



ARKANSAS DEPARTMENT OF EDUCATION

Open-Enrollment Public Charter School Renewal Application

Deadline for Submission: December 17, 2015



Charter School: Imboden Area Charter School

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

Contact Information

Sponsoring Entity:	Imboden Area Charter School, Inc.
Name of Charter School:	Imboden Area Charter School
School LEA #	38-40-700
Name of Principal/Director: Mailing Address: Phone Number: Fax Number: E-mail address:	Judy Warren PO Box 297, Imboden, AR 72434 870-869-3015 870-869-3016 jwarren@iacs.k12.ar.us
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Number of Years Requested for Renewal (1-20) 10

Renewal Application Approval Date by the School/Entity Board(s) December 16, 2015

Section 1 – General Description of the Charter School’s Progress and Desegregation Analysis

Part A: Charter School Progress

Provide a narrative about the successes of the charter during the current contractual period.

For fourteen years, the Imboden Area Charter School has been an option for families and students whose learning styles or social and emotional needs are not compatible with the traditional public education model. All classroom teachers and support personnel at IACS are fully certified. These highly skilled and experienced teachers implement a differentiated curriculum for literacy and math. Students having difficulties are given the time necessary to master the required objectives, while gifted students go on to more challenging objectives. Student progress is tracked in individual folders, allowing students to see their own growth and monitor their grades, thereby accepting responsibility for their own achievements.

The entire staff at IACS focuses on building positive relationships with students and creating an environment where all students’ needs are met. Classroom management techniques involve helping students make logical choices about their behavior. The combination of this management philosophy and a differentiated curriculum result in virtually no discipline issues among students.

Older students are given responsibilities such as helping to monitor younger students on the playground, helping teach younger groups proper techniques during cardio time, and helping with tasks involving care of the building and equipment. Older students also prepare the school yearbook for publication.

Demographically, IACS population is unique from surrounding school districts. The average special education population in area schools is 12-15%. In the current contractual period, 24-38% of IACS students received special education services. Almost all are students that come to IACS already identified. The 2015-16 rate is at a record high of 38%. Additionally, 85% of IACS population is disadvantaged, while area schools average 65%. Research shows that these types of student groups struggle with achievement on standardized tests.

Without the facilities to prepare student meals, IACS has developed a one-of-a-kind shelf-stable child nutrition program that is self-supporting and approved by the state Child Nutrition Unit. The meal program meets USDA standards, allowing disadvantaged students the benefits of free breakfast, lunch, and snacks.

IACS provides transportation that has expanded to include six neighboring communities with localized stops. A newer bus was purchased during this contractual period to replace an aging one, and a second bus allows students to experience a wide variety of learning opportunities outside the classroom.

Imboden Area Charter School continues to meet the standards of accreditation and has not experienced compliance issues with any department at ADE. The special education program has undergone the periodic monitoring this contractual period and has been approved by the state with no violations. IACS has also remained financially stable with a small reserve of funding.

Two new programs have been successfully implemented within this contractual period. Regular classroom teachers have developed an afterschool tutoring program for students who are achieving below grade level in literacy and/or math. This program includes 90 minutes of non-traditional instruction for each curricular area, and each teacher has an average of five students. In order to provide this additional learning opportunity to economically disadvantaged students, IACS offers transportation to students’ regular bus stops after the tutoring program has concluded. Students are consistently attending, parent support is high, and student improvement is monitored with periodic assessments.

Another new program is “Parents as Teachers” where parents receive specific personalized instruction on helping their children with academics. Materials are provided for parents to use at home, and the school provides transportation and childcare while the classes are in session. IACS maintains an excellent rapport with parents and consistently sees 100% participation for Parent-Teacher Conferences.

Parents continue to be highly involved with school functions. A parent group conducts numerous fundraisers to purchase specific items needed by the students, and parent volunteers help with repairs to the building, create classroom materials, and maintain the school grounds.

IACS staff and parents see the growth students experience at IACS on a day-to-day basis, but it is difficult to show in a concrete way. Because the demographics are so unique, growth cannot be measured accurately using traditional methods. A high percentage of disadvantaged students enrolled creates home situations that necessitate frequent changes in residence and conditions. This creates a highly mobile population for IACS. Score comparisons from year to year will fluctuate greatly. Because the population of IACS is very small, comparing a grade grouping of two to eight students with the following year’s same-grade grouping is not valid. Most students who enter IACS are one to three years behind their peers. Research has proven that students who are far below their peers academically have little chance of growing at a rate that will bring them up to proficiency within three years. And this research does not address the many students with learning disabilities and the growth that could be expected from that population. Consequently, a school where the majority of students are far below the proficient level will have difficulty proving progress under the current growth model, and of course, will not reach AMOs under the current status model.

