



# ARKANSAS DEPARTMENT OF EDUCATION

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

**Deadline for Submission: 4:00 PM on September 29, 2016**



**Charter School: Osceola STEM Academy**

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

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
  - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
  - (b) Conducting criminal background checks for employees;
  - (c) High school graduation requirements as established by the State Board of Education;
  - (d) Special education programs as provided by this title;
  - (e) Public school accountability under this title;
  - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
  - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

Michael H. Cox  
Signature of Superintendent of School District

9/29/16  
Date

Michael H. Cox  
Printed Name

## Contact Information

<b>Sponsoring Entity:</b>	<b>Osceola School District</b>
<b>Name of Charter School:</b>	<b>Osceola STEM Academy</b>
<b>School LEA #</b>	<b>4713705</b>
<b>Name of Principal/Director:</b> <b>Mailing Address:</b> <b>Phone Number:</b> <b>Fax Number:</b> <b>E-mail address:</b>	<b>Christel Smith</b> <b>112 N. School Street</b> <b>Osceola, Arkansas 72370</b> <b>(870) 563-1833</b> <b>Fax # (870) 622-1025</b> <b>csmith@osd1.org</b>
<b>Name of Board Chairman:</b> <b>Mailing Address:</b> <b>Phone Number:</b> <b>Fax Number:</b> <b>E-mail address:</b>	<b>Micheal Cox</b> <b>2750 West Semmes</b> <b>Osceola, Arkansas 72370</b> <b>(870) 563-2561</b> <b>Fax # (870) 563-2181</b>

**Number of Years Requested for Renewal (1-5) \_\_\_\_\_ 5 \_\_\_\_\_**

**Renewal Application Approval Date by the School/Entity Board(s) \_\_\_\_\_**

# **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.

Osceola STEM Academy is a District Conversion Charter that has a seven member governing board. Each board member represents one of the seven school zones established before this charter was established. The board members are elected through a public election by the people whom live within their specific school zone. When elected each member serves a five-year term. The board operates as all public schools under the same policies, procedures, and recommended guidelines set forth by the Arkansas School Board Association.

## **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.

The governing board and staff adheres strictly to the disclosure rules of all public schools and the district ensures that these rules are followed.

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).

<b>Charter School Board Member's/ Administrator's Name and Contact Information</b>	<b>Name and Title of Individual Related to Board Member</b>	<b>Relationship</b>
<b>James Baker School Board President</b>	<b>None</b>	
<b>Micheal Ephlin School Board Vice President</b>	<b>None</b>	
<b>Denise Williams School Board Secretary</b>	<b>None</b>	
<b>Jaqueline Baker School Board Member (501) 454-5572</b>	<b>None</b>	
<b>Sylvester Belcher School Board Secretary (870) 563-2920</b>	<b>None</b>	
<b>Torian Bell School Board Secretary (870) 284-0763</b>	<b>None</b>	
<b>Ollie Collins School Board Secretary</b>	<b>None</b>	

**Duplicate this page, if necessary.**

## Section 2 – School Mission and Performance Goals

### Part A: Current School Mission

The charter school's 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.

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

**Current 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 (OSA) became a 5th-8<sup>th</sup> grade district conversion charter school during the 2012-2013 academic school year. OSA houses 350 students and is the only school in the Osceola School District that serves grades 5-8. This charter was designed to improve learning by promoting science, technology, engineering and mathematics through our curriculum. The emphasis of the school began with a focus on project-based learning which is integrated in our curriculum. OSA has partnered with Buck Institute of Education for Project Based learning. Project-Based learning is vital in helping to increase our student's achievement. Our classrooms are set up for cooperative learning through small groups. Our students experience opportunities to build on their knowledge and skills as they solve real-world problems through project-based learning. Project based learning is utilized weekly in regular classroom setting as well in the science and math labs. We are providing our students with a challenging learning environment that focuses on math, science, engineering and technology.

