version shall be regarded as authoritative.

Administrative regulations shall be formulated to implement the intentions of the policies of the Board. Regulations may be highly specific. The Board shall review administrative regulations prior to their implementation.

### **ASSOCIATION MEMBERSHIPS**

The Board shall be a member of the Arkansas School Boards Association and may be a member of the National School Boards Association and other organizations which, in the opinion of the Board, will be beneficial to the Board in carrying out its duties more effectively.

### **BOARD MEMBER TRAINING**

Individuals who are elected to serve on the District's board of directors are required to receive annual training related to board service. Board members who are elected to serve an initial or non – continuous term shall obtain a minimum of nine (9) hours of training by December 31 of the year following their election and a minimum of six (6) hours of training by December 31 of each calendar year thereafter. The initial nine (9) hours of training a board member receives shall include:

- Training on how to read and interpret an audit report; and
- Information regarding school safety and student discipline for board members elected after January 1, 2019.

## **COMMITTEES**

From time to time, in order to obtain and/or encourage public participation in the operation of the District, the Board may appoint committees, which may include members of the public, students, parents, and school employees, as well as members of the Board.

Any committee, which includes among its members a member of the School Board, shall operate according to the requirements of the Arkansas Freedom of Information Act.\*

These requirements include having to notify the press of the time and place of the meetings; allow the meetings to be open to the attendance of the general public; record the meetings; and retain the recordings of the meetings for a year.

## **TORT IMMUNITY**

The District, as well as its agents, officers, employees, and volunteers are immune from liability for negligence, pursuant to A.C.A. § 21-9-301. When allegations of negligence are raised, whether in litigation or not, the statutory grant of immunity will be asserted.

## **DUTIES OF BOARD DISBURSING OFFICER**

The disbursing officer<sup>1</sup>, along with the superintendent, shall be responsible for signing, manually or by facsimile, all warrants and checks other than those issued for food service and activity funds.<sup>2</sup> In addition, the Disbursing Officer must pre-authorize the electronic transfer of funds. For non-recurring transactions, the authorization can be accomplished by a signed authorization or an email authorizing such a disbursement of funds.<sup>3</sup> For recurring transactions, the Disbursing Officer may provide a one-time, signed authorization.

## **DISTRICT AUDITS**

The District's annual audit serves as an important opportunity for the Board of Directors to review the fiscal operations and health of the district. As such, it is vital Board members receive sufficient explanation of each audit report to enable the members to understand the report's findings and help them better understand the District's fiscal operations.

The District shall have an audit conducted annually within the timelines prescribed by law. The audit shall be conducted by the Division of Legislative Audit or through the audit services of a private certified public accountant(s) approved by the Board.

The Board of Directors shall review each annual audit at the first regularly scheduled board meeting following the receipt of the audit if the District received the audit prior to ten (10) days before the regularly scheduled meeting. If the audit report is received less than ten (10) days prior to a regularly scheduled board meeting, the board may review the report at the next regularly scheduled board meeting following the ten (10) day period.

The Superintendent shall present sufficient supporting/background information relating to the

## **BOARD MEMBER LENGTH OF TERM and HOLDOVERS**

The Osceola School District has seven (7) Board of Directors members. Each member is elected for a term of service of five (5) years. Members may be re-elected to serve consecutive terms so long as the member continues to meet the eligibility requirements for board service.

A board member remains in office until the member's successor has been sworn into office. In the event a board member's term of office has expired and no one is elected to replace the member, or the individual elected fails to receive the oath of office within the time set in statute, the board member becomes a "holdover" and is treated as having been re-elected to office for another term; Board members may only serve one term as a holdover and may be re-elected to the board at the expiration of his/her term. Consequently, should no individual be elected to the position at the expiration of the holdover term, the position shall be declared to be vacant and filled in accordance with Policy 1.2—BOARD ORGANIZATION AND VACANCIES and Arkansas law. Board members not wishing to continue as a holdover may resign from office and the position is to be filled in accordance with Policy 1.2.

