EARLE SCHOOL DISTRICT

AGENDA

April 29, 2019

The Commissioner of Education assumed authority over the Earle School District on November 6, 2017. The Commissioner of Education acts in lieu of a local school board until such time that a school board is reinstated.

Reports:

II. Superintendent

II. Fiscal

III. AdvancED

IV. Arkansas Public School Resource Center

Action Items:

I. Statement of Assurance for FY 20

II. Critical Concepts and Scales Purchase

III. Vehicle Surplus List

Reports:

Report:

Superintendent

EARLE SCHOOL DISTRICT

Superintendent's Report

April, 2019

Advisory Meeting

The Advisory Board met on April 13, 2019 at 5 PM. Agenda is attached and all members attended. Main topics of discussion centered on declining enrollment, staffing for FY 20, the release of teachers on Emergency Teacher Permits, the disposition of the Dunbar campus, and the support to request Level 5 Academic Support.

The Advisory Board has discussed the request for Level 5 Academic Support in February, March, and April. The Advisory Board understands that this is an unusual request, but they concur that the district must focus on the student outcomes. They view being under State Authority as an opportunity to correct finances and to establish a new culture for high student achievement. The intent in requesting the Level 5 support is to gain access to Department expertise for school improvement planning. The Advisory Board is fully aware and have shared with the community that this request could extend the time that the District operates under State Authority.

Staffing for SY19-20

At the start of SY 18-19 the district gave notice to staff working under provisional certificates and emergency teacher permits (ETP) that they would need to have certification by May 1, 2019, in order to be offered a contract for SY 19-20. Further, it was noted that there would need to be some reduction in personnel due to loss of student enrollment which has further complicated the Fiscal Distress situation. By giving early notice it was anticipated that staff in these categories would pursue completion of their certification. Teachers in these categories were reminded of the need to gain certification in December and again in early March.

Forty percent of the current staff are working under an ETP or provisional certificate. Principals were asked to develop student schedules for SY 19-20 with 3 less positions at the high school and 2 less positions at the elementary. Teachers with licenses received tentative assignments for SY 19-20 in accordance with their current license in mid-April. ETP and provisional staff (with license that expire in June) were invited to re-apply for jobs, but all available positions were posted with the priority intent to recruit fully licensed teachers. Current ETP staff will not be considered for hire until after a meaningful effort is made to locate licensed staff and not before late June.

In the development of the student course offering schedule for SY 19-20, five instructional positions have been eliminated. The schedules were shared with all staff in mid-April so that an open and transparent discussion could occur related to what positions were available, where

The Alumni Association Cardinal Club had their annual community celebration and recruitment drive on April 20th. The function was held at the old Dunbar campus and the event was well attended. Senior citizens that were unable to come to the event received food plates courtesy of the Club. Interestingly, there was minimal participation by the Caucasian component of the community.

The Cardinal Club working through and with the High School Student Government Association provided recognition certificates for students on the honor roll. The Alumni Association has offered to partner with the district for academic and athletic development of all youth.

Graduation and More

Graduation will be held on May 18. The ceremony will be held in the gym so there is limited seating. Leading up to graduation, the Prom is scheduled for April 27, and this is held in the high school cafeteria and is the major social event for the Juniors and Seniors of Earle. Students and staff decorate for the event and there is substantial cross grade collaboration to make this a special event for all. The Student Government Association is sponsoring a Sports Banquet in May to recognize athletes of 2019. The Senior Class and Staff are sponsoring the Senior Banquet just prior to graduation to recognize accomplishments of those students graduating this year.

EARLE SCHOOL DISTRICT ADVISORY MEETING APRIL 13,

AGENDA:

1. Review of State Board Report
2. Topics from the Advisory
3. Staffing update
4. Evaluation of Staff in FY 20
5. Appraisal of Dunbar Campus and Next Steps
6. Old High School
7. Ms. Knowles will be handling day to day operations
   a. APSRC Finance Support
   b. APSRC Academic Support
   c. Math QuEST
   d. BX3 Grant Application
   e. How much do you want to know about curriculum and PD plans
   f. Testing update

8. Dr. Wilde will focus on budget, policy, staffing, school improvement plans
9. Ms. Maples et al, Parent/Student/Staff Handbook
10. Safety Meeting: the why and rationale
11. Furniture and Technology to Order
    a. Input
12. Calendar Items in April and May
    a. Bulldog Day
    b. Prom
    c. Parent Input Meeting
    d. ADE Budget Meeting April 18
    e. Graduation
13. Request for Level 5 Academic Support

Work we need to do with community:

Vision of the graduate – what is our goal for graduates?

Report:

Fiscal

Budget Summary

EARLE SCHOOL DISTRICT(1802000)

FY19 as of 2019-04-25

Beginning Balance 7/1/2018	Revenue	Expenditures	Ending Balance 4/30/2019
223,977.25	3,985,288.46	4,557,792.04	(348,526.33)

FY19 Budget

Beginning Balance 7/1/2018	Revenue	Expenditures	Projected Balance 6/30/2019
223,977.25	5,204,111.81	5,157,206.18	270,882.88

FY18

Beginning Balance 7/1/2017	Revenue	Expenditures	Ending Balance 6/30/2018
509,663.29	5,152,258.19	5,437,944.23	223,977.25

FY17

Beginning Balance 7/1/2016	Revenue	Expenditures	Ending Balance 6/30/2017
420,145.54	5,075,042.22	4,985,524.47	509,663.29

FY16

Beginning Balance 7/1/2015	Revenue	Expenditures	Ending Balance 6/30/2016
1,042,661.32	5,101,032.81	5,723,548.59	420,145.54

(Does not include Building, Categorical, Federal, Activity and Food Service Funds)

Apr 25, 2019

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EXPENDITURES
EARLE SCHOOL DISTRICT
Period 13

Object Detail for Account
61000:6299|6933:0:69339|69350:69999

Account	Account Description	FY16	FY17	FY18	FY19 YTD as of 2019-04-25	FY19 Budget	Variance in FY19 Budget and FY19 YTD
Salaries & Benefits Totals							
61110	CERT SALARY	1,824,818.84	1,595,422.46	2,224,420.93	1,717,421.36	2,318,186.31	(600,764.95)
61120	CLS SALARY	673,865.18	477,319.88	698,752.43	680,591.48	669,681.51	10,909.97
61210	TEMP-CERTIFIED	0.00	0.00	890.50	1,177.50	0.00	1,177.50
61220	TEMP-CLASSIFIED	11,336.25	23,404.00	19,214.25	6,433.96	0.00	6,433.96
61510	CERTIFIED BONUS	0.00	0.00	750.00	0.00	0.00	0.00
61520	CLASSIFIED WORKSHOPS	0.00	0.00	4,250.00	0.00	0.00	0.00
61610	CERTIFIED WORKSHOPS	0.00	0.00	675.00	14,910.32	0.00	14,910.32
61620	CLASSIFIED WORKSHOP	0.00	0.00	0.00	0.00	0.00	0.00
61710	CERT SUBSTITUTES	22,412.86	208,229.50	9,630.36	0.00	0.00	0.00
61720	CLS SUBSTITUTES	1,040.00	8,640.00	4,921.88	9,612.83	3,230.00	6,382.83
61810	CERT UNUSED SICK	8,996.00	20,298.80	0.00	0.00	0.00	0.00
61819	CRT UNUSED SICK LEAVE	0.00	0.00	7,345.00	0.00	0.00	0.00
61820	CLS UNUSED SICK	7,800.00	0.00	0.00	0.00	0.00	0.00
61829	UNUSED SICK LEAVE	0.00	12,155.00	14,996.00	0.00	0.00	0.00
61830	UNUSED VACATION LEAVE	0.00	650.00	0.00	0.00	0.00	0.00
61849	UNUSED VACATION	0.00	1,300.00	0.00	0.00	0.00	0.00
61859	UNUSED PERSONAL LEAVE	0.00	0.00	0.00	0.00	0.00	0.00
61950	ANNUITY CERTIFIED	0.00	0.00	0.00	0.00	0.00	0.00
62110	CERT GROUP INS	0.00	0.00	8,140.98	8,985.60	11,520.00	(2,534.40)
62120	CLS GROUP INS	0.00	0.00	2,628.33	4,484.88	5,160.96	(676.08)
62210	CERT SOC SEC	107,510.02	103,818.25	131,062.30	102,677.99	138,462.34	(35,784.35)
62220	CLS SOC SEC	63,777.99	71,066.49	48,486.38	43,074.23	44,294.89	(1,220.66)
62260	CERT MEDICARE	25,505.74	24,645.77	30,935.24	24,009.34	32,382.31	(8,372.97)
62270	CLS MEDICARE	9,303.07	7,685.11	10,404.10	10,077.79	10,259.31	(181.52)

Unrestricted Funds
Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999
Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999
Fund/SOF 4000:4999

Object Detail for Account
61000:69299|69330:69339|69350:69999

Account	Account Description	FY16	FY17	FY18	FY19 YTD as of 2019-04-25	FY19 Budget	Variance in FY19 Budget and FY19 YTD
62310	CERT TCH RET-CONT	279,399.87	258,942.01	314,460.59	237,350.33	316,613.90	(79,263.57)
62311	SURCHARGE INSTRUCTIONAL	0.00	0.00	328.18	427.22	0.00	427.22
62320	CLS TCH RET - CONT	80,938.20	69,679.80	101,182.06	102,869.64	107,305.39	(4,435.75)
62321	SURCHARGE NON-INSTRUCTION	0.00	0.00	541.70	0.00	0.00	0.00
62510	CERT UNEMPLOY COMP	27,324.48	0.00	2,190.09	1,675.00	0.00	1,675.00
62520	CLS UNEMPLOY COMP	0.00	0.00	0.00	0.00	0.00	0.00
62610	CERT WKR'S COMP	0.00	0.00	4,839.72	0.00	0.00	0.00
62620	CLS WKR'S COMP	0.00	0.00	2,966.28	0.00	0.00	0.00
62700	HLT BENEFITS	0.00	0.00	0.00	0.00	0.00	0.00
62710	CERT HEALTH BENEFITS	61,932.02	51,528.88	65,663.69	45,461.98	62,842.50	(17,380.52)
62711	CRT PREMIUM ASSISTNCE EBD	4,593.28	4,325.86	4,553.81	3,079.93	3,771.09	(691.16)
62720	CLS HEALTH BENEFITS	26,350.62	16,048.57	23,783.08	18,031.61	22,680.00	(4,648.39)
62721	CLS PREM ASSISTANCE EBD	2,603.73	1,753.04	2,288.81	1,902.16	2,458.20	(556.04)
62810	CERT PUB RET CONT.	0.00	0.00	0.00	0.00	0.00	0.00
62820	CLS PUB RET CONT	0.00	0.00	0.00	0.00	0.00	0.00
62910	OTHER BENEFITS-CERTIFIED	9.66	0.00	0.00	0.00	0.00	0.00
62920	OTHER BENEFITS-CLASSIFIED	0.00	0.00	0.00	0.00	0.00	0.00
	Salaries & Benefits Totals	3,239,517.81	2,956,913.42	3,740,301.69	3,034,255.15	3,748,848.71	(714,593.56)
63120	MANAGEMENT SERVICES	0.00	0.00	1,800.00	1,800.00	0.00	1,800.00
63210	INSTRUCTIONAL SERVICES	13,740.00	3,550.00	37,113.98	58,445.28	0.00	58,445.28
63220	SUBSTITUTE TEACH PURC.SVC	110,326.13	83,406.72	91,128.79	61,498.04	50,000.00	11,498.04
63240	STUDENT ASSESSMENT	0.00	0.00	6,062.03	5,257.35	13,000.00	(7,742.65)
63310	PD- CERTIFIED	0.00	0.00	47,699.33	49,768.10	0.00	49,768.10
63320	PD- CLASSIFIED	0.00	0.00	660.00	3,760.00	0.00	3,760.00

