

Charter School Performance Improvement Statement of Assurance

As the governing board chair and school leader of the charter school(s) named below, I hereby provide this written assurance, acknowledging that our charter has been identified as an F-rated network (hereinafter, the district) under the Division of Elementary and Secondary Education's (DESE) accountability system. This statement affirms our district's immediate commitment to a proactive, data-informed, collaborative, and decisive approach to accelerate student outcomes and reverse negative performance trends. We understand that persistent achievement gaps and declining performance necessitate a structured, tiered system of support that aligns resources to the level of need.

The district shall:

- Collaborate with local school teams, the Charter School Office, and its designated external partners to conduct the annual comprehensive needs assessment (CNA) to identify gaps in core instruction, diagnose additional areas of concern, and align the identified needs from the Charter School Performance Framework and Quality of Practice Assessment to AR App priorities.
- Direct the implementation of grade-level, standards-aligned instruction in all core content areas, using the Arkansas Academic Standards, achievement level descriptors (ALDs), and high-quality instructional materials (HQIM) as non-negotiables for daily instruction.
- Establish a schedule of consistent leadership and board “focus walks,” and data reviews in D and F-rated charter school(s) to monitor classroom practice, student work, and the implementation of improvement strategies, with documented feedback loops and follow-up.
- Engage the charter governing board in active oversight of academic, financial, and organizational performance, including routine review of performance framework indicators, QPA findings, and progress on the school improvement plan.
- Implement evidence-based intervention systems for students performing in the lowest quartile and other identified subgroups, monitor their growth at regular intervals using assessments predictive of statewide outcomes, and use the results to adjust support within core instruction and align professional learning to the identified needs.
- Define, monitor, and enforce instructional and operational expectations set in both the strategic (AR App) and the school improvement plan.
- Coordinate with the ADE Charter Schools Office and its approved external partners to provide the technical support needed to meet school improvement goals.
- Evaluate the effectiveness of external partners and vendors (e.g., curriculum providers, professional development partners, technical assistance organizations) and adjust or discontinue services when improved academic outcomes and implementation fidelity are not demonstrated.
- Analyze the current educator workforce and leadership assignments to identify priority grades, subjects, and campuses requiring the most effective staff, and adjust placements to ensure highly effective teachers and proven leaders—especially in D- and F-rated schools and grade spans—are strategically assigned and supported.

For each of the commitments above, the charter school will explicitly address the following in its School Improvement Plan

- What strategies will be used to meet each assurance and related indicator (academic, financial, organizational, and quality of practice)?
- How often will these strategies be implemented, monitored, and formally reviewed (e.g., weekly data meetings, monthly board reports, quarterly performance checkpoints)?
- Who is responsible for implementation, monitoring, and oversight (specific leaders, board committees, instructional coaches, teacher teams)?
- How will progress be measured and evaluated, including both leading indicators (e.g., instructional walkthrough data, attendance, formative assessments) and lagging indicators (e.g., state test results, graduation, growth measures)?
- What actions will be taken if progress is not evident within agreed-upon timelines, including escalation steps, revision of strategies, and additional support or interventions?

We understand that failure to demonstrate meaningful progress toward improvement may trigger additional interventions, oversight, or corrective actions as outlined in ADE rules and the charter contract.

*By our signatures below, we certify that the charter school district will adhere to this **Charter School Performance Improvement Statement of Assurance**. By my signature below, I certify that the district will adhere to the District Improvement Statement of Assurance.*

Charter District: Institute of Creative Arts

CMO Executive Leader Signature: _____

Printed Name and date: _____

Rosilee Russell
Rosilee Russell 1.12.26

School Board President: _____

Printed Name and date: _____

David Tyson
David Tyson 1/13/2026

Please submit the signed document at least 5 days before your scheduled Charter Authorizing Panel Hearing