**Part B: Disclosure Information**

Identify any contract, lease, or employment agreement in which the charter is or has been a party, and in which any charter administrator, board member, or an administrator's or board member's family member has or had a financial interest.

Respond below in 11 point Times New Roman font. This response can be no longer than 3 pages.

Complete the table on the following page.



## Relationship Disclosures

In the first column, provide the name and contact information of each board member and/or administrator. In the second column, provide the name and position (e.g., financial officer, teacher, custodian) of any other board member, charter employee, or management company employee who has a relationship with the board member/administrator or state NONE. Describe the relationship in the third column (e.g., spouse, parent, sibling).

Charter School Board Member's/ Administrator's Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship
Jacqueline Baker, President	NONE	
Michael Ephlin, Vice-president	NONE	
Torian Bell, Secretary	NONE	
Denise Williams	NONE	
Ollie Collins	NONE	
Kristain Dedmon	NONE	

## **Section 2 – School Mission and Performance Goals**

### **Part A: Current School Mission**

The charter’s school mission, as approved by the authorizer, is provided. Describe the charter’s progress in maintaining this mission. If the mission is not being maintained, provide a revised mission.

**The mission of Osceola STEM Academy is to prepare students for the global workforce by engaging them in a learning process that will instill a lifelong pursuit of achievement and promote the necessary work habits, life skills, and knowledge base that prepares students to enter the increasingly competitive technological world.**

Osceola STEM Academy provides a STEM focused curriculum for students in grades 5-8. We teach CCSS at grade level instruction with scaffolding in all of our core classes. We emphasize STEM component in both our core and exploratory classes. Our science and math departmental teachers collaboratively plan to integrate science and math skills in their classes weekly. Our social studies teachers support our literacy teachers by teaching literacy skills within the social studies content. We utilize technology daily throughout our campus academically as well as career-based.

We offer career readiness skills through our Engineering (PLTW) and Career and Technical Education program. We collaborate with businesses and industries to create partnership teams. We have local engineering specialist come weekly and help our 7<sup>th</sup> and 8<sup>th</sup> grade students with math and science critical thinking skills and problem solving skills through our Design and Modeling/ Automation Robotic classes. We are rich in Technology and our Discovery Zone host our school Library for our students. To ensure students have access books our Social Studies teacher take the students to the Library. To increase reading integration through our Social Studies classrooms, students visit the Library/Discovery Zone weekly.

Our Discovery Zone serves as a pull-out, enrichment, and also as an intervention strategy. The DISCOVERY ZONE provides unique learning experiences that compliment and supplement regular classroom instruction. During this class, students are exposed to a hands-on, multi-disciplinary approach which emphasizes process and cognitive skills while extending and enriching classroom curriculum and common-core standards. The DISCOVERY ZONE continues to build on student’s interest (game-based learning, technology, interactive iPads apps, strategic competitions etc.) while helping them prepare for math and literacy assessments.

Discovery Zone activities are facilitated by a waiver teacher who integrates Literacy, Math and Science standards in her daily hands-on activities.

**Part B: Current Performance Goals**

Each of the charter’s performance goals, as approved by the authorizer, is listed. Describe the charter’s progress in achieving each goal and provide supporting documentation that demonstrates the progress. If a goal was not reached, explain why it was not reached and the actions being taken so that students can achieve the goal.

**REDACT ALL STUDENT IDENTIFIABLE INFORMATION.**

*Goals as stated in the prior application:*

Describe the charter’s progress toward achieving each goal by completing the table below, responding to the prompts, and providing supporting documentation that demonstrates the progress, as appropriate.