Part B: 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.

Imboden Area Charter School (IACS) is seeking a renewal of its current charter, and submits this Desegregation Analysis to the State Charter Authorizer pursuant to Ark. Code Ann. §6-23-106. Imboden Area Charter School is located within the boundaries of the Sloan-Hendrix School District, and as an open-enrollment public charter school unconfined by district boundaries, expects to continue to obtain the majority of its students from within the boundaries of the Sloan-Hendrix, Hillcrest, Hoxie, Lawrence County and Pocahontas School Districts, as well as students who were formerly home-schooled.

In carefully reviewing the potential impact that IACS would have upon the efforts of the Sloan-Hendrix School District and its contiguous districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools, the applicant finds that neither the Sloan-Hendrix School District nor the Hillcrest, Hoxie, Lawrence County and Pocahontas School Districts have ever been subject to federal court orders to create and maintain a unitary system of desegregated public schools. As an open-enrollment public charter school, IACS must be race-neutral and non-discriminatory in its student selection and admission processes, and its operation will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or districts within the state.

In conclusion, IACS submits that the granting of its charter renewal request by the State Charter Authorizer would not hamper, delay or in any manner negatively affect the desegregation efforts of a public school district or public school districts in the state.

Section 2 – 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.

Imboden Area Charter School, Incorporated is a 501(c)(3) non-profit corporation that governs the Imboden Area Charter School. The Board of Directors consists of five members who are elected to serve five year terms by the members of Imboden Area Charter School, Incorporated. All parents/guardians of students attending IACS and the four original incorporators are member of IACS, Inc.

The Board of Directors is responsible for

- Attending board meetings, including the regular monthly meeting and any special meetings.
- Determining and setting the mission and direction of the school
- Following all the state and federal laws that govern public schools, with the exception of the statutes and rules that have been waived for the Imboden Area Charter School
- Making, enforcing, and obeying school policies
- Employing staff and conducting hearings
- Employing a school director to oversee the day-to-day operations of the school
- Evaluating the director annually or before extending his/her contract
- Oversee school finances and all aspects of the budget, never permitting the school end the fiscal year with a negative balance
- Taking the training and professional development necessary to serve as active, informed members of the board of directors
- Visiting the school, when students are present, at least annually and attending some events and functions

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.

There are no contracts or leases to which IACS is or has been a party and in which the IACS Director, Board Members, or the Director’s or Board Members’ family members have or had a financial interest.

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
Judy Warren, Director PO Box 297 Imboden, AR 72434 Phone: (870) 869-3015	NONE	
Mary Buchman, Board President 9 Lawrence 301 N. Powhatan, AR 72458 Phone: (870) 577-9584	NONE	
Lisa Lewallen, Board Vice- President 183 Lakeside Dr. Williford, AR 72482 Phone: (870) 751-0258	NONE	
Scott Rorex, Board Secretary 911 Lawrence 203 Imboden, AR 72434 Phone: (870) 869-2937	NONE	
Tonya Phillips, Board Member PO Box 37 Powhatan, AR 72458 Phone: (870) 878-6162	NONE	
Open Position by resignation of Board Member – Position to be filled by appointment of the Board of Directors		

Section 3 – Student and Teacher Retention and Recruitment

Part A: Student Retention and Recruitment

Complete the following Student Retention Table:

Group Combined 2013-2014 School Year Through October 1, 2015	Total Number Enrolled	Number Left Without Completing the Highest Grade Offered	Total % Left the Charter	% Left for Other Arkansas Charter	% Left for Arkansas Traditional Public School	% Left for Arkansas Private School	% Left for Home School in Arkansas	% Left the State	% Left for Unknown Reasons
All	110	54	49.09%	3.70%	72.22%	0.00%	7.40%	16.67%	0.00%
Two or More Races	0	0	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Asian	0	0	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Black	0	0	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Hispanic	2	0	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Native American/ Native Alaskan	1	1	100.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%
Native Hawaiian/ Pacific Islander	0	0	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
White	107	53	49.53%	3.77%	71.70%	0.00%	7.55%	16.98%	0.00%
Migrant	0	0	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
LEP	0	0	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Gifted & Talented	0	0	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Special Education	30	8	26.67%	0.00%	87.50%	0.00%	0.00%	12.50%	0.00%
Title I	TITLE I SCHOOLWIDE	0	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Free and Reduced Lunch	94	44	46.81	4.55%	68.18%	0.00%	9.10%	18.18%	0.00%