Osceola STEM academy has made great progress toward implementing the STEM components in our curriculum. The STEM atmosphere has created an excitement with our students, particularly in the area of pre-engineering. The Gateway to Technology (GTT) teacher collaborates with the math teacher to ensure that we integrate the CCSS math standards through our engineering program. Our Gateway to Technology program has been very effective and has given all our students great experiences and exposure with local businesses. The school have held and competed in several engineering competitions both regionally and locally. We host at least one STEM Showcase event, in which our students display robots and launch projects from the assignment through Project lead the way curriculum. In the spring, OSA took a robotic team to compete in the STEM Expo Festival in Little Rock, Arkansas. We also had seventy-four students attend the STEM Expo Festival.

Our culture remains explorative and innovative through our central Discovery Zone and our pre-engineering program. The Discovery Zone is an atmosphere that promotes exploration and innovation. This room is equipped with a central discovery center that serves much like a museum. Our Discovery Zone is set up with individual work stations with themes such as Techno Art I-Pad station, Chess, Current events, We learn with Wii's stations to engage in math, and etc. All our students are exposed to Chess to develop or enhance their critical thinking skills. There are other components included in the Discovery Zone such as algebraic skills, art, music and Accelerated Reading. This room is monitored by and facilitated by a collaborative team of certified teachers and paraprofessionals. The Discovery Zone serves as a pullout, enrichment, and also as an intervention strategy. Students are scheduled to rotate through the discovery zone at least once a week and teachers often utilize this room as an extension of their classroom.

One of STEM biggest initiative is to bridge the gap between the community and the school. The community and parents are starting to get more actively involved and supports our school more regularly. In 2014, we conducted a parent perception survey and the results revealed that most parents are satisfied with the school but many felt that parents didn't have a voice in the school. We reached out to our building parent organization and quickly started to make collaborative effort to include parents in making decision. Our parent organization, S.T.A.M.P (Students Teachers and

Motivating Parents), is involved in monthly parent meetings and assists with school projects and events. This initiative has increased parental involvement in daily operations and after school activities.

Unfortunately, academic progress and performance at OSA has not always been consistent. In the first year of our charter status, our students were achieving in Literacy by meeting Performance AMO but did not meet Growth AMO in Literacy. Our math scores were both low in performance and growth. The following year from 2013 to 2014 student’s scores declined 4.1 % in Literacy and less than 1% in math. There are several reasons for the decline in test score: staff turnover in the past, excessive discipline referrals, severe classroom management issues, low student and teacher morale and negative school culture.

In 2014-2015, there was a change in the state assessment as well as OSA leadership with the hiring of a new principal. The school year started off with a more positive culture and a stable, structured instructional focus. The district implemented “Engage New York” as the curriculum for grades kindergarten through twelfth. This curriculum both horizontally and vertically aligned the entire district. We had less than 2 months to implement this curriculum so therefore we anticipated an implementation dip. The PARCC scores showed that are students still had areas of need in all grades for both Literacy and math. Even though our students scored low on the PARCC assessment our TAGG groups narrowly missed AMO in both Literacy and Math. (see table below)

2015 Parcc Assessment Data						
	Literacy STEM % Prof or Adv	Literacy Performance AMO	No State Required Growth %	Math STEM % Prof or Adv	Math Performance AMO	No State Required Growth %
All Students	16.30	21.47		8.56	12.09	
TAGG	16.30	16.32		8.56	8.91	

After analyzing PARCC data, there were specific plans put in place to improve academic achievement such as:

- Implementing block schedules with a total of 100 instructional minutes for both Literacy and Math. This block is structured with the first 50 minutes focused on instruction or computation and the last 50 minutes focused on application (project-based approach) of the skill.
- Implemented WPP Online program to address writing deficiencies and give back immediate feedback. This program is allowed students to write on technology and practice with an 30 minute increment.
- Teachers and student progress monitoring student mastery of standards in shorter intervals of time. (every 3 weeks)
- Implemented the process of Task Analysis of assessment items in math. After any exam, the students analyze each item by determining what essential skill or mathematical process is needed to master the task.
- Implemented a 50 minute Reading class outside of the 100 minutes Literacy Block in all grades.
- Implemented student growth conversation as a huge component of our intervention system.
- Integrate more collaborative planning across all content areas with STEM Focus.
- Implemented MDC strategies in all math classes and Literacy teachers mirrored LDC strategies in their literacy block.