**Goals**

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	2016-17 Year 1	2017-18 Year 2	2018-19 Year 3
1. At grades 5 through 8, Osceola STEM Academy will meet or exceed the state average for schools with similar demographic student populations on the required state performance-based assessments for Science, Math and Literacy.	ACT Aspire	<p><b>ACT Aspire Growth</b></p> <p>Meet or exceed <b>student growth</b> goals and AYP of schools and students w/similar demographic</p>	Annually	<p><b>Yes</b> Osceola- 79.61 Blytheville-79.43 KIPP- 79.4 Wonder-78.81 East Jr. 78.64 Faulk-72.76 Forrest City-77.34</p> <p><b>NO</b> Dunbar-80.02</p>	<p><b>Yes</b> Osceola- 78.5 9 Dunbar-77.13 Faulk-77.2 Forrest City-77.51</p> <p><b>NO</b> Blytheville-79.43 KIPP- 80.19 Wonder Jr- 79.98 East Jr.-81.03</p>	<p>Osceola-80.22</p>
2. Our goal is to meet or exceed the state ACT ASPIRE Composite Score benchmark for schools with similar demographic populations.	ACT Aspire	<p><b>ACT Aspire ESSA Score</b></p> <p>Meet or exceed the State composite Score benchmark for schools w/similar</p>	Annually	<p><b>Yes</b> Osceola- 62.34 Blytheville-61.1 Wonders- 59.87 Faulk-55.25 East Jr.High-58.9</p> <p><b>NO</b> Kipp- 62.7 (+.36) Rivercrest-60.75 Dunbar-66.99</p>	<p><b>Yes</b> Osceola-59.29 Blytheville-58.13 Wonders- 57.8 Faulk-58.14 Dunbar-58.35</p> <p><b>NO</b> KIPP-60.6 East Jr. High-59.6</p>	<p>Osceola- 61.02</p> <p>School Reports Cards were not publicly released at the time of application submission.</p>

		demographic			Rivercrest- 61.02	
3. a. NWEA Map Assessment In Literacy, 80% of Osceola STEM Academy students will meet or exceed their student growth goal.	NWEA MAP Assessment	Meet student growth goals in Literacy as projected by MAP	Annually	No 45% met or exceeded their Reading growth goal.	No 41% met or exceeded their Reading growth goal.	No 41% met or exceeded their Reading Growth Goal
3. b. In Math, 60% of Osceola STEM Academy students will meet or exceed their student growth goal.	NWEA MAP Assessment	Meet student growth goals in Math as projected by MAP		No 41% met or exceeded their MAP Growth Goal	No 43% met or exceeded their MAP Growth Goal	No 56 % met or exceeded their MAP Growth Goal
3. c. In Science, 50% of Osceola STEM Academy students will meet or exceed their student growth goal.	NWEA MAP Assessment	Meet student growth goals in Science as projected by MAP		No 29% met or exceeded their student growth goal.	No 40% met or exceeded their student growth goal.	No 43% met or exceeded their MAP Growth Goal
4. By 2021 we will have an increase in the graduation rate by 4% each year until we reach our goal of 91-93% graduation rate.	High School Graduation Percentage	Increase by 4% per year until reaching 91-93% graduation rate	Annually	Yes 87.9% (+4.4 %)  83.5% to 87.9%	No 90% (+2.1%)  87.9% to 90%	2019 Graduation rates Hadn't been released At the time of application submission

**1.** At grades 5 through 8, Osceola STEM Academy will meet or exceed the state average (Growth) for schools with similar demographic student populations on the required state performance-based assessments for Science, Math and Literacy.

Year 3:

**2018-19 Aspire Growth Data**

STEM Academy had a *school value-added growth of 80.22* and it *fell slightly* below the state growth average was 80.79.

Last year we look at our Aspire data and focused on the low areas or deficiencies trends and the data revealed that we had Tier 1 (core instruction) issue

in our Literacy and Math classes. Our previous year , Aspire data shown that our lower students had very low achievement growth in Reading and Math. We analyzed the data with our teachers who felt that the students couldn't master Grade Level standards because they had major learning gaps and couldn't comprehend text or vocabulary at grade level. We emphasized that low achieving students must be exposed to Grade Level text to grow instead of watering down standards. We followed up with providing teachers PD on scaffolding, planning and the science of reading instructional best practices.

Year 2:

### **2017-18 Aspire Growth Data**

STEM Academy had a *school value-added growth of 79.59* and it *fell slightly* below the state growth average was 80.54. We had *less growth* than many schools with similar demographics in terms of criteria such as African-American population between 89%-98% and schools in a high poverty area. We *only outgrew* a few schools with similar demographics such as: Dunbar and Faulk.