Review the data in the Student Retention Table and discuss the reasons that students leave the charter without completing the highest grade offered at the charter. Specifically address the reasons that students belonging to the TAGG demographic groups (economically disadvantaged, special education, and English language learners) leave the charter without completing the highest grade offered at the charter, if they do so at a higher rate than students belonging to other demographic groups. Discuss the reasons that other demographic group(s), if any, leave the school at disproportionate rates.

The above student retention table shows 49.09% leaving the school prior to completing the highest grade offered. While this is a considerable percentage of students who left IACS, it must be noted that 24.08% moved away (16.36% out of state, and another 7.41% who moved out of the area). There was no column in the chart to represent the percentage that moved out of the attendance area.

Because of the small population, IACS staff interacts daily with most parents, and parents willingly share the reasons for leaving IACS. The following represents the reasons given for students leaving during this contractual period and the percentages of those responses:

13.51%	Transportation
13.51%	Home school so students can help at home
13.51%	Oldest sibling graduated, wants all children in the same school
10.81%	IACS report to DHS
10.81%	Not satisfied
8.11%	Child misses his/her friends
8.11%	Participate in athletics
8.11%	Unknown
8.11%	Miscellaneous reasons
2.70%	Retained student
2.70%	Living with another parent

Due to the high percentage of disadvantaged students who attend IACS, the primary reason students leave the charter is because of family financial struggles involving transportation. While IACS does offer transportation to and from school with localized bus stops in neighboring communities, parents must still transport their children to the bust stop. Traditional school districts, with geographical boundaries, are able to incorporate routes that run directly past student residences. After being financially forced to leave IACS, some parents will attempt to home school or enroll their children in the Arkansas Virtual Academy rather than return to their regular school district.

While IACS does offer a quality educational program and need-satisfying environment, it does not offer extracurricular activities. Historically, many students have chosen to leave the school in order to participate in athletic or music activities offered at traditional public schools.

Any actions IACS is forced to take involving mandatory reports to government agencies or the court system always results in parents removing their children from the school.

IACS has no English language learners, and special education students, disadvantaged students, or students from any other demographic groups did not leave the school at disproportionate rates.

Complete the following Student Recruitment Table:

	2014-2015 Sloan-Hendrix School District (District in Which the Charter Is Located)		2014-2015 Imboden Area Charter School		2015-2016 Imboden Area Charter School		2016-2017 Projected	2017-2018 Projected	2018-2019 and Beyond Projected
	Number	%	Number	%	Number	%	%	%	%
All	706		68		42				
Two or More Races	0	0.00%	0	0.00%	0	0.00%	0.00%	0.00%	0.00%
Asian	1	0.14%	0	0.00%	0	0.00%	0.00%	0.00%	0.00%
Black	4	0.57%	0	0.00%	0	0.00%	0.00%	0.00%	0.00%
Hispanic	7	0.99%	1	1.47%	1	2.38%	2.00%	2.00%	2.00%
Native American/ Native Alaskan	3	0.42%	0	0.00%	0	0.00%	0.00%	0.00%	0.00%
Native Hawaiian/ Pacific Islander	0	0.00%	0	0.00%	0	0.00%	0.00%	0.00%	0.00%
White	691	97.88%	62	98.53%	41	97.62%	98.00%	98.00%	98.00%
Migrant	1	0.14%	1	1.47%	0	0.00%	0.00%	0.00%	0.00%
LEP	0	0.00%	0	0.00%	0	0.00%	0.00%	0.00%	0.00%
Gifted & Talented	68	9.63%	Waiver	Waiver	Waiver	Waiver	Waiver	Waiver	Waiver
Special Education	89	12.61%	14	20.59%	16	38.10%	30.00%	30.00%	30.00%
Title I	706	100.00%	Schoolwide	100.00%	Schoolwide	100.00%	100.00%	100.00%	100.00%
Free and Reduced Lunch	446	63.17%	55	80.88%	37	88.1%	85.00%	85.00%	85.00%

Review the data in the Student Recruitment Table.

Discuss the school population and explain why the charter has a much lower percentage of Title I students and higher percentage of students receiving free or reduced lunches than the district in which the charter is located.