Other Expenditure Totals

EARLE SCHOOL DISTRICT
Period 13

Unrestricted Funds
Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:·1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999
Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277-2280|2282-2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999
Fund/SOF 4000:4999

Object Detail for Account
61000:69299|69330:69339|69350:69999

Account	Account Description	FY16	FY17	FY18	FY19 YTD as of 2019-04-25	FY19 Budget	Variance in FY19 Budget and FY19 YTD
63430	ACCOUNTING	0.00	0.00	5,218.00	2,215.00	0.00	2,215.00
63431	FINANCIAL AUDITS	31,200.00	14,860.00	31,220.00	0.00	0.00	0.00
63440	LEGAL	25,170.41	24,548.30	12,840.40	3,761.88	5,000.00	(1,238.12)
63450	MEDICAL	0.00	0.00	1,582.00	59.00	0.00	59.00
63490	OTHER PROF SERVICES	0.00	0.00	0.00	0.00	0.00	0.00
63530	SOFTWARE MAINTNCE & SUPPR	5,412.33	9,612.13	1,785.00	1,785.00	0.00	1,785.00
63900	OTHER PURC PROF/TECH SVS	1,207.57	0.00	3,107.07	4,521.60	86,000.00	(81,478.40)
64100	UTILITY SERVICES	0.00	0.00	0.00	0.00	0.00	0.00
64110	WATER/SEWER	14,331.89	16,328.56	18,114.80	10,046.55	16,000.00	(5,953.45)
64210	DISPOSAL/SANATATION	17,176.70	22,474.96	20,728.79	17,279.86	21,000.00	(3,720.14)
64230	CUSTODIAL	108,391.18	83,460.12	27,613.05	0.00	0.00	0.00
64240	LAWN CARE	0.00	0.00	2,250.00	125.00	0.00	125.00
64310	NON TECH REPAIRS & MAINTN	107,013.59	97,823.80	116,540.08	55,456.65	23,500.00	31,956.65
64320	TECH REPAIRS & MAINTNCE	11,676.64	31,563.12	95,015.22	159.98	0.00	159.98
64420	EQUIP & VEHICLES	0.00	0.00	10,066.27	78,679.80	0.00	78,679.80
65210	PROPERTY INSURANCE	87,547.55	89,298.50	85,374.15	88,007.90	88,007.90	0.00
65220	LIABILITY INSURANCE	12,204.00	6,334.00	6,334.00	7,768.00	0.00	7,768.00
65240	FLEET INSURANCE	9,345.30	10,325.00	8,829.00	10,324.88	9,198.00	1,126.88
65250	ACCIDENT INS FOR STUDENTS	14,982.62	0.00	14,982.62	14,982.62	14,982.62	0.00
65310	TELEPHONE	64,622.20	110,695.00	86,513.98	27,414.86	40,000.00	(12,585.14)
65320	POSTAGE	2,725.76	3,110.28	3,457.18	1,548.84	4,000.00	(2,451.16)
65400	ADVERTISING	1,876.04	201.00	1,032.99	66.99	1,000.00	(933.01)
65500	PRINTING & BINDING	0.00	0.00	1,317.45	76.11	0.00	76.11
65810	TRVL-CERT-IN DISTRICT	351.00	117.18	268.80	0.00	0.00	0.00

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999
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Fund/SOF 4000:4999

Object Detail for Account
61000:69299|69330:69339|69350:69999

Account	Account Description	FY16	FY17	FY18	FY19 YTD as of 2019-04-25	FY19 Budget	Variance in FY19 Budget and FY19 YTD
65820	TRVL-CLS IN DISTRICT	284.04	0.00	0.00	185.44	0.00	185.44
65830	TRVL CERT-OUT DISTRICT	19,552.30	11,085.96	6,370.87	733.12	0.00	733.12
65840	TRVL CLS OUT DISTRICT	14,003.92	12,019.31	10,838.07	5,696.07	3,200.00	2,496.07
65850	TRVL CERT OUT STATE	443.20	0.00	600.18	0.00	0.00	0.00
65870	NON-EMPLOYEE TRAVEL	6,736.96	3,712.88	296.52	0.00	0.00	0.00
65880	MEALS	29,282.16	10,489.55	6,767.75	3,491.57	0.00	3,491.57
65890	LODGING	53,799.11	24,413.92	4,176.26	3,242.48	0.00	3,242.48
65900	MISC PURC SVS	1,799.75	9,534.07	4,568.44	0.00	0.00	0.00
65910	SVS PURCHASED LOCALLY	0.00	0.00	0.00	10,252.53	0.00	10,252.53
65920	PURC-OTHER LEA IN STATE	0.00	0.00	60,588.02	0.00	15,000.00	(15,000.00)
66100	GEN SUPPLIES	278,646.33	197,629.09	179,073.66	118,873.63	40,166.00	78,707.63
66210	NATURAL GAS	45,195.07	44,002.54	66,075.28	46,615.06	60,000.00	(13,384.94)
66220	ELECTRICITY	121,443.55	129,977.13	124,257.20	93,908.68	128,000.00	(34,091.32)
66260	GASOLINE/DIESEL	61,817.13	63,588.18	34,316.55	39,852.54	40,000.00	(147.46)
66410	TEXTBOOKS	1,038.14	0.00	4,280.90	0.00	0.00	0.00
66500	TECHN SUPPLIES	0.00	0.00	3,262.29	3,185.39	0.00	3,185.39
66512	TABLET COMPUTERS	0.00	0.00	0.00	2,686.39	0.00	2,686.39
66520	OTHER	0.00	0.00	0.00	0.00	0.00	0.00
66527	T-II TECHNOLOGY	0.00	0.00	15,603.01	500.61	0.00	500.61
67300	EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00
67320	VEHICLES	4,200.00	1,500.00	887.84	0.00	58,963.60	(58,963.60)
67330	FURNITURE & FIXTURES	16,914.29	0.00	0.00	1,555.30	0.00	1,555.30
67340	TECH RELATED HARDWARE	0.00	0.00	23,337.70	1,384.75	0.00	1,384.75
67350	EQUIPMENT-CURR	0.00	0.00	9,416.00	10,048.25	0.00	10,048.25

EXPENDITURES

EARLE SCHOOL DISTRICT
Period 13

Unrestricted Funds

Fund/SOF 1000:1200|1204|1206:1211|1213:1222|1224:1274|1277::1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999
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Fund/SOF 4000:4999

Object Detail for Account

61000:69299|69330:69339|69350:69999

Account	Account Description	FY16	FY17	FY18	FY19 YTD as of 2019-04-25	FY19 Budget	Variance in FY19 Budget and FY19 YTD
67390	OTHER EQUIPMENT	0.00	0.00	0.00	2,002.49	0.00	2,002.49
68100	DUES AND FEES	363,074.52	274,455.40	139,805.80	13,273.90	8,837.00	4,436.90
68300	INTEREST	117,436.69	160,371.46	74,443.19	380,002.35	380,002.35	0.00
68600	INT.& PENALTIES-(EX.IRS)	0.00	0.00	281.58	29.00	0.00	29.00
68610	IRS PENALTIES	0.00	0.00	18,188.28	0.00	0.00	0.00
68830	PROPERTY TAX	0.00	0.00	2,375.59	1,208.05	2,500.00	(1,291.95)
68900	MISC EXPENDITURES	451.64	0.00	3,342.85	0.00	0.00	0.00
69100	REDEMPTION OF PRINCIPAL	613,248.21	459,436.81	50,102.38	180,000.00	180,000.00	0.00
69330	TO BUILDING FUND	13,536.24	0.00	0.00	0.00	0.00	0.00
69360	TO FEDERAL GRANTS FUND	62,800.18	0.00	0.00	0.00	0.00	0.00
69370	TO STUDENT ACTIVITY FUND	0.00	0.00	62,832.20	0.00	0.00	0.00
69380	TO FOOD SERVICE FUND	0.00	0.00	0.00	0.00	0.00	0.00
69400	PROGRAM FUNDING RETURN	0.00	0.00	0.00	0.00	0.00	0.00
69620	STUDENT MEALS PROVISION 2	19,026.44	18,686.08	52,899.15	100,000.00	120,000.00	(20,000.00)
	Other Expenditure Totals	2,484,030.78	2,028,611.05	1,697,642.54	1,523,536.89	1,408,357.47	115,179.42
	Overall Expenditure Totals	5,723,548.59	4,985,524.47	5,437,944.23	4,557,792.04	5,157,206.18	(599,414.14)

(Excluding transfers to funds 1, 2 and 4 which is 69310-69329 abd 69340-69349)

Apr 25, 2019

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Corrective Action Response

Write your corrective action plan and attach it to your email response to the email address: ade.AFRB@arkansas.gov

If you have any questions on how to complete the form, please email ade.AFRB@arkansas.gov

Name of Entity/LEA #: _____ Earle School District _____ 1802 _____ Date: _____ May 1, 2018 _____