Our Aspire Growth data indicates that our student body as a whole had lower achievement with lower growth. The following four subgroups such as; white, ELL, Hispanics and students with disability had lower achievement with High Growth. Our African-american population had lower achievement with lower growth with a grown index 77.91.

We analyzed our growth data and looked at the same group of kids and it revealed they dropped once they moved up to the our 7<sup>th</sup> and 8<sup>th</sup> grade level. We started to look for trends in returning teachers and the school culture within that particular building. We also found that our discipline problems correlated with the low performing students. We have seen a positive shift within our building but our low performing students were losing tremendous amount of instructional time due to misbehavior. We met as a staff and discussed the behavioral and academic data and came up with some strategies to keep students in class. The administrative team also provided PD on student engagement, bell to bell instruction and best practices within delivery of instruction.

Year 1:

### **2016-17 Aspire Growth Data**

STEM Academy had a *school value-added growth of 79.61* and it *fell slightly* below the state growth average was 80.4. We *grew slightly* above many schools with similar demographics in terms of criteria such as African-American population between 89%-98% and schools in a high poverty area. Our Aspire Growth indicated that our lower achievement had lower growth.

We OUTGREW the following schools: Blytheville, Kipp Blytheville College Prep, Wonders, Forrest City Jr. High, East Jr. High and Faulk.

Our Aspire Growth data indicates that our student body as a whole had lower achievement but was very close to higher growth. The following four subgroups such as; white, ELL, Hispanics and students with disability had *lower achievement with High Growth*. Our African-american population had lower achievement with lower growth with a grown index 79.3. The African-american population barely missed the state average growth by 1.1 pt. We focused on high expectations for both teachers and students.

1. Our goal is to meet or exceed the state ACT ASPIRE Composite Score benchmark for schools with similar demographic populations.

**2018-19 Aspire ESSA Overall Data**

Year 3:

Osceola STEM Academy has an Overall ESSA score of 61.02.

I could not compare my score to other school because the 2018-2019 Report Cards had not been released at the time of application submission.

2018-19 Achievement Data

Grades	English			Math			Science			Reading		
	R/Ex	C	NS	R/Ex	C	NS	R/Ex	C	NS	R/Ex	C	NS
5 <sup>th</sup> gr	52.3	34.9	12.8	36	44.2	19.8	18.6	20.9	60.5	16.3	26.7	57
6 <sup>th</sup> gr	52	40.0	8	28	53.3	18.7	21.3	25.3	53.3	18.7	24	57.3
7 <sup>th</sup> gr	57.7	23.9	18.3	31	25.4	43.7	28.2	14.1	57.7	21	21	57.7
8 <sup>th</sup> gr	55.6	20.8	23.6	18	31.9	50	15.3	18.1	66.7	27.8	33	38.9

YEAR 2:

**2017-18 Aspire ESSA Overall Data**

Stem Academy received a “D” grade on their 2018 School Report Card. Osceola STEM Academy had an Overall ESSA score of 59.29 which falls within the “D” range on the Rating Scale. The 2018 state average ESSA Score was 61.72 and our weighted achievement score was 39.5 which was very low. We received a Higher ESSA score than Blytheville, Wonder, and Faulk School which has similar demographics. There also were several similar demographic schools that we scored lower than such as: KIPP College Prep, East Junior High, and Rivercrest. We focused on core instruction, planning and preparation and classroom environment for the 2017-18 school year. We had some gains in Reading but still not significant growth. In Math, We seen a huge amount of 7<sup>th</sup>/ 8<sup>th</sup> grade students move from close into the Need of Support Category. This math concern caused us to look at our curriculum, individual teachers and classroom instruction for the 2018-19 school year.