The IACS student population averages 60 students spanning grades kindergarten through eighth. This population shows little racial diversity as is common among all schools in northeast Arkansas. The original ADE data entered into the table above had shown a lower percentage of Title I students than Sloan Hendrix School District in which the charter is located. This data was entered incorrectly into the cycle report and should show 100% of the IACS student population as Title I, and that percentage has been updated in the table. IACS has had a 100% Title I student population every year since the school's opening. Data also shows a significantly higher percentage of students receiving free or reduced lunches than the Sloan Hendrix district. IACS has always had an average free or reduced lunch percentage of 80%. It is important to note that all area schools from which IACS draws its students reflect the same percentages of special education and free and reduced lunch population as Sloan-Hendrix School District.

Provide any additional commentary on student recruitment for the charter school, if needed.

Historically, the enrollment at IACS has fluctuated dramatically from year to year without any identifiable reason. The Imboden Area Charter School has annually funded a marketing campaign to raise awareness of the school's availability. This marketing campaign consists of postcard advertisements, radio and television commercials, and articles and photos of school events published in area newspapers. At this point, IACS has eight new students who will be enrolling in January, 2016.

Part B: Lottery Procedures

Describe procedures for conducting the an annual single lottery enrollment process, including the timeline for enrolling, the date of the lottery, and the way in which students will be placed on waiting lists, and the process for notifying parents about each child's selection or order on the waiting list. Explain how the charter will ensure that the lottery process is transparent to the public.

The application deadline is May 30th prior to the school year during which the students will be attending.

IACS divides applications into four grade groups; K-1, 2-3, 4-5, and 6-7-8. Returning students with completed applications are admitted first, followed by siblings of returning students. If more students apply in one or more groups than can be accommodated, a random lottery is held in a public assembly to fill the remaining positions. The following procedure is used for the lottery:

- Each application is grouped and numbered in the order it is received.
- Each applicant's number is placed in an individual non-transparent capsule.
- Capsules are placed in the appropriate container for the grade group.
- One capsule is drawn from the container, numbers recorded, and matched to student applications. If the student drawn has siblings in the lottery, they are accepted at that time and recorded in the appropriate group.
- This drawing procedure will continue until the appropriate number of students who can be accommodated is drawn.

If the grade groups are not filled by the deadline, applications are then accepted on a first come, first served basis until the groups are filled.

Part C: Teacher Retention

Complete the following Teacher Retention Table:

School Year	Total Number of Teachers	Teachers Who Left During the School Year		Teachers Who Returned to Teach at the Charter the Following Year		Teachers Who Took Other Positions within the Charter Organization	
		Number	%	Number	%	Number	%
2012-2013	9	1	11.11%	8	88.89%	0	0.00%
2013-2014	10	2	20.00%	8	80.00%	0	0.00%
2014-2015	9	2	22.22%	7	77.78%	0	0.00%
2015-2016	7	0	0.00%				

Review the data in the Teacher Retention Table. Discuss the reasons that teachers leave the charter and current practices and future plans to retain teachers.

The Imboden Area Charter School typically employs seven or eight teachers to fill all positions. With this extremely small population size, any teacher leaving during the school year will represent a very large percentage of the total population. Following are the reasons teachers have left IACS:

- 2013-13 1 – philosophical differences with the mission of the school
- 2013-14 1 – retired due to medical necessity
- 1 – left to start a new business
- 2014-15 1 – philosophical differences with the mission of the school
- 1 – retired due to medical necessity

Two of the current staff members have remained for over 10 years, one for six years, two for four years, and two for one year. All but one teacher currently employed are veteran teachers with 10-36 years of overall experience. Practices to retain teachers are compensation using the state-required salary schedule, providing an environment where teachers are given a significant voice in the operations of the school, and allowing a high degree of autonomy to teach in ways that will fit the student population. Teacher retention does not seem to be an issue at this time.

Section 4 –Data and Best Practices

Part A: Test Data

Review the following assessment data, 2012-2014, for the charter and the district in which the charter resides.

		Sloan-Hendrix School District (District in Which the Charter Is Located)		Imboden Area Charter School	
		Literacy Proficient or Advanced	Mathematics Proficient or Advanced	Literacy Proficient or Advanced	Mathematics Proficient or Advanced
2012	All Students	78.41%	77.31%	75.00%	72.00%
	TAGG	72.64%	73.64%	70.83%	66.67%
2013	All Students	76.10%	67.65%	72.63%	76.00%
	TAGG	72.04%	64.61%	71.60%	71.43%
2014	All Students	75.32%	73.37%	55.56%	44.75%
	TAGG	71.50%	69.43%	56.25%	41.18%

Describe the ways in which the testing data support the achievement of, or progress toward achieving, the charter’s current approved academic goals.