At the start of the 2015-16 School year, one of the biggest initiative was to implemented all components of Middle School Literacy Initiative (MSLI) with Generation Ready. MSLI components are Reciprocal Reading, Word Generation, Growth Conversations and job embedded PD for teachers. OSA uses the reciprocal reading strategies to help students read/ comprehend complex text across discipline areas. During Reciprocal our students use comprehending strategies such as predicting, clarifying, questioning and summarizing. OSA utilizes Word generation to introduce academic words across all content areas. Students are assessed through a pre-test at the beginning of the year on grade-level academic words then each week they are exposed to five vocabulary words. These academic words are discussed and applied in all four core classes. OSA students were assessed on comprehension through DRP and we exceeded national growth in all grades except 7<sup>th</sup> grade. We feel seventh grade DRP scores were affected because their literacy teacher had high absentees due to multiple family deaths and illnesses.

Osceola STEM Academy continues to utilize the community support including local business and industry support. Local businesses are excited to be included in the charter school environment. Each year, OSA hosts a local engineering showcase/ competition whereas the community is invited and the competition judges are engineers or general managers from local industries. We attend conferences and workshops sponsored by Project lead the Way and High Schools that Work to ensure the middle school continues to provide the most innovative instructional opportunities for students.

## ANC Hosts First Young Manufacturers Academy

The ANC Technical Center hosted its first Young Manufacturers Academy from August 3-7, 2015. The academy is a free program, and had sixteen 9th-12th grade students enrolled from the Armorel, Blytheville, Gosnell, KIPP, Manila, and Osceola school districts.

ANC partnered with the Arkansas State Chamber of Commerce and Haas Automation, Inc., as well as local industry partners including DENSO, Tenaris, Kagome Foods, Nucor-Hickman, Big River Steel, and the Osceola School District's STEM program to give students a first-hand look at Mississippi County's manufacturers. Additionally, Rivercrest School District provided transportation for the week. Students toured local facilities, and technical experts from each manufacturer designed and guided learning activities for students.

In addition to experiencing the work environment in local facilities, participants learned how manufacturing has changed in the 21st century and explored manufacturing career opportunities in the U.S. and abroad. Working with other students, and under the direction of industry experts, participants designed and manufactured products. These activities will help students explore and understand the skills needed to prepare for a career in advanced manufacturing including Engineering, Computerized Machining, Welding, Industrial Maintenance, and Robotics.





**Official Osceola School District**  
Liked · April 26 ·

STEM Gateway to Technology Class demonstrating their skills today at ANC Manufacturing Expo.

**The students excel in the only pre-engineering program in Mississippi County. Osceola STEM Academy students share their experience and expertise with surrounding schools as a partner with Arkansas Northeastern College and surrounding business and industry.**

# GT

## Gateway To Technology



PROJECT LEAD THE WAY

# PLTW

The Gateway to Technology courses at Osceola STEM Academy began with a focus on 7<sup>th</sup>-8<sup>th</sup> grade with Automation/Robotics and Design and Modeling courses. The program expanded with an overwhelming 60% of 8<sup>th</sup> grade students requesting the program be expanded to high school. As of 2015-2016, the pre-engineering program has expanded to 4<sup>th</sup> grade Launch at the feeder elementary school, expanded to all 5<sup>th</sup>-8<sup>th</sup> grade students and provided a strong high school program of study at the 9<sup>th</sup>-12<sup>th</sup> grade level in Computer Integrated Manufacturing.



Osceola STEM Academy students begin using AutoDesk software in 5<sup>th</sup> grade to design projects. In addition, students have access to 3D printers to print their designs.

# Science Lab



The Osceola STEM Academy charter implementation grant completely funded the Science lab which is utilized by Grades 5<sup>th</sup>-8<sup>th</sup> grade one day a week. The lab is stocked with consumables and lab equipment for a variety of hands on science projects.

In addition, the Osceola STEM Academy charter implementation grant provided academic and inquisitive materials to provide an environment for students that promote a love for learning. For example, the timeline in the main hallway displays STEM related inventions complete with descriptions.