2017-18 Achievement Data

Grades	English			Math			Science			Reading		
	R/Ex	C	NS	R/Ex	C	NS	R/Ex	C	NS	R/Ex	C	NS
5 <sup>th</sup> gr	49.3	42.7	8	25.3	62.7	12	13.3	26.7	60	9.3	21.3	69.3
6 <sup>th</sup> gr	53.9	39.5	6.6	28.9	53.9	14.5	25	19.7	55.3	19.7	15.8	64.5

7 <sup>th</sup> gr	56.8	39.2	4	23	33.8	43.2	18.9	14.9	66.2	18.9	18.9	62.2
8 <sup>th</sup> gr	56.1	23.5	20.4	12.2	35.7	52	10.2	29.6	60.2	23.5	33.7	42.9

YEAR 1:

**2016-2017 Aspire ESSA Overall Data**

Stem Academy received a “D” grade on their 2017 School Report Card. Osceola STEM Academy had an Overall ESSA score of 62.34 which falls within the “D” range on the Rating Scale. The 2017 state average ESSA Score was 62.34 and our weighted achievement score was 44.1 which was very low. We received a Higher ESSA score than Blytheville, East Jr. High, Wonder, and Faulk School which has similar demographics. There also were several similar schools that we scored lower including KIPP College Prep. We had extremely low reading scores in both 5<sup>th</sup> and 7<sup>th</sup> grade due to poor instruction. Those teachers had low expectations and poor instruction. They were not receptive to any PD provided and had chronic attendance problems. The two poor performing teachers did not return for the 2017-2018 school year.

2016-17 STEM Achievement Data

Grades	English			Math			Science			Reading		
	R/Ex	C	NS	R/Ex	C	NS	R/Ex	C	NS	R/Ex	C	NS
5 <sup>th</sup> gr	48	38.7	13.3	20	52	28	13	18	68	8	18.7	73.3
6 <sup>th</sup> gr	51.9	36.4	11.7	31.7	54.5	7.8	19.5	26	54.5	18.2	23.4	58.4
7 <sup>th</sup> gr	58.7	30.4	10.9	26.1	41.3	32.6	13	22	64.1	6.5	29.3	64.1
8 <sup>th</sup> gr	56.5	28.2	15.3	21.2	32.9	45.9	16.5	27	56.5	29.4	37.6	32.9

**2. NWEA Map Assessment**

- a. In Literacy, 80% of Osceola STEM Academy students will meet or exceed their student growth goal.
- b. In Math, 60% of Osceola STEM Academy students will meet or exceed their student growth goal.
- c. In Science, 50% of Osceola STEM Academy students will meet or exceed their student growth goal.

We did not meet the NWEA Growth Projectory but our teachers created a 3-6 MAP Projectory point systems for our students and conducted quarterly Growth conversations to discuss students growth or concerns. When we analyzed our Growth Projectories our students grew tremendously from Early Fall to late Spring of each year. Most of OSA students grew at least a year and a half. We had several students who were at GL or Higher in the Fall and grew a few points but NWEA Map still projected them as not meeting their goal.

4. By 2021 we will have an increase in the graduation rate by 2% each year until we reach our goal of 91-93% graduation rate.

**YEAR 1:** Osceola STEM Academy is the feeder school for Osceola High School which is grades 9-12. In 2017, our HS met the graduation rate increase goal by increasing from 83.5 to 87.9 which was a 4.4% increase. OHS really started to work on their attendance problems and provide credit recovery for at-risk students before they started their senior year.

**YEAR 2:** In 2018, our district increased the graduation percentage from 87.9 to 90%, but did not meet the graduation increase goal of 4% until we reach 91% (we grew 2.1%). Our district created an attendance incentive system at the High School to reward students for improved attendance. OHS also implemented an early morning Intervention whereas students could come to tutoring before school and earn incentive points to compete for the quarterly incentive trip.