The chart above shows the achievement of IACS students in two important ways.

- When IACS is compared with Sloan-Hendrix using the combined population, this number includes special education students. Considering that IACS has approximately 25% more special education students than Sloan-Hendrix, IACS students overall have achieved at a greater percentage than did Sloan-Hendrix students. In fact in 2013, IACS averaged nine percentage points higher proficiency rating in Mathematics than did Sloan-Hendrix.
- Assuming that the TAGG groups listed above combine special education students with disadvantaged students, again IACS has performed very well. Special education students and disadvantaged students comprise 95% of IACS enrollment. Again in 2013, IACS TAGG groups averaged a higher proficiency rating that did Sloan-Hendrix TAGG groups.

From 2013 to 2014, IACS lost 29 of its 55 students or 42% of its student population. In 2014, 38 of 67 students or 57% of IACS student population were new to the school, more than half entering in November through January when instruction and growth opportunities are cut in half. It is clear to see why IACS scores dropped significantly for that year.

Most students who enroll at IACS have attended other schools and are one to four years behind their peers in academic achievement. Typical incoming students at the Basic or Below Basic levels reduce the count at the school they left and increase the Basic or Below Basic count at IACS. Since the two schools are within one mile of each other, student migration between the two schools is relatively easy. Thus, students who are unsuccessful in the traditional academic

program are most likely to transfer into IACS, where most of them begin to thrive; however, research has proven that students who are far below their peers academically have little chance of growing at a rate that will bring them up to proficiency within three years. And historically, this has been proven to be the case at IACS.

Part B: Discipline and Attendance Data

Complete the following discipline data charts for 2014-2015.

***Please note that some demographic categories are intentionally left out due to the school not having more than 10 students enrolled that fall into those categories.**

2014-2015 Discipline Data						
Disciplinary Infractions						
		Race	Gender		Group	
Type	Total	White	Male	Female	FRL	SPED
Drugs	0					
Alcohol	0					
Tobacco	0					
Truancy	0					
Student Assault	0					
Staff Assault	0					
Knife	0					
Handgun	0					
Rifle	0					
Shotgun	0					
Club	0					
Gangs	0					
Vandalism	0					
Insubordination	0					
Disorderly Conduct	0					
Explosives	0					
Other	0					
Bullying	0					
Fighting	0					
TOTAL	0	0	0	0	0	0

2014-2015 Discipline Data						
Disciplinary Actions						
Type	Total	Race	Gender		Group	
		White	Male	Female	FRL	SPED
In-School Suspension	N/A					
Out-of-School Suspension (non-injury)	0					
Expelled	0					
Expelled for Weapons	0					
Corporal Punishment	0					
Other	0					
No Action	N/A					
Alternative Learning (full year)	N/A					
Expelled for Drugs	0					
Expelled for Dangerousness (non-injury)	0					
Expelled for Dangerousness (injury)	0					
Out-of-School Suspension (injury)	0					
Alternative Learning (less than year)	N/A					
TOTAL	0	0	0	0	0	0

Explain why no discipline data was reported for the charter in 2012-2013, 2013-2014, or 2014-2015.

The Imboden Area Charter School utilizes a philosophy of education based on meeting the needs of students. It is the school's belief that if a child's social, emotional, and physical needs are met, the student will be intrinsically motivated to be successful in school. This intrinsic desire for success creates motivated students with little desire for misbehavior. The combination of this educational philosophy, small class sizes, and highly skilled teachers creates an environment of care and respect where disciplinary issues simply do not exist. Coupled with this is the belief that non-coercive management creates relationships with children and families, and hence, the students strive to do what is asked, and families are supportive if parents must be notified. In the rare event that a student is exhibiting an inappropriate behavior, a simple conversation with the child results in pinpointing the specific cause of the problem. Once the problem has been identified, a plan can be derived and implemented to alter the questionable behavior. This method of managing students seeks to remedy the root cause of a problem, thus not only changing the immediate issue, but also the student's life.

Discuss the disciplinary infraction and action data. Be certain to discuss any disproportionate representation by a subgroup.

There are no disciplinary infractions/actions to report.

Discuss the strategies used by the charter to ensure that discipline is administered in a fair and equitable manner.