Name of Person Completing Report: _____ Cynthia Smith

Audit Finding	Action Taken/Who.	When	Supporting Documents (Listing of documents that support the action taken)	Was this finding a repeat finding? If yes, why was the prior corrective action not completed?	ADE Office Only: Accepted/Not Accepted
#1 Schedule 3	ADE placed Earle SD under state authority on November 6, 2017. Dr. Richard Wilde was appointed superintendent and the Fiscal Services and Support unit took over the business office. They will be working to correct all findings and have started the hiring process and training of new business office personnel to ensure that proper internal control procedures, law and best practices will be followed and that general ledger accounts are properly stated. FSS will continue to provide training and monitor the district and finance office personnel as long as deemed necessary by ADE.	Current through end of state authority and beyond		No. First year for Legislative audit.	☐ Yes Date: _____ ☐ No Date: _____

Audit Finding	Action Taken/Who.	When	Supporting Documents (Listing of documents that support the action taken)	Was this finding a repeat finding? If yes, why was the prior corrective action not completed?	ADE-Office Only: Accepted/Not Accepted
#2 Schedule 3	FSS is working to correct errors and to put in place proper procedures and to train new finance office personnel to ensure that all disbursements are properly authorized or approved, that all disbursements are accurate and that all disbursements have all required documentation and are coded and classified correctly. FSS is putting together best practices and examples for the new business office personnel to follow, training will be required and will continue as long as deemed necessary by ADE.	Current to end of state authority		No. First year for Legislative audit.	☐ Yes Date: _____ ☐ No Date: _____
#3 Schedule 3	FSS is processing payroll and working with Title I director Jayne Green to ensure any salaries paid from Title I and any expenditures are in the federal budget and are allowable expenditures by rule and law. FSS will train a new payroll clerk and oversee payroll process and will continue to provide support as long as deemed necessary by ADE.	Current to end of state authority and beyond		No. First year for Legislative audit.	☐ Yes Date: _____ ☐ No Date: _____
#4 Schedule 3	The federal programs coordinator will be trained in what is required to meet Title I rule and law. The district and FSS will work to ensure that all employees paid by Title I prepare required time certifications and activity reports.	Current to end of state authority		No. First year for Legislative audit.	☐ Yes Date: _____ ☐ No Date: _____

Audit Finding	Action Taken/Who	When	Supporting Documents (Listing of documents that support the action taken)	Was this finding a repeat finding? If yes, why was the prior corrective action not completed?	ADE Office Only: Accepted/Not Accepted
# 5 Schedule 3	The district will ensure that expenditures in the Title I budget are within the applicable budgeted categories and do not exceed the variance allowed. The district and ADE will ensure that all staff have necessary training and understand all rules and laws for Title I.	Current to end of state authority		No. First year for Legislative audit.	☐ Yes Date: ☐ No Date:
# 6 Schedule 3	The district will ensure that all private schools are contacted and all required documents are submitted in a timely manner. The district and ADE will ensure that all personnel will be trained and understand all rules and laws that apply.	Current through end of state authority		No. First year for Legislative audit.	☐ Yes Date: ☐ No Date:
# 7 Schedule 3	The district will ensure that all expenditures from the Child Nutrition program are allowable and that all payments to employees are actual Child Nutrition related. The district and ADE will train all employees that handle Child Nutrition funds and ensure they understand all rules and laws that apply.	Current to end of state authority		No. First year for Legislative audit.	☐ Yes Date: ☐ No Date:

Audit Finding	Action Taken/Who.	When	Supporting Documents (Listing of documents that support the action taken)	Was this finding a repeat finding? If yes, why was the prior corrective action not completed?	ADE Office Only: Accepted/Not Accepted
# 1 Management	The district and ADE will ensure that any gift cards purchased have proper documentation and are used only for business purpose. The district will train all staff and put processes and requirements Into best practices.	Current to end of state authority and beyond		No. First year for Legislative audit.	☐ Yes Date: ___ ☐ No Date: ___
# 2 Management	The district and ADE will ensure that all credit card purchases are approved and contain supporting documentation for purchases. The district will ensure that fees and interest are not incurred by only using cards that do not have fees and paying all bills in a timely manner. The district will train all employees and put processes and requirements Into best practices.	Current to end of state authority		No. First year for Legislative audit.	☐ Yes Date: ___ ☐ No Date: ___
# 3 Management	The district and ADE will ensure that payroll transactions are correct and in line with contracts and salary schedules. The district will consult with counsel and determine if they are able to recoup any of the overpayments. The district will see that all employees working with payroll are trained and understand rules and laws that apply.	Current to end of state authority		No. First year for Legislative audit.	☐ Yes Date: ___ ☐ No Date: ___

Audit Finding	Action Taken/Who	When	Supporting Documents (Listing of documents that support the action taken)	Was this finding a repeat finding? If yes, why was the prior corrective action not completed?	ADE Office Only: Accepted/Not Accepted
# 4 Management	The district will ensure that expenditures will not exceed $100 per student per activity and that no district funds will be spent on individuals other than students in accordance with state law. The district will consult with counsel to determine if the expenditures can be recouped. All employees will be trained on laws and rules that apply.	Current to end of state authority		No. First year for Legislative audit.	☐ Yes Date: _____ ☐ No Date: _____
# 5 Management	The district and ADE will ensure travel policies are followed and all travel reimbursement has supporting documentation and approval. The district will provide training to staff to ensure that all policies, rules and laws are understood and followed.	Current through end of state authority		No. First year for Legislative audit.	☐ Yes Date: _____ ☐ No Date: _____
# 6 Management	The district and ADE will ensure that all money received is receipted and deposited and indicate the cash/check composition. The district will also ensure that all expenditures are paid by check. The district will provide training to staff to ensure that all policies, rules and laws are understood and followed.	Current to end of state authority		No. First year for Legislative audit.	☐ Yes Date: _____ ☐ No Date: _____

Audit Finding	Action Taken/Who.	When	Supporting Documents (Listing of documents that support the action taken)	Was this finding a repeat finding? If yes, why was the prior corrective action not completed?	ADE-Office Only: Accepted/Not Accepted
# 7 Management	The district now has board and superintendent approval for EFT's for routine payments and will ensure that all payments have supporting documentation and approval. The district will provide training to staff to ensure that all policies, rules and laws are understood and followed	Current to end of state authority and beyond	See board minutes	No. First year for Legislative audit	☐ Yes Date: _____ ☐ No Date: _____
# 8 Management	The district and ADE will ensure the funds are monitored so no insufficient charges are incurred. The business office staff will be trained to ensure understanding and importance of monitoring.	Current to end of state authority		No. First year for Legislative audit.	☐ Yes Date: _____ ☐ No Date: _____
# 9 Management	The ADE and district have secured collateralization on all district funds and will continue to ensure that all funds are properly covered. The district will provide training to staff to ensure that all policies, rules and laws are understood and followed.	Current to end of state authority	See collateralization agreement	No. First year for Legislative audit.	☐ Yes Date: _____ ☐ No Date: _____

Audit Finding	Action Taken/Who	When	Supporting Documents (Listing of documents that support the action taken)	Was this finding a repeat finding? If yes, why was the prior corrective action not completed?	ADE Office Only: Accepted/Not Accepted
# 10 Management	The ADE and district has reviewed all outstanding checks and voided or reissued checks to vendors with outstanding invoices. The districts will provide training to staff to ensure all policies, rules and laws are followed and that proper procedure is followed related to outstanding checks.	Current to end of state authority	See copy of outstanding check register	No. First year for Legislative audit.	☐ Yes Date: _____ ☐ No Date: _____
# 11 Management	The district will ensure that presentation and approval of 5% or greater salary increases occur in the future. The previous increases have been presented and approved.	Will be in next board packet for Commissioner and will monitor going forward to end of state authority		No. First year for Legislative audit	☐ Yes Date: _____ ☐ No Date: _____
# 12 Management	The district and ADE will ensure all sick leave balances have supporting documentation and are kept in eFinance and will ensure that district policy is followed. The district will provide training the staff to ensure that all policies, rules and laws are understood and followed.	Current through end of state authority		No. First year for Legislative audit.	☐ Yes Date: _____ ☐ No Date: _____

| Audit Finding	Action Taken/Who:	When	Supporting Documents (Listing of documents that support the action taken)	Was this finding a repeat finding? If yes, why was the prior corrective action not completed?	ADE Office Only: Accepted/Not Accepted
# 13 Management	The district and ADE will ensure that all journal entries have supporting documentation and are approved by management. The district will provide training to ensure that all policies, rules and laws are understood and followed. Journal entries will not be posted by district staff until reviewed and approved by FSS staff or eFinance staff.	Current to end of state authority		No. First year for Legislative audit.	☐ Yes Date: _____ ☐ No Date: _____
# 14 Management	The district and ADE will ensure that the annual budget is monitored in order to eliminate deficit fund balances and overspending. The district will provide training to staff to ensure that proper balanced budgets are followed.	Current to end of state authority and beyond		No. First year for Legislative audit.	☐ Yes Date: _____ ☐ No Date: _____
#1 - #14 Supplemental	The district and ADE will ensure that all supplemental findings are addressed, corrected and reviewed to see that they are not repeated in future audits.	Current to end of state authority		No. First year for Legislative audit.	☐ Yes Date: _____ ☐ No Date: _____

Dr Richard Wilde cpa

Cynthia Smith

Report:

AdvancED

March 10- 13, 2019

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Engagement
Review Report
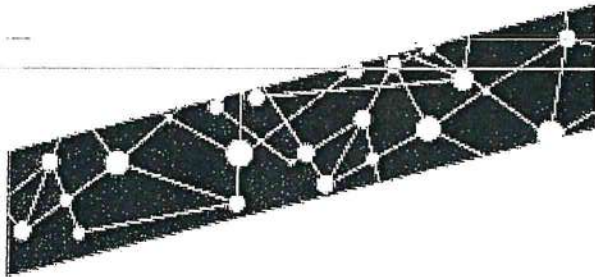
AdvancED®

AdvancED® Diagnostic Review

Results for: Earle Elementary School and Earle High School

Table of Contents

Introduction

The AdvancED Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned to AdvancED Standards. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes the in-depth examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

Standards help delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, institution effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED Standards were developed by a committee composed of educators from the fields of practice, research and policy. These talented leaders applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement.

The Diagnostic Review Team used the AdvancED Standards and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality. Using the evidence they gathered, the Diagnostic Review Team arrived at a set of findings contained in this report.

As a part of the Diagnostic Review, stakeholders were interviewed by members of the Diagnostic Review Team about their perspectives on topics relevant to the institution's learning environment and organizational effectiveness. The feedback gained through the stakeholder interviews was considered with other evidence and data to support the findings of the Diagnostic Review. The following table lists the numbers of interviewed representatives of various stakeholder groups.