## ENVIRONMENT OF INQUIRY STYLE LEARNING



**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	Year 1	Year 2	Year 3	Year 4	Year 5	Met Goal Yes or No
1. Osceola STEM Academy students will meet their individual student growth goals and the school's AYP for each of the first 5 years.	ACTAAP	Meet student growth goals and AYP	Annually	Literacy- Yes Math- No	No in both Literacy and Math	No in both Literacy and Math	There wasn't any school AYP set for Aspire		NO
2. All students will have 80% mastery by the end of the school year on each SLE as measured by the TLI assessments.	TLI	80% mastery	Annually	No	No	No	No	TLI will not be utilized this year	No

<p>3. Our attendance rate is currently at 98.5%. Although there is room for improvement, we feel this should not be our primary concern. Therefore, emphasis will be placed on students' tardies and early check-outs. Our current tardy rate is 2%, and on average, we have 17 students check out early per day. We will increase our attendance rate by .5% each year until our attendance goal is met. We will decrease the amount of tardies by .5 % each year until a 0% tardy rate is achieved. We will decrease our early checkouts by 5% each year until we reach a 0 check out early goal.</p>	APSCN	<p>Increase attendance rate by .5% per year, decrease tardies by .5% per year, decrease early checkouts by 5% per year</p>	Annually	<p><u>2013</u> Average Daily Attendance was 96.67</p>	<p><u>2014</u> Average Daily Attendance was 94.76</p>	<p><u>2015</u> Average Daily Attendance was 95.44</p> <p>We have on an average of 5 to 7 students who check out early</p>	<p><u>2016</u> Average Daily Attendance was 93.36</p> <p>We have on an average of 3 to 4 students who check out early</p>		No
<p>4. We are currently at a composite score of 11.6 on Explore. Our goal is to increase by one point overall each year on the composite score to meet or exceed the national average.</p>	Explore	<p>Increase composite score by 1 point per year until meets/exceeds national average</p>	Annually	<p><u>2013</u> 13.40</p>	<p><u>2014</u> 13.50</p>	<p><u>2015</u> 13.60</p>	<p><u>2016</u> ACT Aspire has replaced Explore</p>	Explore is no longer being utilized	No
<p>5. By 2016 we will have an increase in the graduation rate by 4% each year until we reach our goal of a 95-100% graduation rate. However, the number of dropouts between 9th and 10th grade in 2014 will also serve as an indicator. Graduation rate was 78.72 in 2012</p>	ESEA Report	<p>Increase by 4% per year until reading 95-100% graduation rate</p>	Annually	<p><u>2013</u> Graduation rate was 81.65 <span style="color: red;">+2.65%</span></p>	<p><u>2014</u> Graduation rate was 82.22 <span style="color: red;">+0.57%</span></p>	<p><u>2015</u> Graduation rate was 83.67 <span style="color: red;">+1.45%</span></p>			No

- Osceola STEM Academy students will meet their individual student growth goals and the school's AYP for each of the first 5 years.

**Goal Not Met**

		Literacy STEM % Prof or Adv	Literacy Performance AMO	Literacy STEM Growth %	Literacy Growth AMO	Math STEM % Prof or Adv	Math Performance AMO	Math STEM Growth %	Math Growth AMO
2013	All Students	67.14	66.64	70.64	74.75	45.14	57.74	38.84	59.57
	TAGG	67.14	65.08	70.64	73.27	45.14	55.49	38.84	57.60
2014	All Students	64.62	71.25	66.24	74.31	43.78	52.00	36.20	46.49
	TAGG	61.83	71.25						
<b>2015 Parcc Assessment Data</b>									
		Literacy STEM % Prof or Adv	Literacy Performance AMO	No State Required Growth %		Math STEM % Prof or Adv	Math Performance AMO	No State Required Growth %	
2015	All Students	16.30	21.47			8.56	12.09		
	TAGG	16.30	16.32			8.56	8.91		
<b>2016 ACT Aspire Data</b>									
		ELA STEM % Prof or Adv	State Avg % Achieved			Math STEM % Prof or Adv	State Avg % Achieved		
2016	All Students	34.74	47.86			29.31	43.35		
	TAGG	34.74	36.82			29.31	34.22		

- All students will have 80% mastery by the end of the school year on each SLE as measured by the TLI assessments.