Discipline is not necessary, only discussions with students and a plan for a solution to any issue. Discussions are used with all students.

Review the following attendance data.

2014-2015 Attendance				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
ADA	57.76	54.07	51.55	50.27
ADM	62.24	59.94	56.05	54.02
Rate	93%	90%	92%	93%

Describe the methods used by the charter to improve student behavior and attendance.

As stated above, it is the school's belief that if a child's social, emotional, and physical needs are met, the student will be intrinsically motivated to be successful in school. This includes the desire to attend regularly. Parents often report that the students beg to attend school, even if the child is sick. Issues involving attendance result from the disadvantaged parents and the lack of funds to transport students. If a student has any type of appointment during the school day, parents most likely will keep the child at home all day because parents are financially unable to transport the children to school. And with a high percentage of disadvantaged families, the attendance rate at IACS is high compared to attendance rates of disadvantaged students attending other area schools.

Part C: Best Practices

Identify and describe one (or more) best practice(s) that support the achievement of, or progress toward achieving, the charter's current approved academic goals. Provide the data that led to the determination that this practice is effective.

IACS utilizes a differentiated learning program driven by yearly student data. This learning program has won several awards including a "National Best Practice Award for Student Achievement" from the Southern Regional Education Board in Atlanta, Georgia. The predominate tenet of this program is an educational philosophy based on the work of Dr. William Glasser, whose studies indicate that all human beings are born with five basic needs: survival, belonging, power, freedom, and fun, and that human beings attempt to live their lives in such a way that will best satisfy one or more of those needs. All students are unique; they learn differently and at different rates, and each student has his/her strengths and weaknesses. The learning program respects the individuality of each student while allowing the students to meet their five basic needs. This combination of philosophy and learning fosters an appreciation for fellow students and their achievements, as well as pride in a student's growth. The IACS learning program is organized in such a way that allows students with difficulties the time necessary for them to master objectives while allowing advanced students to progress to more challenging objectives.

While the overall philosophy of meeting student needs remains a constant of the IACS learning program, specific curricular materials are altered yearly following the publication of standardized testing scores. Each summer, student testing data is disaggregated to assess strengths and weaknesses of the program. Curricular materials are then reviewed and altered depending on the identified needs. Once the school year begins, students participate in an intensive battery of literacy and mathematics pretests designed to evaluate student needs. These pretest results are then used to design and implement an individualized learning plan in literacy and mathematics for each child.

Literacy at IACS is comprised of several components. First, students participate in daily language practice where they review previously taught material dealing with sentence structure, spelling, grammar, and the conventions of language. Secondly, writing is taught as a whole group activity keying in on the writing process and the six traits of writing. Writing is differentiated to accommodate student abilities as necessary. Thirdly, students participate in school-wide phonics and vocabulary lessons tailored to individual learning levels. Literature is the final component of the program which is further broken down into independent reading activities, teacher led reading activities, and reading activities dealing with informational text. Each component of the literacy program serves a specific purpose with the overall goal of engaging students and soliciting academic growth. Academic growth has been consistent while using this

program, with students averaging 1.5 years of growth in literacy on the Standardized Test of the Assessment of Reading annually.

Mathematics at IACS consists of three separate daily activities each with a specific objective in mind. Students complete brief daily mathematics review lessons designed to review previously taught material. This component provides students with consistent practice of objectives with the overall goal of retaining information. The second daily activity is a whole group mathematics lesson based on Common Core objectives. This lesson may deal with geometry, measurement, data analysis, etc. These lessons are taught in a whole group environment with appropriate scaffolding based on student needs. The final component is an individualized, mastery level, number sense and pre-algebra program focusing on basic level mathematics skills. This program is designed to help students master specific mathematics skills, which may be above or below the student's current grade level. At lower levels of the program, students master math facts and arithmetic operations. In higher levels of the program, students master operations with decimals and fractions. At the highest levels, students deal with integers, exponents, and the building blocks of algebra. This three-component process of teaching mathematics has shown consistently strong results, with students averaging 1.5 years growth on the Standardized Test of the Assessment of Mathematics annually.

Section 5 – Academic Performance Goals

Part A: Current Performance Goals

Each of the charter's student academic 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 2013 renewal application:

Describe the charter's progress to achieving each goal and provide supporting documentation that demonstrates the progress.

Literacy Goal

IACS will meet the established growth Annual Measureable Objectives (AMOs) in literacy for the All Students Group and Targeted Achievement Gap Group using the state assessment tools.