Stakeholder Groups	Number
District-level Administrators	5
Building-level Administrators	8
Professional Support Staff (e.g., Counselor, Media Specialist, Technology Coordinator)	8
Certified Staff	32
Non-certified Staff	13
Students	46
Parents	11
Total	123

AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic was used by the Diagnostic Review Team to evaluate the institution's effectiveness based on the AdvancED's Performance Standards identified as essential for realizing growth and sustainable improvement in underperforming schools. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity, Learning Capacity,** and **Resource Capacity.** Point values are established within the diagnostic, and a percentage of the points earned by the institution for each Standard is calculated from the point values for each Standard. Results are reported within four categories: Needs Improvement, Emerging, Meets Expectations, and Exceeds Expectations. The results for the three Domains are presented in the tables that follow.

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards		Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.	Needs Improvement
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Needs Improvement
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Emerging
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Emerging
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.	Needs Improvement
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Needs Improvement
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Needs Improvement

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Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships; high expectations and standards; a challenging and engaging curriculum; quality instruction and comprehensive support that enable all learners to be successful; and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Needs Improvement
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Needs Improvement
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Needs Improvement
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Needs Improvement
2.9	The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.	Needs Improvement
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Needs Improvement
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Needs Improvement
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Needs Improvement

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

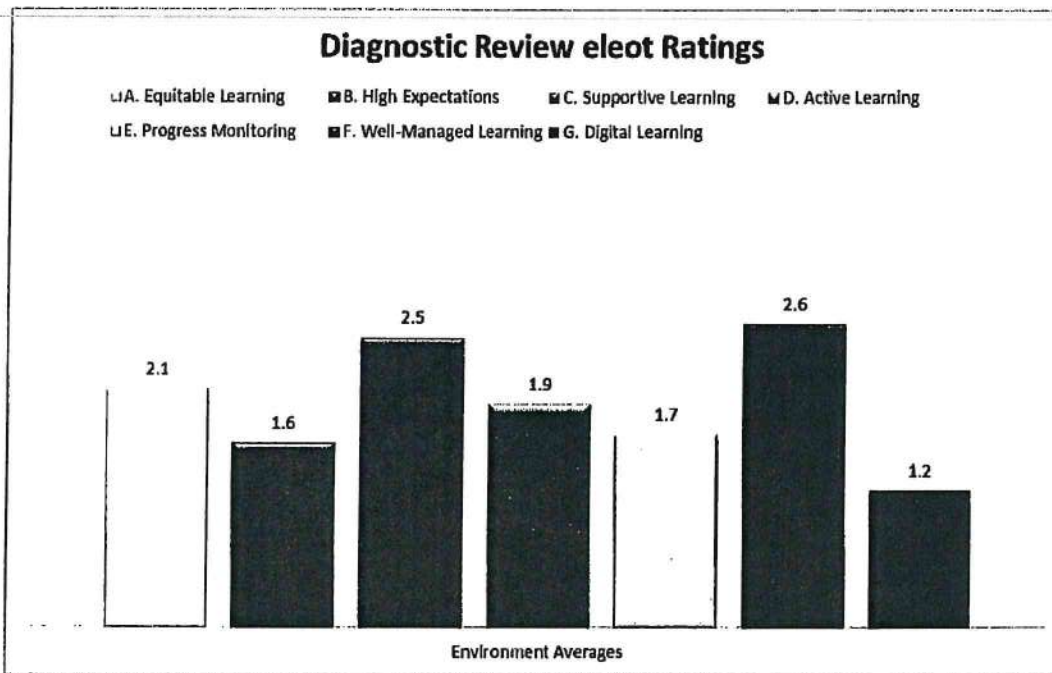| Resource Capacity Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Needs Improvement
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Needs Improvement
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.	Needs Improvement
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.	Needs Improvement
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.	Needs Improvement

Effective Learning Environments Observation Tool® (eleot®) Results

The eProve™ Effective Learning Environments Observation Tool (eleot) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the AdvancED Standards. The tool provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and demonstrate knowledge, attitudes, and dispositions that are conducive to effective learning. Classroom observations are conducted for a minimum of 20 minutes.

Every member of the Diagnostic Review Team was eleot certified and passed a certification exam that established inter-rater reliability. Team members conducted 26 observations during the Diagnostic Review process, including all core content learning environments. The following charts provide aggregate data across multiple observations for each of the seven learning environments.

Earle Elementary School

Diagnostic Review eleot Ratings

⊔A. Equitable Learning　◼B. High Expectations　◾C. Supportive Learning　◢D. Active Learning
⊔E. Progress Monitoring　◼F. Well-Managed Learning　◼G. Digital Learning

Environment	Average
A	2.1
B	1.6
C	2.5
D	1.9
E	1.7
F	2.6
G	1.2

Environment Averages

A. Equitable Learning Environment

Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	1.4	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	86%	0%	7%	7%
A2	2.6	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	50%	36%	14%
A3	2.7	Learners are treated in a fair, clear, and consistent manner.	7%	36%	36%	21%
A4	1.6	Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions.	64%	21%	7%	7%
Overall rating on a 4 point scale:	2.1					

B. High Expectations Learning Environment

Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	1.7	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	50%	29%	21%	0%
B2	2.1	Learners engage in activities and learning that are challenging but attainable.	21%	50%	29%	0%
B3	1.3	Learners demonstrate and/or are able to describe high quality work.	79%	14%	7%	0%
B4	1.7	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	43%	43%	14%	0%
B5	1.2	Learners take responsibility for and are self-directed in their learning.	79%	21%	0%	0%
Overall rating on a 4 point scale:	1.6					

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C. Supportive Learning Environment

Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
C1	2.4	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	14%	43%	36%	7%
C2	2.5	Learners take risks in learning (without fear of negative feedback).	7%	50%	29%	14%
C3	2.5	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	7%	43%	43%	7%
C4	2.7	Learners demonstrate a congenial and supportive relationship with their teacher.	7%	36%	36%	21%
Overall rating on a 4 point scale:	2.5					

D. Active Learning Environment

Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
D1	2.5	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	14%	36%	36%	14%
D2	1.9	Learners make connections from content to real-life experiences.	43%	29%	21%	7%
D3	2.2	Learners are actively engaged in the learning activities.	14%	57%	21%	7%
D4	1.1	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	86%	14%	0%	0%
Overall rating on a 4 point scale:	1.9					

		E. Progress Monitoring Learning Environment				
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
E1	1.3	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	71%	29%	0%	0%
E2	2.1	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	14%	64%	14%	7%
E3	2.1	Learners demonstrate and/or verbalize understanding of the lesson/content.	14%	71%	7%	7%
E4	1.2	Learners understand and/or are able to explain how their work is assessed.	86%	7%	7%	0%
Overall rating on a 4 point scale:		1.7				

		F. Well-Managed Learning Environment				
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
F1	3.0	Learners speak and interact respectfully with teacher(s) and each other.	0%	21%	57%	21%
F2	2.7	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	0%	36%	57%	7%
F3	2.4	Learners transition smoothly and efficiently from one activity to another.	29%	29%	21%	21%
F4	2.5	Learners use class time purposefully with minimal wasted time or disruptions.	14%	36%	36%	14%
Overall rating on a 4 point scale:		2.6				

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G. Digital Learning Environment							
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
G1	1.4	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	79%	7%	7%	7%
G2	1.1	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	93%	7%	0%	0%
G3	1.1	Learners use digital tools/technology to communicate and work collaboratively for learning.	93%	7%	0%	0%
Overall rating on a 4 point scale:		1.2				

Earle High School

Diagnostic Review eleot Ratings

⊔ A. Equitable Learning   ◪ B. High Expectations   ◪ C. Supportive Learning

◪ D. Active Learning   ⊔ E. Progress Monitoring   ◪ F. Well-Managed Learning

■ G. Digital Learning

2.4   1.8   2.3   1.6   1.9   2.7   1.6

Environment Averages

A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
A1	1.4	Learners engage in differentiated learning opportunities and/or activities that meet their needs.	75%	8%	17%	0%
A2	3.2	Learners have equal access to classroom discussions, activities, resources, technology, and support.	0%	25%	33%	42%
A3	3.3	Learners are treated in a fair, clear, and consistent manner.	0%	17%	33%	50%
A4	1.8	Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions.	58%	17%	8%	17%
Overall rating on a 4 point scale:	**2.4**					

B. High Expectations Learning Environment						
Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
B1	1.4	Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	58%	42%	0%	0%
B2	2.3	Learners engage in activities and learning that are challenging but attainable.	8%	50%	42%	0%
B3	1.3	Learners demonstrate and/or are able to describe high quality work.	75%	25%	0%	0%
B4	1.4	Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	58%	42%	0%	0%
B5	2.3	Learners take responsibility for and are self-directed in their learning.	17%	50%	17%	17%
Overall rating on a 4 point scale:	**1.8**					

		C. Supportive Learning Environment				
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
C1	2.4	Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	25%	33%	17%	25%
C2	1.9	Learners take risks in learning (without fear of negative feedback).	58%	0%	33%	8%
C3	2.0	Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	33%	42%	17%	8%
C4	2.8	Learners demonstrate a congenial and supportive relationship with their teacher.	8%	33%	33%	25%
Overall rating on a 4 point scale:		2.3				

		D. Active Learning Environment				
Indicators	**Average**	**Description**	**Not Observed**	**Somewhat Evident**	**Evident**	**Very Evident**
D1	1.8	Learners' discussions/dialogues/exchanges with each other and teacher predominate.	50%	33%	8%	8%
D2	1.1	Learners make connections from content to real-life experiences.	92%	8%	0%	0%
D3	2.3	Learners are actively engaged in the learning activities.	17%	58%	8%	17%
D4	1.4	Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	75%	8%	17%	0%
Overall rating on a 4 point scale:		1.6				

E. Progress Monitoring Learning Environment

Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
E1	1.8	Learners monitor their own progress or have mechanisms whereby their learning progress is monitored.	33%	50%	17%	0%
E2	1.9	Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	42%	25%	33%	0%
E3	2.3	Learners demonstrate and/or verbalize understanding of the lesson/content.	25%	42%	17%	17%
E4	1.4	Learners understand and/or are able to explain how their work is assessed.	67%	25%	8%	0%
Overall rating on a 4 point scale:		1.9				

F. Well-Managed Learning Environment

Indicators	Average	Description	Not Observed	Somewhat Evident	Evident	Very Evident
F1	2.8	Learners speak and interact respectfully with teacher(s) and each other.	8%	25%	42%	25%
F2	3.3	Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	0%	17%	42%	42%
F3	1.8	Learners transition smoothly and efficiently from one activity to another.	50%	25%	17%	8%
F4	2.8	Learners use class time purposefully with minimal wasted time or disruptions.	0%	50%	25%	25%
Overall rating on a 4 point scale:		2.7				

		G. Digital Learning Environment		Not Observed	Somewhat Evident	Evident	Very Evident
Indicators	Average	Description					
G1	2.2	Learners use digital tools/technology to gather, evaluate, and/or use information for learning.		50%	8%	17%	25%
G2	1.6	Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.		58%	33%	0%	8%
G3	1.2	Learners use digital tools/technology to communicate and work collaboratively for learning.		92%	0%	8%	0%
Overall rating on a 4 point scale:		1.6					

eleot® Narrative

The Earle Diagnostic Review Team conducted 14 classroom observations at Earle Elementary School and 12 classroom observations at Earle High School, which provided ample data about learning environments across 26 classrooms. Both schools scored their highest rating in the Well-Managed Learning Environment, with Earle Elementary earning an overall average rating of 2.6 on a four-point scale and Earle High School earning a rating of 2.7. In contrast, the lowest overall average ratings were earned in the Digital Learning Environment at both schools, with Earle Elementary earning a 1.2 and Earle High School earning a 1.6.