**Goal Not Met**

*Explanation/Analysis*

In the 2012-2013 academic year the Osceola School District reconfigured the district by merging three campuses to create the Osceola STEM Academy grades 5-8. Although great attention was given to standards

and assessments several components kept STEM from reaching the goal of 80%f mastery on TLI assessments. Geared to improve student learning and scores, STEM Academy placed Project Based Learning at the forefront to increase student and teacher growth with this strategy to meet most SLEs. However, that was not the case. PBL was not executed with fidelity by all grades and all teachers therefore, leaving skills not mastered in the general classroom setting which proved itself in assessment mastery.

Student discipline referrals were evident from the beginning of the academic year. Instruction was lost due to consequences such as time spent in office awaiting discipline. Students assigned to ISS, OSS and ALE

lost the intended focus and success in the regular classroom setting. Students in classrooms where behavior was an issue suffered as well. Teachers were drawn away from instruction to responding to misbehavior,

thereby all stakeholders lost, especially the students. Classroom management became an obvious concern for many teachers.

The morale among faculty, staff and students began to decline quickly. The culture of the school became negative very quickly and continued to gain momentum. Teachers were faced with meeting unrealistic student/academic goals while having to deal with other students who needed intense intervention both academically and behaviorally. Results of this negative culture can be seen in discipline referrals, teacher turnover rates, and standardized assessment scores.

As for the 2013-2014 school year, there was a 50 % teacher turnover. Again, Project Based Learning was the focus to apply SLEs through this method producing more mastery among students. Classroom management issues were not allowing some teachers the opportunities to conduct projects and utilize the math and Literacy Lab effectively. Overall scores dropped from the previous year's TLI assessment. Factors contributing to regression were high teacher turnover rates, low expectations of students both academically and behaviorally, lack of content knowledge among teachers, classroom management, and discipline referrals. In turn, this created an environment which was not conducive to learning.

A change in the administration ushered in the 2014-2015 academic year along with other new faculty and staff members. While 80% mastery of SLEs assessed by TLI was not achieved, overall scores improved.

#### ELABORATE

2015-2016 academic year

TLI was discontinued for the 2016-2017 school year

Actions taken to ensure students master standards: (even though this goal of 80% no longer exist)

3. Our attendance rate is currently at 98.5%. Although there is room for improvement, we feel this should not be our primary concern. Therefore, emphasis will be placed on students' tardies and early check-outs. Our current tardy rate is 2%, and on average, we have 17 students check out early per day. We will increase our attendance rate by .5% each year until our attendance goal is met. We will decrease

the amount of tardies by .5 % each year until a 0% tardy rate is achieved. We will decrease our early checkouts by 5% each year until we reach a 0 check out early goal.

**Goal Partially Met (not .5% on attendance but tardies decreased over 2%)**

The following are attendance percentages:

2012-2013: 96.67%

2013-2014: 94.76%

2014-2015: 95.44%

2015-2016: 93.36%

*Explanation/Analysis-* In 2014, there was a slight decrease in average daily attendance from the previous year. There was a high percent of students in 7<sup>th</sup> and 8<sup>th</sup> grade that missed excessive days due to incarceration, truancy and suspensions. In 2015, there was a slight increase in ADA and only one Truancy FINS petition was filed due to attendance. Last year, there were several students who moved out of state and STEM seldom received school records requests from their attending schools and the ten day of consecutive absentees affected our average daily attendance.

4. We are currently at a composite score of 11.6 on Explore. Our goal is to increase by one point overall each year on the composite score to meet or exceed the national average.

**Goal Not Met**

The following are EXPLORE results:

2013: 13.40

2014: 13.50

2015: 13.60

*Explanation/Analysis:*

There was a slight increase every year on the EXPLORE assessment. In 2015 the Explore assessment was replaced with the ACT Aspire Readiness Test so there is no data to compare for measurement.