**YEAR 3: \*\*\*2019 Graduation rates hadn't been released at the time of application submission**

**Part C: New Performance Goals**

**Confirm the understanding that, during the term of the charter renewal, the charter is expected to meet all goals and/or objectives set by the state.**

List performance goals for the period of time requested for renewal. Be sure to include, at a minimum, goals for literacy, mathematics, and science, as appropriate for the grade levels served at the charter. For each goal, include the following:

- The tool to be used to measure academic performance;
- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

**Respond below in 11 point Times New Roman font. This response can be no longer than 2 pages.**

**Goals**

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1 Following Renewal	Year 2 Following Renewal	Year 3 Following Renewal	Year 4 Following Renewal	Year 5 Following Renewal
<u>1.</u> At grades 5 through 8, Osceola STEM	<u>ACT Aspire</u>	<u>ACT Aspire</u>						



<p>Academy will <b>meet or exceed the Overall ESSA Index scores</b> for schools with similar demographic student populations on the required state performance-based assessments for Science, Math and Literacy.</p>								
<p><b>2.</b> Our goal is to <b>meet or exceed the state ACT ASPIRE School Value-Added Growth</b> for schools with similar demographic populations</p>	<p><b><u>ACT Aspire</u></b></p>		<p><b><u>ACT Aspire</u></b></p>					
<p><b>3a.</b> <b><u>In Reading,</u></b> <b><u>Decrease # of students in Need of Support</u></b></p> <p><b><u>Increase Students in the Close Category</u></b></p> <p><b><u>Increase Students on Grade Level or Higher</u></b></p>	<p><b><u>ACT ASPIRE Interim Spring Projectory</u></b></p>		<p><b><u>ACT Aspire Spring Performance Projectory</u></b></p>	<p><b>15% Decrease of students in Need of Support</b> <i>(move 46 kids out of NS)</i></p> <p><b>10% Increase of students in Close</b> <i>(112 students = + 32 more students in close Range)</i></p> <p><b>5% Increase of Students reading on Grade Level</b></p>	<p><b>10% Decrease of students in Need of Support</b></p> <p><b>5% Increase of students in Close</b></p> <p><b>5% Increase of Students reading on Grade Level</b></p>	<p><b>10% Decrease of students in Need of Support</b></p> <p><b>5% Increase of students in Close</b></p> <p><b>5% Increase of Students reading on Grade Level</b></p>	<p><b><u>OSA will meet or Exceed the State Readiness or Benchmark in READING</u></b></p>	<p><b><u>OSA will meet or Exceed the State Readiness or Benchmark in READING</u></b></p>