The Well-Managed Learning Environment at both schools consisted of relative strengths. Instances of students who "speak and interact respectfully with teacher(s) and each other" (F1) were evident/very evident in 78 percent of classrooms at Earle Elementary and in 67 percent of classrooms at Earle High School. Also, in 64 percent of classrooms at Earle Elementary and in 84 percent of the classrooms at Earle High School, it was evident/very evident that students "demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others" (F2). Areas for improvement within the Well-Managed Learning Environment were also identified. For example, instances in which "Learners transition smoothly and efficiently from one activity to another" (F3) were evident/very evident in 42 percent of classrooms at Earle Elementary 25 percent of the classrooms at Earle High School. Also, in 50 percent of classrooms at Earle Elementary and Earle High School, it was evident/very evident that students "use class time purposefully with minimal wasted time or disruptions" (F4). In summary, both Earle Elementary and Earle High Schools had relative strengths to use as levers to maximize instructional time, eliminate disruptive behaviors, and establish routines and procedures for transitioning from activity to activity or in and out of classrooms.

In addition, at both schools, students were treated fairly, clearly, and in a consistent manner by teachers and one another. In 83 percent of classrooms at Earle High School and in 57 percent at Earle Elementary, it was evident/very evident that students were "treated in a fair, clear, and consistent manner" (A3). Also, an essential strength was found in learners who "demonstrate a congenial and supportive relationship with their teacher" (C4) as instances of this practice were evident/very evident in 57 percent of classrooms at Earle Elementary and in 58 percent at Earle High School. Again, while these practices were evident in more than 50 percent of classrooms at

both schools, they are areas in which continued growth could be impacted through common commitments for consistent implementation of school-wide behavioral expectations for students and staff.

The classroom observation data revealed students were rarely exposed to differentiated learning opportunities, high expectations, or rigorous course work. Students had few differentiated learning tasks and ongoing activities to connect classwork with their own and others' backgrounds and real-life experiences. In most classrooms, varied instructional practices were seldom observed, and minimal opportunities existed for students to understand how their learning connected to the realities of their lives. Additionally, classroom observation data revealed a lack of student understanding about how work was assessed. The use of frequent formative assessments for learning and high quality exemplars to guide student work were uncommon practices in classrooms. The following summary of classroom observation data includes leverage points for consideration when establishing school improvement goals.

The Equitable Learning Environment, which earned an overall rating of 2.1 at Earle Elementary and a rating of 2.4 at Earle High School, focused on students engaged in differentiated learning activities that differed depending on their prior knowledge, interests, or understanding of concepts. Observation data revealed it was evident/very evident in 14 percent of Earle Elementary and 17 percent of Earle High School classrooms that students engaged in "differentiated learning opportunities" (A1). Additionally, it was evident/very evident that students had "equal access to discussions, activities, resources, technology and support" (A2) in 50 percent of classrooms at Earle Elementary and 75 percent of classrooms at Earle High School. These findings supported the Improvement Priority related to consistent and deliberate planning and instructional strategies (e.g., student collaboration, self-reflection, development of critical thinking skills) to address differentiated learning.

The High Expectations Learning Environment, which earned an overall rating of 1.6 at Earle Elementary and 1.8 at Earle High School, focused on students engaged in rigorous work with the expectation that they rise to the challenge and persevere through difficult work. Observation data revealed instances of students who demonstrated and/described "high quality work" (B3) were evident/very evident in seven percent of Earle Elementary classrooms and zero percent of Earle High School classrooms. In addition, it was evident/very evident in 21 percent of Earle Elementary classrooms and zero percent of Earle High School classrooms that learners strived to meet or were able to articulate "the high expectations established by themselves and/or the teacher" (B1). It was evident/very evident in 14 percent of Earle Elementary classrooms and in zero percent of the Earle High School classrooms that students engaged "in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)" (B4). Each item in this Learning Environment represented a possible leverage point to improve instructional practices through professional development.

The Active Learning Environment earned an overall average rating on a four-point scale of 1.9 at Earle Elementary and a 1.6 at Earle High School. This Learning Environment focused on student discussions and connecting content to real-life and actively engaging in the learning process. At Earle Elementary, instances in which students had opportunities to "collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments" (D4), were evident/very evident in zero percent of classrooms. At Earle High school, instances in which learners made "connections from content to real-life experiences" (D2) were evident/very evident in zero percent of classrooms. These findings illuminated possible areas to leverage to enhance student engagement.

Diagnostic Review team members observed few instances of progress monitoring at either school. The overall average rating of the Progress Monitoring Learning Environment was similar at both schools, as indicated by Earle

Elementary earning a 1.7 on a four-point scale and Earle High School a 1.9. In seven percent of classrooms at Earle Elementary and eight percent of classrooms at Earle High School, it was evident/very evident that learners "understand and/or are able to explain how their work is assessed" (E4). Also, similar results occurred at both schools regarding instances in which students monitored "their own progress or have mechanisms whereby their learning progress is monitored." (E1), as that practice was evident/very evident in zero percent of classrooms at Earle Elementary and in 17 percent of classrooms at Earle High School.

Finally, the Digital Learning Environment received an overall rating of 1.2 on the four-point scale at Earle Elementary, which was the lowest rated of the seven learning environments and at Earle High School the rating was 1.6. Observers noted few instances in which teachers asked students to use digital tools or technology as learning tools. Observation data revealed that technology was primarily used to complete Virtual Arkansas coursework at Earle High School. It was evident/very evident in 14 percent of Earle Elementary classrooms and in 42 percent of Earle High School classrooms that "Learners use digital tools/technology to gather, evaluate, and/or use information for learning" (G1). It was evident/very evident in zero percent of Earle Elementary classrooms and in eight percent of Earle High School classrooms that "Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning" (G2). Instances of students who used "digital tools/technology to communicate and work collaboratively for learning" (G3) were evident/very evident in zero percent of classrooms at Earle Elementary and in eight percent at Earle High School. These data suggested the absence of a systematic instructional process that engaged students in learning to ensure achievement of academic expectations. Technology, typically, was used by students to practice skills, complete virtual coursework, and take tests. School staff members were not maximizing the existing, robust digital resources to support student academic success, and differentiate instructional practices.

The Diagnostic Review Team encourages district and school leadership to carefully review items in all seven learning environments to prioritize and implement plans to build on existing strengths and to address areas of concern.

Potential leader actions:

- Develop and implement a common classroom observation tool to gather data about and provide feedback to teachers to improve instructional practices.
- Conduct regular collaborative classroom observations with district, school, and teacher leaders to calibrate discussions around measures of practice and provide consistent feedback around instructional expectations.
- Use district and school instructional leaders (i.e., administrators, teachers, instructional coaches) to model high-leverage instructional practices aligned with the classroom observation tool.

Findings

Improvement Priorities

Improvement priorities are developed to enhance the capacity of the institution to reach a higher level of performance and reflect the areas identified by the Diagnostic Review Team to have the greatest impact on improving student performance and organizational effectiveness.

Improvement Priority #1

Engage stakeholder groups to develop a vision and purpose statement that identifies the portrait of a graduate and defines beliefs about teaching and learning. Collaboratively develop academic expectations for learners. Develop and embrace common commitments for all stakeholder groups for collective accountability. (Standard 1.1)

Evidence:

Stakeholder Interview Data:

Interview data collected from district and school leaders suggested a lack of clear vision and purpose. Parents, teachers, and students reported that the schools had not provided opportunities for internal and external stakeholder groups to collaboratively develop a vision or commit to a common purpose statement. District and school leadership acknowledged the need to involve stakeholder groups in creating a definition of and expectations for successful students and for developing and embracing a common vision and purpose to drive all district and school level decisions about continuous improvement.

Stakeholder Perception/Experience Data:

Survey data revealed that the district and schools lacked a clear purpose and did not engage stakeholders in building common commitments for student achievement. Eighty-six percent of elementary and 70 percent of secondary staff members agreed/strongly agreed with the statement, "Our school's purpose statement is clearly focused on student success" (C1); however, 56 percent of elementary and 67 percent of secondary parents agreed/strongly agreed with the same statement. While, 62 percent of elementary and 39 percent of secondary staff members agreed/strongly agreed with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from stakeholders" (C2), 47 percent of elementary and 33 percent of secondary parents agreed/strongly agreed with the same statement.

Documents and Artifacts:

The Diagnostic Review Team found no artifacts or documents that indicated the district engaged with various stakeholders to establish the district mission and vision or core belief statements. District leaders had initiated the development of mission and vision statements based on reading and math assessments, but the team found no evidence indicating how the mission and vision were used to make decisions related to continuous improvement. Finally, the team found no evidence that the district or schools communicated, developed, or implemented consistent instructional expectations.

Potential leader actions:

- Establish a Parent Teacher Organization (PTO) at both the elementary and high school and meet routinely to communicate and develop district-wide and individual school instructional expectations.
- Use the Student Government Association (SGA) to truly listen to student concerns and resist offering adult-based reasons or justifications as to why certain decisions are made.

- Establish a Student Council at the elementary level to build the leadership capacity of students.
- Create opportunities for parents and community members to routinely engage with the superintendent and school leaders at district/school sites and at common community locations (e.g., town hall meetings, parent district/school meetings, lunch and learn meetings, coffee chats with leaders).
- Establish district and school Improvement teams consisting of multiple stakeholders (e.g., students, parents, teachers, support staff).