5. By 2016 we will have an increase in the graduation rate by 4% each year until we reach our goal of a 95-100% graduation rate. However, the number of dropouts between 9th and 10th grade in 2014 will also serve as an indicator.

**Goal Not Met**

The following are graduation percentages:

2012-2013: 81.65%

2013-2014: 82.22%

2014-2015: 83.67%

The following are Drop-Out Rate percentages:

2013: 18%

2014: 16%

2015: 16%

*Explanation/Analysis:*

Analysis of Osceola High School graduation rate reveals the dropout rate has been reduced by 6% since the creation of the Osceola STEM Academy. There is a credit recovery program through the High School Alternative Learning Environment program that has helped students that are at-risk of dropping out of school due to loss of credits.

**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
<p><b>1.</b> 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.</p>	<p><b><u>ACT Aspire</u></b></p>	<p>Meet or exceed student growth goals and AYP of schools and students w/similar demographic</p>	<p>Annually</p>					

<p><u>2.</u> Our goal is to meet or exceed the state ACT ASPIRE Composite Score benchmark for schools with similar demographic populations.</p>	<p><b><u>ACT Aspire</u></b></p>	<p>Meet or exceed the State composite Score benchmark for schools w/similar demographic</p>	<p>Annually</p>					
<p><u>3.</u> NWEA Map Assessment In Literacy, 80% of Osceola STEM Academy students will meet or exceed their student growth goal.</p> <p>In Math, 60% of Osceola STEM Academy students will meet or exceed their student growth goal.</p> <p>In Math, 50% of Osceola STEM Academy students will meet or exceed their student growth goal.</p>	<p><b><u>NWEA MAP Assessment</u></b></p>	<p>Meet student growth goals in Literacy as projected by MAP Meet student growth goals in Math as projected by MAP Meet student growth goals in Science as projected by MAP</p>	<p>Annually</p>					
<p><u>4.</u> By 2021 we will have an increase in the graduation rate by 4% each year until we reach our goal of 95-100% graduation rate.</p>	<p><b><u>High School Graduation Percentage</u></b></p>	<p>Increase by 4% per year until reading 95-100% graduation rate</p>	<p>Annually</p>					

## Section 3 – Waivers

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

### Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

- |          |   |
|----------|---|
| 6-17-111 | Duty-free lunch periods   |
| 6-17-309 | Certification to teach grade or subject matter—Exceptions—Waivers |

### Waivers from ADE Rules Governing Standards for Accreditation

- |          |   |
|----------|---|
| 9.03.3.6 | Grades 5-8 Fine Arts (to be integrated into the other curriculum)   |
| 9.03.3.7 | Grades 5-8 Health and Safety (not approved to the extent that it affects accountability)  |
| 9.03.3.8 | Grades 5-8 Tools for Learning (to be integrated into the other curriculum)  |
| 10.02.4  | Requiring an average student/teacher ratio for grades 4-6 of no more than 25 students per and no more than 28 students per teacher in any classroom   |
| 10.02.5  | Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction |
| 15.03    | Licensure and Renewal   |
| 18.02    | Requiring the school district to provide educational opportunities for students identified as gifted and talented appropriate to their ability  |

### Part A: New Waiver Requests

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

*The Osceola STEM Charter does not have any New Waiver requests.*

### 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.

*The Osceola STEM Charter does not have any Waivers that they would like to rescind.*

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

*The Osceola STEM charter would like to maintain the remaining 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.

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

*No amendments will be requested in regards to changing grade levels, the enrollment cap, relocation or adding a campus.*

## **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.

Osceola STEM Academy is the only middle school within the Osceola School District. Osceola STEM Academy provides a free and appropriate education for all demographic groups. Submission of this Desegregation Analysis to the State Charter Authorizing panel is pursuant to Ark. Code Ann. §6-23-106. The renewal of Osceola STEM Academy conversion charter will have no effect on any Arkansas public school district's efforts to comply with court orders and statutory obligations to create or maintain a unitary system of desegregated public schools. The Osceola School District is not under any federal desegregation orders or a court-ordered desegregation plan. The operation of Osceola STEM Academy will not hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district.