IACS is in a mode of constant improvement – analyzing our data and making changes in curriculum, instruction, and even staff to meet the different needs of IACS student population.

With populations as small as IACS, there are statistical concerns about grouping to determine whether AMOs have been met. Of additional concern is the high percentage of special education students (25% higher than other schools in the state) and the high percentage of disadvantaged students. Parents who live in small communities are fiercely loyal to their community school. When parents look for other options in northeast Arkansas, it is not because their child is doing well. Most times, parents wait until their child is failing before seeking an alternative setting. Consequently, most students who enter IACS are one to three years behind their peers. Research has proven that students who are far below their peers academically have little chance of growing at a rate that will bring them up to proficiency within three years. And this research does not address the many students with learning disabilities and the growth that could be expected from that population.

IACS also has a very highly mobile population. Based on students who are continuously enrolled at IACS for two or more years, this indicator shown below provides a measure of the degree to which IACS is supporting mastery of content among students when given sufficient time and opportunity to do so.

Literacy Benchmark Scores
 Students Attending IACS for 6 Years
 Combined Scores with 50% Special Education Students

	Below Basic	Basic	Proficient	Advanced
Year 1	33%	33%	17%	17%
Year 3	17%	17%	50%	17%
Year 6	0%	33%	67%	0%

Literacy Benchmark Scores
 Students Attending IACS for 4 Years
 Combined Scores with 17% Special Education Students

	Below Basic	Basic	Proficient	Advanced
Year 1	17%	33%	33%	17%
Year 2	0%	33%	33%	33%
Year 3	17%	17%	50%	17%
Year 4	17%	0%	67%	17%

Literacy Benchmark Scores
 Students Attending IACS for 3 Years
 Combined Scores with 17% Special Education Students

	Below Basic	Basic	Proficient	Advanced
Year 1	17%	0%	67%	17%
Year 2	0%	17%	83%	0%
Year 3	0%	0%	17%	83%

Literacy Benchmark Scores
 Students Attending IACS for 2 Years
 Combined Scores with 23% Special Education Students

	Below Basic	Basic	Proficient	Advanced
Year 1	15%	15%	46%	23%
Year 2	8%	15%	38%	38%

Literacy Benchmark Scores
 Students Attending IACS for 1 Year
 Combined Scores with 26% Special Education Students

	Below Basic	Basic	Proficient	Advanced
Year 1	23%	31%	34%	11%

Mathematics Goal

IACS will meet the established growth Annual Measureable Objectives (AMOs) in mathematics for the All Students Group and Targeted Achievement Gap Group using the state assessment tools.

IACS is in a mode of constant improvement – analyzing our data and making changes in curriculum, instruction, and even staff to meet the different needs of IACS student population.

With populations as small as IACS, there are statistical concerns about grouping to determine whether AMOs have been met. Of additional concern is the high percentage of special education students (25% higher than other schools in the state) and the high percentage of disadvantaged students. Parents who live in small communities are fiercely loyal to their community school. When parents look for other options in northeast Arkansas, it is not because their child is doing well. Most times, parents wait until their child is failing before seeking an alternative setting. Consequently, most students who enter IACS are one to three years behind their peers. Research has proven that students who are far below their peers academically have little chance of growing at a rate that will bring them up to proficiency within three years. And this research does not address the many students with learning disabilities and the growth that could be expected from that population.

IACS also has a very highly mobile population. Based on students who are continuously enrolled at IACS for two or more years, this indicator shown below provides a measure of the degree to which IACS is supporting mastery of content among students when given sufficient time and opportunity to do so.

Mathematics Benchmark Scores
Students Attending IACS for 6 Years
Combined Scores with 50% Special Education Students

	Below Basic	Basic	Proficient	Advanced
Year 1	17%	33%	33%	17%
Year 3	17%	50%	0%	33%
Year 6	33%	17%	33%	17%

Mathematics Benchmark Scores
Students Attending IACS for 4 Years
Combined Scores with 17% Special Education Students

	Below Basic	Basic	Proficient	Advanced
Year 1	17%	17%	17%	50%
Year 2	33%	0%	33%	33%
Year 3	17%	33%	17%	33%
Year 4	17%	0%	50%	33%

Mathematics Benchmark Scores
Students Attending IACS for 3 Years
Combined Scores with 17% Special Education Students

	Below Basic	Basic	Proficient	Advanced
Year 1	17%	33%	17%	33%
Year 2	33%	0%	17%	17%
Year 3	17%	17%	33%	33%

Mathematics Benchmark Scores
 Students Attending IACS for 2 Years
 Combined Scores with 23% Special Education Students

	Below Basic	Basic	Proficient	Advanced
Year 1	0%	21%	36%	43%
Year 2	7%	0%	57%	36%

Mathematics Benchmark Scores
 Students Attending IACS for 1 Year
 Combined Scores with 26% Special Education Students

	Below Basic	Basic	Proficient	Advanced
Year 1	15%	32%	38%	15%

Part B: 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 other student academic performance goals for the period of time requested for renewal. 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.