Improvement Priority #2

Establish, implement, communicate, and monitor a documented, systematic continuous improvement process that provides clear direction for improving conditions that support teaching and learning. Include procedures for assessing strategies that have been identified as key drivers for enhancing professional practices and student learning. Involve stakeholders in developing a data-driven comprehensive improvement plan and identify persons responsible for implementing, monitoring, and revising each component of the plan and also of the continuous improvement process. (Standard 1.3)

Evidence:

Stakeholder Interview Data:

Interview data collected from district and school leaders suggested that continuous improvement efforts were in the emerging stage of knowledge building this year. Specifically, district and school leaders acknowledged they had recently worked to identify areas of need for instructional practices and partnered with Crowley's Ridge Educational Service Cooperative (CRESC) specialists to focus on Reading Initiative for Student Excellence (RISE) and the Science of Reading to address literacy deficits across all grade levels.

Interview data collected from teachers and school leaders indicated the absence of institutionalized systems to monitor the regular collection and analysis of data required to support continuous improvement in curriculum, instructional design, and delivery. While interview data revealed that some efforts had been made to examine data, there was no evidence that all stakeholders had a deep understanding of how to use data to support teaching and learning.

Interview data and a review of artifacts showed minimal evidence of formative and summative assessments systematically used by classroom teachers to modify instruction and revise curriculum. While teachers described their process for the collection of data, the team found few instances in which teachers could speak to how data were used to differentiate instruction or drive instructional planning. Similarly, the Diagnostic Review Team found that while school leaders and some teachers articulated the need to establish systems to collect, analyze, and use data to drive continuous improvement, they had not addressed known academic and instructional deficiencies with a sense of urgency and shared purpose.

Stakeholder Perception/Experience Data:

Survey data indicated that 86 percent of elementary staff members and 69 percent of secondary staff members agreed/strongly agreed with the statement, "Our school has a continuous improvement process based on data, goals, actions, and measures of growth" (C5). However, there was an absence of agreement among staff members as evidenced by 81 percent of elementary and 45 percent of secondary staff members who agreed/strongly agreed with the statement, "Our school has a systematic process for collecting, analyzing, and using data" (G3). Additionally, 86 percent of elementary and 70 percent of secondary staff members agreed/strongly agreed that "Our school leaders monitor data related to school continuous improvement goals" (G7).

In analyzing the perceptions of parents, 65 percent of elementary and 55 percent of secondary agreed/strongly agreed with the statement, "Our school has established goals and a plan for improving student learning" (C3). The team found mixed agreement among parents, as 67 percent of elementary and 44 percent of secondary parents agreed/strongly agreed that "Our school ensures that all staff members monitor and report the achievement of school goals" (G1). Also, 56 percent of sixth-grade students and 52 percent of secondary students agreed/strongly

agreed with the statement, "In my school, the purpose and expectations are clearly explained to me and my family" (C2).

Collectively, stakeholder perception data suggested that while processes existed to collect data, findings were not used systematically to support continuous improvement of teaching and learning.

Documents and Artifacts:

A review of documents and artifacts revealed a lack of processes and procedures for monitoring standards-aligned curriculum and instructional practices, providing meaningful feedback to teachers, analyzing and using data for instructional decisions or program evaluation towards continuous learner (i.e., adult and student) improvement, and a formal and ongoing professional development plan in support of teaching and learning.

Further, a comprehensive review of the SQF Diagnostic report, the progress report to the State Board of Education, the School Improvement Presentation, the RISE and the Principal Support documents, and the January Superintendent report revealed district and school staff were in the emergent stage of developing knowledge and capacity building processes; therefore, a systematic process for analyzing data to determine verifiable improvement in student learning emerged as a leverage area for improvement. The Diagnostic Review Team found no evidence of a district or school professional development plan at either school; however, the district has invested in an early release day to conduct job-embedded professional learning activities. In addition, although teachers meet once a week to discuss academic, attendance, and discipline data, the team found no processes that formally guided professional learning community (PLC) meetings for continuous improvement.

Potential leader actions:

- Involve stakeholders in developing and implementing improvement strategies with fidelity, adhering to a set timeline, monitoring implementation and progress, and adjusting strategies, programs, initiatives, and procedures in response to current and emerging data.
- Align all programs, processes, initiatives, and procedures to identify how they interrelate and support one another in improving teaching and learning.
- Develop a process to monitor and evaluate programmatic effectiveness to ensure verifiable improvements in student learning, teacher practices, and organizational capacity.
- Use data to drive continuous improvement decision making. Consistently share findings from data analysis with stakeholders.
- Revise or eliminate programs that fail to produce desired results.
- Hold everyone accountable for improving instructional practices and student learning – celebrate together and collectively accept responsibly for consequences from decisions.

Improvement Priority #3

Develop, implement, and monitor a formal instructional process that ensures teachers are consistent and deliberate in planning and using instructional strategies that engage students in rigorous activities and higher order thinking skills. Develop and implement a process that ensures instructional staff members progress monitor and evaluate the impact of instruction through formative, summative and/or other outcome data. Use data to identify needed improvements in student learning and adjust instructional practices to meet individual student academic needs. (Standard 2.7)

Evidence:

Student Performance Data:

The student performance data, as detailed in an addendum to this report, indicated that increases in student learning did not occur across all grade levels and content areas. In reviewing the MAP Growth data between the Fall and Winter administrations, Earle students improve in mean RIT scores in both reading and math. In addition, students did not meet their projected growth goals for either content area at any grade level by referencing the School Conditional Growth Index. In all grades, the percentile ranking in the Winter 2019 administration was lower or equal to that of the Fall administration, indicating that students were losing ground based on this assessment.

Earle administered two ACT Aspire interim assessments during 2018-2019. The English, science, reading, and math interim assessments were administered to all students in grades three through 10. Both interim assessments revealed low percentages of students on track for scoring Ready or Exceeding on the ACT Aspire summative assessment. In all grades and subjects, at least 70 percent of students were identified as in need of intervention in both reading and math based on the interim assessment data.

Classroom Observation Data:

At Earle Elementary School, the classroom observation data, as previously discussed, generally revealed teacher-centered, whole-group instruction with focus on the needs of individual students. It was evident/very evident, for instance, in 14 percent of classrooms that students were engaged "in differentiated learning opportunities and/or activities that meet their needs" (A1).

Instruction did not typically meet the level of rigor congruent with the Arkansas Academic Standards, as it was evident/very evident in 29 percent of classrooms that learners engaged in "activities and learning that are challenging but attainable" (B2). In 50 percent of classrooms, it was evident/very evident that learners were supported "by the teacher, their peers, and/or other resources to understand content and accomplish tasks," (C3), suggesting that in 50 percent of classrooms, observers could not confirm these practices occurred or the practices were only somewhat evident.

In addition, the classroom observation data showed that students who "monitor their own learning progress or have mechanisms whereby their learning progress is monitored" (E1) were evident/very evident in zero percent of classrooms. Similarly, the team noted that students who "receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work" (E2) were evident/very evident in 21 percent of classrooms. The observation data indicated that learners who "demonstrate and/or verbalize understanding of the lesson/content" (E3) were evident/very evident in 14 percent of classrooms. Also, students who "understand and/or are able to explain how their work is assessed" (E4) were evident/very evident in seven percent of classrooms.

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At Earle High School, the classroom observation data, as previously discussed, generally revealed teacher-centered, whole-group instruction with little attention given to the needs of individual students or differentiated instruction; however, differentiation was noted as a scheduled time in the school's master schedule. It was evident/very evident, for instance, in 17 percent of classrooms that students were engaged "in differentiated learning opportunities and/or activities that meet their needs" (A1).

Instruction, typically, lacked the level of rigor congruent with the Arkansas Academic Standards, as it was evident/very evident in 42 percent of classrooms that learners engaged in "activities and learning that are challenging but attainable" (B2). In 25 percent of classrooms, it was evident/very evident that learners were supported "by the teacher, their peers, and/or other resources to understand content and accomplish tasks," (C3), suggesting that observers could not confirm these practices occurred across all content areas or classroom settings.

In addition, the classroom observation data showed that students who "monitor their own learning progress or have mechanisms whereby their learning progress is monitored" (E1) were evident/very evident in 17 percent of classrooms. Similarly, the team noted that students who "receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work" (E2) were evident/very evident in 33 percent of classrooms. The observation data indicated that learners who "demonstrate and/or verbalize understanding of the lesson/content" (E3) were evident/very evident in 34 percent of classrooms. Also, students who "understand and/or are able to explain how their work is assessed" (E4) were evident/very evident in eight percent of classrooms.

Stakeholder Interview Data:
The interview data revealed that stakeholders were unable to articulate a system-wide process for the review and adjustment of curriculum and instruction. District and school leaders indicated the examination of the curriculum and development of teacher capacity was important to continuous improvement efforts; however, no formal process to monitor the quality and fidelity of implementation of the adopted curriculum or instructional framework was developed. Furthermore, teachers indicated that addressing curriculum and instruction was a leverage point to improve student learning.

The stakeholder interview data revealed that some teachers engaged in conversations about high-yield instructional strategies; however, a systematic instructional process that ensured K-12 alignment with the school's approved curriculum, standards, and expectations did not exist. Furthermore, stakeholder interviews revealed that rigorous instruction and student engagement were identified as challenges for the school. These data were substantiated by classroom observation data and overall student performance results on state and district assessments. Stakeholder interviews at Earle Elementary School and Earle High School revealed some student performance data were reviewed and shared during professional collaboration time; however, there was a lack of consistency around discussions about how data resulted in the adjustment of curriculum and instruction to meet individual learner needs. Moreover, the Diagnostic Review Team found minimal use and analysis of common formative and summative assessments to measure student progress, evaluate the effectiveness of instructional practices, or provide data for potential revisions to the curriculum or instruction.

Teachers indicated that classroom observations did not consistently result in actionable feedback leading to improved practice. Furthermore, teachers could not articulate processes used to monitor curriculum and instruction across the school or speak to whether data were used to evaluate the effectiveness of the curriculum.

Stakeholder Perception/Experience Data:

The stakeholder survey data revealed mixed agreement about whether instruction met the needs of students. Parent survey data showed 56 percent of Earle Elementary and 26 percent of Earle High School parents agreed/strongly agreed that "All of my child's teachers meet his/her learning needs by individualizing instruction" (E4). The data also indicated that 56 percent of elementary and 32 percent of secondary parents agreed/strongly agreed with the statement, "All of my child's teachers use a variety of teaching strategies and learning activities" (E3). Elementary student survey data also supported parent data. Eighty-three percent of students in grades three through five agreed that "My teachers help me learn things I will need in the future," (E1). However, 31 percent of sixth-grade students and 39 percent of students in grades seven through twelve agreed/strongly agreed that "All of my teachers change their teaching to meet my learning needs" (E9).