<p><b><u>3b. In Math,</u></b>  <b><u>15% decrease of</u></b>  <b><u>8<sup>th</sup> students in Need</u></b>  <b><u>of Support from Fall</u></b>  <b><u>Aspire Interim</u></b>  <b><u>projectory to Spring</u></b>  <b><u>Interim projectory</u></b>  <b><u>Year 1-3</u></b>  <b><u>10% Decrease year</u></b>  <b><u>4/5</u></b></p> <p><b><u>10% Decrease of 7<sup>th</sup></u></b>  <b><u>grade students in</u></b>  <b><u>Need of Support from</u></b>  <b><u>Fall Aspire Interim</u></b>  <b><u>projectory to Spring</u></b>  <b><u>Interim projectory</u></b>  <b><u>within a 3 year</u></b>  <b><u>period.</u></b>  <b><u>5% Decrease yr 4/5</u></b></p>				<p><b><u>In Math,</u></b>  <b><u>15% decrease of</u></b>  <b><u>8<sup>th</sup> students in Need</u></b>  <b><u>of Support from Fall</u></b>  <b><u>Aspire Interim</u></b>  <b><u>projectory to Spring</u></b>  <b><u>Interim projectory</u></b></p> <p><b><u>10% Decrease of 7<sup>th</sup></u></b>  <b><u>grade students in</u></b>  <b><u>Need of Support</u></b>  <b><u>from Fall Aspire</u></b>  <b><u>Interim projectory</u></b>  <b><u>to Spring Interim</u></b>  <b><u>projectory</u></b></p>	<p><b><u>In Math,</u></b>  <b><u>15% decrease of</u></b>  <b><u>8<sup>th</sup> students in</u></b>  <b><u>Need of Support</u></b>  <b><u>from Fall Aspire</u></b>  <b><u>Interim</u></b>  <b><u>projectory to</u></b>  <b><u>Spring Interim</u></b>  <b><u>projectory</u></b></p> <p><b><u>10% Decrease of</u></b>  <b><u>7<sup>th</sup> grade students</u></b>  <b><u>in Need of</u></b>  <b><u>Support from Fall</u></b>  <b><u>Aspire Interim</u></b>  <b><u>projectory to</u></b>  <b><u>Spring Interim</u></b>  <b><u>projectory</u></b></p>	<p><b><u>In Math,</u></b>  <b><u>15% decrease of</u></b>  <b><u>8<sup>th</sup> students in</u></b>  <b><u>Need of Support</u></b>  <b><u>from Fall Aspire</u></b>  <b><u>Interim</u></b>  <b><u>projectory to</u></b>  <b><u>Spring Interim</u></b>  <b><u>projectory</u></b></p> <p><b><u>10% Decrease of</u></b>  <b><u>7<sup>th</sup> grade students</u></b>  <b><u>in Need of</u></b>  <b><u>Support from Fall</u></b>  <b><u>Aspire Interim</u></b>  <b><u>projectory to</u></b>  <b><u>Spring Interim</u></b>  <b><u>projectory</u></b></p>	<p><b><u>10% Decrease of</u></b>  <b><u>8<sup>th</sup> grade students</u></b>  <b><u>in Need of</u></b>  <b><u>Support from Fall</u></b>  <b><u>Aspire Interim</u></b>  <b><u>projectory to</u></b>  <b><u>Spring Interim</u></b>  <b><u>projectory</u></b></p> <p><b><u>5% Decrease of 7<sup>th</sup></u></b>  <b><u>grade students in</u></b>  <b><u>Need of Support</u></b>  <b><u>from Fall Aspire</u></b>  <b><u>Interim</u></b>  <b><u>projectory to</u></b>  <b><u>Spring Interim</u></b>  <b><u>projectory</u></b></p>	<p><b><u>10% Decrease of<sup>th</sup></u></b>  <b><u>grade students in</u></b>  <b><u>Need of Support</u></b>  <b><u>from Fall Aspire</u></b>  <b><u>Interim</u></b>  <b><u>projectory to</u></b>  <b><u>Spring Interim</u></b>  <b><u>projectory</u></b></p> <p><b><u>5% Decrease of 7<sup>th</sup></u></b>  <b><u>grade students in</u></b>  <b><u>Need of Support</u></b>  <b><u>from Fall Aspire</u></b>  <b><u>Interim</u></b>  <b><u>projectory to</u></b>  <b><u>Spring Interim</u></b>  <b><u>projectory</u></b></p>
<p><b><u>3c.</u></b>  <b><u>In Science,</u></b>  <b><u>Decrease # of</u></b>  <b><u>students in Need of</u></b>  <b><u>Support</u></b></p> <p><b><u>Increase Students in</u></b>  <b><u>the Close Category</u></b></p> <p><b><u>Increase Students on</u></b></p>	<p><b><u>ACT</u></b>  <b><u>ASPIRE</u></b>  <b><u>Interim</u></b>  <b><u>Projectory</u></b></p>		<p><b><u>ACT Aspire</u></b>  <b><u>Spring</u></b>  <b><u>Performance</u></b>  <b><u>Projectory</u></b></p>	<p><b><u>15% Decrease</u></b>  <b><u>of students in</u></b>  <b><u>Need of Support</u></b></p> <p><b><u>10% Increase of</u></b>  <b><u>students in</u></b>  <b><u>Close</u></b></p>	<p><b><u>10% Decrease</u></b>  <b><u>of students in</u></b>  <b><u>Need of</u></b>  <b><u>Support</u></b></p> <p><b><u>10% Increase</u></b>  <b><u>of students in</u></b>  <b><u>Close</u></b></p>	<p><b><u>10% Decrease</u></b>  <b><u>of students in</u></b>  <b><u>Need of</u></b>  <b><u>Support</u></b></p> <p><b><u>10% Increase</u></b>  <b><u>of students in</u></b>  <b><u>Close</u></b></p>		