Literacy Goal

IACS will meet the established growth Annual Measureable Objectives (AMOs) in literacy for the All Students Group and Targeted Achievement Gap Group using the state assessment tools.

Mathematics Goal

IACS will meet the established growth Annual Measureable Objectives (AMOs) in mathematics for the All Students Group and Targeted Achievement Gap Group using the state assessment tools.

Section 6 – Finance

Review the charter’s most recent annual financial audit report. For each finding, address the following:

- If the finding had been noted in any prior year audits;
- The corrective actions taken to rectify the issue; and
- The date by which the issue was or will be corrected.

2013-2014 Finding

Financial accounting duties were not adequately segregated among employees. Specifically the same employee was responsible for receiving and depositing monies collected, preparation of payroll and non-payroll checks, maintenance of account records, and preparation of bank reconciliations, without compensating controls.

The same audit finding noted above has been a finding in all prior year audits; however, there has never been any other finding in prior year audits. IACS employs only one office person who, with direct supervision from the Director, is responsible for all activities noted above. IACS has taken steps to implement corrective procedures to lessen the risk to the extent possible with limited staff. Each auditor has communicated that with a small number of employees, this finding was unavoidable and had no suggestions to alleviate the problem with current staff constraints. Auditors also indicated this was a common finding among all smaller school districts throughout the state of Arkansas.

Section 7 – 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)

6-14-101 et seq.	School Elections
6-16-130(b)(3)	Visual art or music
6-17-111	Duty-free lunch periods
6-17-114	Daily planning period
6-17-117	Noninstructional duties
6-17-203	Committees on personnel policies—Members
6-17-302	Principals—Responsibilities
6-17-401	Teacher licensure requirement
6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher’s salary only upon filing of a teacher’s certificate with the county clerk’s office, if the requirement of a teacher’s certificate is waived for such teacher)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2303	Committee on personnel policies for each school district
6-18-508	Alternative learning environments
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-25-103	Library media services program defined
6-25-104	Library media specialist—Qualifications
6-42-101 et seq.	General Provisions (gifted and talented)

Waivers from ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

15.01	School District Superintendent
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15.02	Principals
15.03	Licensure and Renewal
16.02	Media Services
18	Gifted and Talented Education
19.03	Pertaining to alternative learning environments

Waivers from Other Rules:

ADE Rules for Gifted and Talented Program Approval Standards

7.11 of ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools that requires a licensed physical education teacher for corresponding grade levels in grades 7-12

3.02 of ADE Rules Governing Visual Art and Music Instruction for Students in Grades One through Six (1-6) that requires instruction in visual art to be taught by a licensed teacher certified to teach art for each visual art class taught and requires instruction in music to be taught by a licensed teacher certified to teach music for each music class taught

Purchasing of Instructional Materials

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.

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.

Imboden Area Charter School wishes to maintain all currently approved waivers.

Section 8 – 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.

Imboden Area Charter School is not requesting any amendments.



Topic: Superintendent

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-13-109
- 6-17-427

ADE Rules

- Rules Governing the Superintendent Mentoring Program

Rationale

Subsequent statutes and rules to existing waiver from Standards for Accreditation 15.01

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor(Owner): Danny Holder dba Danny's Auto Sales

Lessee(Tenant): Imboden Area Charter School

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

Current building and land to be used in the operation of a public educational facility by Imboden Area Charter School, Inc.

Address of Premises: 605 West 3rd Street
Imboden, AR 72434

Square Footage: 4740

Terms of Lease: 1 year lease renewable annually for 10 years

Rental Amount: \$23,600

Contingency: The terms of this agreement are contingent upon

Imboden Area Charter School, Inc.

Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2016

Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Imboden Area Charter School

By: Rudy Warren

Date 12/17/2015

Lessor: Danny Holder dba Danny's Auto Sales

By: Danny Holder

Date 12/17/2015