Conversely, the staff member survey data revealed 71 percent of elementary and 60 percent of secondary staff members agreed/strongly agreed that "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students" (E2). The classroom observation data supported the student and parent survey data, as students infrequently engaged in differentiated learning activities. The survey data also showed that 76 percent of elementary and 50 percent of secondary staff members agreed/strongly agreed that "All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum" (E7).

The Diagnostic Review Team found minimal evidence showing the district had established a process to monitor and adjust curriculum, instruction, and assessment. However, 77 percent of elementary and 55 percent of secondary staff members agreed/strongly agreed with the statement, "All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and an examination of professional practice" (E1).

Documents and Artifacts:

A review of documents and artifacts (e.g., School Improvement Presentation, Progress Report to the State Board of Education, Elementary Principals Report, Superintendent's Report for January) revealed the lack of a process for data analysis that informs curriculum, instruction, and assessment decision-making. There were no common pacing guides based on state standards, common formative and summative assessments, or a district-wide assessment calendar. In addition, there was lack of evidence demonstrating the use of quality assurance processes specific to the ongoing monitoring and adjusting of the district's educational and operational expectations and progress towards achieving these expectations. The team found no evidence that outlined a formalized system to monitor and adjust curriculum and instruction in response to student learning data or assessments. While stakeholder interviews revealed the district and schools were collecting data and holding PLCs to review attendance, discipline, and academic data; the team found no evidence that data were analyzed and findings were used to monitor, review, or revise curriculum and instruction.

Potential leader actions:

- Establish consistent expectations for rigor, practice, and measurement to increase low student performance.
- Create common formative assessments and common teaching strategies.
- Identify instructional interventions to address non-proficient students, as well as extension activities for students who were beyond the proficiency level.

- Use the Instructional specialist or Virtual Arkansas teachers to create substitute plans for classroom facilitators or substitute facilitators for students to access when Virtual Arkansas teachers are absent or the Internet is not working.
- Establish grade-level and content-specific pacing guides based on the state standards.
- Adopt high-quality, standards-aligned, and on grade-level curriculum for all core content subjects.
- Use PLC time for teacher-leaders to model evidence-based instructional practices to develop Virtual Arkansas facilitator's pedagogy and building teacher capacity and efficacy.
- Consider using core teachers for foundational core classes and use Virtual Arkansas for Advanced Placement courses or the more advanced courses.
- Consider human capital alignment to ensure highly qualified teachers are providing direct instruction to the students with the greatest need at all grade levels.

Improvement Priority #4

Implement operational processes and procedures to ensure organizational effectiveness in support of teaching that leads to verifiable improvement of student performance (e.g., curriculum alignment, monitoring instructional practices, data analysis and use, professional learning). Use data to design, implement, and evaluate targeted student interventions, as well as to identify professional learning opportunities that align to student achievement data and the overall organizational effectiveness. (Standard 3.1)

Evidence:

Student Performance Data:

The student performance data, as detailed in an addendum to this report, indicated that increases in student learning did not occur across all grade levels and content areas. MAP benchmark data for Fall 2018 and Winter 2019, indicated that 88 percent of K-2 students at Earle Elementary were predicted to need support in reading and 93 percent were predicted to need support in math. In all grades, the percentile ranking on the Winter 2019 administration was lower or equal to that of the Fall administration, indicating that students were losing ground based on this assessment. ACT Aspire interim assessments 2018-2019 at all grades (three through 10) and subject areas indicated at least 70 percent of students were in need of intervention in both reading and math.

Stakeholder Interview Data:

Stakeholder interview data revealed that the district and school leadership teams and teachers had weekly, early release collaboration time to provide educators with time to work in horizontal and vertical teams. The school leadership had developed protocols and expectations to help guide the use of collaboration time. The Reading Initiative for Student Excellence (RISE) professional development and support was provided as available by Crowley's Ridge Educational Service Cooperative (CRESC) and Arkansas Department of Education to guide literacy and reading instruction to address student reading deficits; however, educators reported the lack of consistency in implementing the learned strategies school-wide or with all teachers. With the removal of corporal punishment as a district discipline tactic, teachers, parents, and students indicated a need for a consistent school-wide behavior plan. Parents, teachers, students, and leadership stated the need for clear, consistent communication for all stakeholders. All stakeholder groups expressed frustration with the perceived scattered communication during the district and school re-alignment.

Stakeholder Perception/Experience Data:

Stakeholder survey data indicated that school leadership and staff members could benefit from opportunities to build collective efficacy around curriculum, professional development, and data analysis. Twenty-nine percent of the elementary staff and 35 percent of the secondary staff reported a formal process is in place to support new staff members in their professional practice (E16). Forty percent of secondary staff members reported that "All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching)" (E10). Forty-one percent of secondary students reported that "In my school, teachers work together to improve student learning" (C5). Forty-five percent of the Earle Elementary students agreed that "In my school, the building and grounds are safe and clean and provide a healthy place for learning" (F1), while only 13 percent of sixth-grade and 24 percent of secondary students agreed/strongly agreed that "In my school the building and grounds are safe, clean, and provide a healthy place for learning" (F1).

Documents and Artifacts:

A review of documents and artifacts (e.g., SQF, RISE program summary, December 2018 Progress Report to the State) revealed a lack of processes and procedures for monitoring curriculum Implementation and instructional practices, providing meaningful feedback to teachers, analyzing and using data for Instructional decisions, ensuring organizational effectiveness, and providing a formal and ongoing professional development plan in support of teaching and learning.

Recommended leader actions:

- Develop a long-range professional development plan driven by student academic needs and the developmental needs of educators.
- Involve teachers in the developing and implementing the professional development plan.
- Use a school improvement team to progress monitor district and school goals and report progress towards goal attainment routinely to all stakeholder groups (e.g., parents, advisory board, State Department of Education, staff).

Insights from the Review

The Diagnostic Review Team engaged in professional discussions and deliberations about the processes, programs, and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, examples of programs, and practices and provide direction for the institution's continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team deliberations and provide information about the team's analysis of the practices, processes, and programs of the institution within the Levels of Impact of Engagement, Implementation, Results, Sustainability, and Embeddedness.

Engagement is the level of involvement and frequency with which stakeholders are engaged in the desired practices, processes, or programs within the institution. Implementation is the degree to which the desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation. Results represent the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (minimum of three years). Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution.

Strengths:

Stakeholder interview and survey data indicated that positive relationships existed between and among many students and staff members. When teachers were asked what the best thing about school was, many made comments such as "I love my students" and "I want the best for them." Likewise, students, generally, expressed appreciation for their teachers. Many teachers shared the desire for every student to succeed and were eager to collaborate with each other to improve student learning. Additionally, students expressed that most teachers were approachable and supported them about personal issues. In addition, some students said they appreciated the district's willingness to provide opportunities for their voices to be a part of the decision-making process through the SGA at Earle High School. Students valued the time they were provided to meet with the superintendent, district leaders, and both school-level principals.

Additional strengths identified by the Diagnostic Review Team included the recognition by district and school that they were in the capacity and knowledge-building stage of the improvement process. In addition, district and school leaders were aware of the need to develop processes, protocols, and systems that lead to verifiable improvement in student learning and overall organizational effectiveness.

Continuous Improvement Process:

Stakeholder interview data, survey data, and a review of documents and artifacts validated the need for a comprehensive improvement continuous process whereby leaders and teachers could reflect, revise, and evaluate classroom practices to increase student achievement.

Addressing instruction and assessment practices was identified as critical levers for improvement. Classroom observation data revealed a lack of consistency in implementing research-based, rigorous, and standards-aligned instruction. Furthermore, students engaging in high quality work and teachers providing meaningful feedback were seldom observed. The Diagnostic Review Team agreed that the schools within the district would benefit from a focus on actively engaging leaders and teachers in ongoing, structured collaboration related to curriculum alignment, assessment development, data analysis, differentiated instruction, and student learning tasks.

Classroom observation data, stakeholder interview data, and a review of documentation suggested the district and schools had not successfully established effective, results-driven continuous Improvement planning processes. The Diagnostic Review Team found little evidence that the district and schools engaged stakeholders in a systematic continuous improvement processes. In addition, systems had not been established to monitor and communicate results from Improvement efforts to stakeholders. Further, the Diagnostic Review Team found the district and schools did not routinely use data to evaluate program effectiveness, monitor the impact of specific strategies in instruction, or determine the strategic and intentional path to ensure improvement. These findings Indicated the district and both schools would benefit from the establishment and commitment to a strategic, comprehensive, and goal-oriented improvement plan with established performance benchmarks and measures to monitor and determine its ability to meet current and future improvement goals. The district and schools are building a foundation for the continued review of data and would benefit from a focus on data analysis, not as a compliance check, but rather to use of findings to drive decisions.

To continue growth toward proficiency and create opportunities for school improvement, leaders and staff at all levels could benefit from coaching and mentoring to maximize the implementation of high-yield instructional practices. Additional support for classroom teachers to effectively differentiate Instruction and create a culture and climate of high expectations could impact student achievement.

Of particular concern to the Diagnostic Review Team was that systematic improvement in student learning had not occurred as a result of using Virtual Arkansas and facilitators. The school leadership team and staff should embrace and consistently use systematic processes to ensure the efficacy of implementing Initiatives, monitoring instruction, evaluating programs, coaching, mentoring, supporting all staff members, and becoming adept at providing and participating in opportunities to share and build on the strengths of the staff.

Next Steps

The results of the Diagnostic Review provide the next step for guiding the improvement journey of the institution with their efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Diagnostic Review Report will assist the institution in reflecting on current improvement efforts and adapting and adjusting their plans to continuously strive for improvement.

Upon receiving the Diagnostic Review Report, the institution is encouraged to implement the following steps:
- Review and share the findings with stakeholders.
- Develop plans to address the Improvement Priorities identified by the Diagnostic Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.