<b><u>Grade Level or Higher</u></b>				<b>5% Increase of Students on Grade Level</b>	<b>5% Increase of Students on Grade Level</b>	<b>5% Increase of Students on Grade Level</b>		
<p><b>4.</b>            By 2021, we will have an <b>increase in the graduation rate by 2%</b> each year until we reach our goal of 91-93% graduation rate.</p>								

## Section 3 – Waivers

Review the following list of statutes and rules that have been waived for the charter school:

Statute/Standard/Rule	Topic	Date Granted	Date Expires	Notes/Comments
A.C.A §§ 6-17-111	Duty-Free Lunch	1/9/2012	6/30/2020	
A.C.A §§ 6-17-309	Teacher Licensure	1/9/2012	6/30/2020	
A.C.A §§ 6-17-812	Class Size and Teaching Load	2/25/2019	6/30/2020	
A.C.A §§ 6-25-103	Library Media	5/16/2018	6/30/2020	
A.C.A §§ 6-25-104	Library Media	5/16/2018	6/30/2020	
1-A.1.2.6	Curriculum	10/18/2018	6/30/2020	
1-A.1.2.7	Curriculum	10/18/2018	6/30/2020	
1-A.6	Class Size and Teaching Load	10/18/2018	6/30/2020	
2-D.1	Library Media	10/18/2018	6/30/2020	
2-G.1	Gifted and Talented	10/18/2018	6/30/2020	
4-B.2	Teacher Licensure	10/18/2018	6/30/2020	
4-D.1	Teacher Licensure	10/18/2018	6/30/2020	
4-E.1	Teacher Licensure	10/18/2018	6/30/2020	
4-F.1	Teacher Licensure	10/18/2018	6/30/2020	
4-F.2	Library Media	10/18/2018	6/30/2020	
Class Size and Teaching Load	Class Size and Teaching Load	2/25/2019	6/30/2020	

### Part A: New Waiver Requests

Complete the waiver request form to include each additional law and rule from Title VI of Arkansas Code Annotated, State Board of Education Rules and Regulations, including the Standards for Accreditation that the charter would like the authorizer to waive. A rationale is required for each new waiver request.

#### **If no new waivers are requested, state this.**

Respond below in 11 point Times New Roman font.

No new waivers are being requested at this time.

### Part B: Waivers to Be Rescinded

List each waiver granted by the authorizer that the charter would like to have rescinded. If no waivers are listed, the charter may be required to adhere to all waivers listed on both the original and renewal charter documentation.

#### **If the charter wishes to maintain all currently approved waivers, state this.**

Respond below in 11 point Times New Roman font. Contact staff in the Charter Schools Office if this response needs to be longer than 5 pages.

Osceola STEM Academy wishes to maintain all currently approved waivers.

## Section 4 – Requested Amendments

List any amendment requests and provide a rationale for each (i.e., changes to grade levels, enrollment cap, location, educational plan).

A budget to show that the charter will be financially viable **must accompany** any amendment request to **change grade levels, the enrollment cap, relocate, and/or add a campus**. The budget must document expected revenue to be generated and/or expenses to be incurred if the amendment request is approved.

**A request to add or change a location must be accompanied by a Facilities Utilization Agreement.**

**If no charter amendments are requested, state this.**

Respond below in 11 point Times New Roman font. Contact staff in the Charter Schools Office if this response needs to be longer than 5 pages, excluding any budget pages.

No charter amendments are requested.

## Section 5 –Desegregation Analysis

Describe the impact, both current and potential, of the public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Respond below in 11 point Times New Roman font.

Osceola STEM Academy will operate under School Choice and Legal Transfer laws. The school will comply with current standards and monitor enrollment with the utmost discretion. Osceola STEM Academy is the only 5<sup>th</sup>-8<sup>th</sup> grade LEA in the district; therefore, the conversion charter will continue to have no negative effects on Osceola School District in insuring compliance with court orders and maintaining a unitary status of a desegregated public school.