Team Roster

Diagnostic Review Teams comprise professionals with varied backgrounds and professional experiences. All Lead Evaluators and Diagnostic Review Team members complete AdvancED training and eleot® certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Diagnostic Review Team:

Team Member Name	Brief Biography
Dr. Quentina Timoll	Dr. Quentina Timoll serves as the Assistant Superintendent of Curriculum and Instruction in the East Baton Rouge Parish School System; she has more than 20 years of experience as an educator. She has teaching, school, district, and state leadership experience at all elementary through post-secondary levels in rural, suburban, and urban settings; however, fifth-grade students are her favorite students to teach. She holds a bachelor's degree in elementary education from Louisiana State University, a master's degree in curriculum and instruction from Southern University, and a doctorate degree in educational leadership from the University of Louisiana.
Dr. Maria Sells	Dr. Maria Sells is Vice President of Diagnostic Services for AdvancED/Measured Progress. In this role, she leads, manages, monitors, supports, and ensures the quality of intensive support and improvement services. Dr. Sells has more than 20 years of experience focused on assisting schools and districts to achieve excellence through the development and implementation of successful turnaround initiatives, building leadership capacity, targeted professional development, data driven decision making, and curriculum; instruction; and assessment alignment. Her experiences as a superintendent, assistant superintendent, principal, and director of special education span elementary, middle, and high school levels in both rural and urban settings. Her administrative experiences also include leading programs in general, adult, correctional, vocational, and special education. Dr. Sells has extensive experience as a mentor for beginning administrators through the Indiana Department of Education and for practicing administrators through the Indiana Principal Leadership Institute. In addition, Dr. Sells has experience as an adjunct professor in the School of Education Leadership at Indiana Wesleyan University where she teaches courses covering curriculum development, action research, school culture, resource management, and principal preparation internships.
Mr. Bill Tietz	William (Bill) Tietz has 25 years of experience as a teacher and administrator. He is currently the Assistant Superintendent for Curriculum, Instruction, and Facilities for the Watson Chapel School District in Pine Bluff Arkansas. Mr. Tietz holds a master's degree from the University of Arkansas at Little Rock in educational administration and supervision. Mr. Tietz received his bachelor's degree at the University of Arkansas at Pine Bluff in physical education/coaching and elementary education. Mr. Tietz has attended the Master Principal's Institute and Individual Institute at the Arkansas Leadership Academy through the University of Arkansas at Fayetteville. He has also served on the Arkansas Elementary Principal's Association Board of Directors and is currently the Vice-President for the Arkansas Association of School Plant Managers.

Team Member Name	Brief Biography
Dr. Carol Overton	Carol Overton has over 20 years of experience as a teacher and administrator in high poverty schools. She is currently an assistant principal for Hall High School in the Little Rock School District in Little Rock, Arkansas. In that position, she coordinates the on-site Alternative Learning Environment, leads the School of Innovation initiative, and she serves as an instructional leader for ninth- and tenth-grade academies. Dr. Overton holds a doctorate degree in educational administration and leadership and a master's degree in business administration from the University of Arkansas at Little Rock. She also has a bachelor's degree from Hendrix College. Dr. Overton is a National Board Certified Career and Technical Education (CTE) Educator for the past 13 years. She also has experience as a career and technical education teacher, a science teacher, an alternative education teacher, and a graduation coach in the Little Rock School District.
Ms. Denise McMillan	Denise McMillan currently serves as a Specialist with the AdvancED/Measured Progress Improvement Services team. She has 30 years of experience and background knowledge in the areas of early childhood, elementary, special education and educational leadership/administration. Prior to working with AdvancED/Measured Progress, Denise served as the Early Childhood Supervisor for Wilson County Schools in Lebanon, Tennessee. During her tenure, the Early Childhood and Extended Schools programs was awarded the first Tennessee Governor's Award for Excellence in Early Foundations in March 2016. Over the past fifteen years, through the AdvancED organization, Ms. McMillan has participated as a lead evaluator and team member for school, district, early learning, and STEM reviews as well as professional development presenter. Ms. McMillan holds a bachelor's degree in elementary and special education from the University of Tennessee Knoxville; a master's degree in curriculum from Cumberland University Lebanon, TN; and an doctorate degree in administration from Middle Tennessee University Murfreesboro, TN.

Addenda

Student Performance Data Provided by the District

Assessment Program

The Earle School District chose to administer the Northwest Evaluation Association (NWEA) Reading and Math as their state required K-2 assessment. This assessment is required to be administered to all students in kindergarten through second grade (K-2) three times per year. Kindergarten students will start by taking Measures of Academic Progress (MAP®) Growth K-2 Reading and Math. When a student becomes an independent reader (typically around second grade), the student transitions to the MAP Growth 2-5 Reading and Math assessment. Earle School District is administering MAP Growth assessments as outlined in Table 1.

MAP Growth Subject Test	Grades
Math	K-2
Reading	K-2
Language Usage	2

Table 1

Assessment Data

NWEA provides districts with two pieces of data from their assessments: 1) norms for achievement and 2) growth over time. The scale score is given as a RIT score and is used for a basis for reporting and comparison.

MAP Growth Reading

In the Earle School District, 68 students (68.6 percent) took MAP Growth K-2 and 31 students (31.4 percent) took MAP Growth 2-5. The table below shows the number of tests administered by grade. The data shown in the table below indicate that Earle may not be transitioning students to the next level of assessment appropriately. Some of their students in 2nd grade may still need to be on MAP Growth Reading K-2.
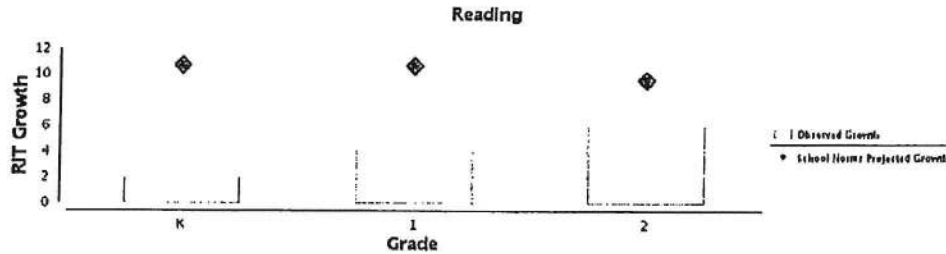
Between the Fall and Winter administrations of NWEA MAP Growth, Earle students did show improvements in mean RIT score. However, they did not meet their projected growth in any grade level as shown in Table 3 by referencing the School

Conditional Growth Index. The chart shows the predicted growth based on NWEA's norming group versus Earle's observed growth during the winter administration. In all grades, the percentile ranking in the Winter 2019 administration was lower or equal to that of the Fall administration, indicating that students are losing ground based on this assessment.

Table 3

EARLE ELEMENTARY SCHOOL

Reading

Grade (Winter 2019)	Growth Count	Fall 2018			Winter 2019			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	26	125.9	8.0	20	137.8	11.6	1	1.9	2.0	10.7	-5.36	1	35	4	11	7
1	33	155.2	10.3	17	159.8	12.8	3	4.6	1.8	10.7	-3.85	1	33	8	24	16
2	31	189.3	12.5	1	195.4	12.6	1	6.1	1.4	9.5	-2.47	1	31	9	29	13

Reading

NWEA provides a report indicating the percentage of students who are on track to be in each reporting category (In Need of Support, Close, Ready and Exceeding) for ACT Aspire for students in grade 3-8. Since Earle did not administer the NWEA assessments above grade 2 this information is not available or grades 3-8. For grades K-2, by utilizing the linking study provided by NWEA, the figures in Table 4 represent the number of students who have a high or low probability of scoring Ready on the ACT Aspire summative assessment in the spring of third grade. Of the students tested in the Earle School District over 88 percent are predicted to score in the In Need of Support and Close categories on ACT Aspire Math as shown in the chart below.

MAP Growth Math

In the Earle School District, 67 students (68.4%) took MAP Growth K-2 Math and 31 students (31.6%) took MAP Growth 2-5 Math. Table 2 shows the administration by grade.

Between the Fall and Winter administrations of MAP Growth, Earle students did show improvements in mean RIT score. However, they did not meet their projected growth in any grade level as shown in Table 3 by referencing the **School Conditional Growth Index**. The chart shows the predicted growth based on NWEA's norming group versus Earle's observed growth during the winter administration. In all grades, the percentile ranking in the Winter 2019 administration was lower than that of the Fall administration, indicating that students are losing ground based on this assessment.

NWEA provides a report indicating the percentage of students who are on track to be in each reporting category (In Need of Support, Close, Ready and Exceeding) for ACT Aspire for students in grade 3-8. Of the students tested in the Earle School District over 93 percent are predicted to score in the In Need of Support and Close categories on ACT Aspire Math as shown in the chart below. It is important to note that NWEA updated their linking study in June 2017 for reporting these comparisons.

ACT Aspire

Earle has given two interim assessments during the 2018-2019 school year. It appears they are administering the English, science, reading, and math interims to all of their students. The results from the reading and math interims are summarized in the chart below. A student meeting benchmark indicates they are on track to be
Ready or Exceeding on the end-of-year assessment.

AdvancED

Grade	Reading Interim		Math Interim	
	Number Tested	% Meeting Benchmark	Number Tested	% Meeting Benchmark
3	35	6%	35	26%
4	50	20%	50	2%
5	38	8%	38	29%
6	37	30%	37	16%
7	31	6%	31	13%
8	28	21%	28	14%
9	44	2%	44	5%
10	42	5%	43	0%

Comparison

Both assessments are showing a low percentage of students who are on track to scoring Ready or Exceeding on the ACT Aspire Summative assessment. In all grades and subjects at least 70 percent of students are in need of intervention in both reading and math.

Schedule: Earle

Date: Sunday, March 10, 2019

Time	Event	Where	Who
3:30 p.m.	Brief Team Meeting	Hotel Conference Room	Diagnostic Review Team Members
4:00 p.m.– 4:45 p.m.	Principal/Superintendent Presentation of Current Reality	Hotel Conference Room	Diagnostic Review Team Members
5:00 p.m.– 9:00 p.m.	Team Work Session #1	Hotel Conference Room	Diagnostic Review Team Members

Date: Monday, March 11, 2019

Time	Event	Where	Who
7:15 a.m.	Team arrives at school	School office	Diagnostic Review Team Members
7:40 a.m.– 4:00 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
4:00 p.m. – 4:30 p.m.	Team returns to hotel		
5:00 p.m. – 9:00 p.m.	Team Work Session #2	Hotel conference room	Diagnostic Review Team Members

Date: Tuesday, March 12, 2019

Time	Event	Where	Who
7:30 a.m.	Team arrives at school	School	Diagnostic Review Team Members
7:45 a.m. – 3:30 p.m.	Interviews / Classroom Observations / Stakeholder Interviews / Artifact Review	School	Diagnostic Review Team Members
3:30 p.m. – 4:00 p.m.	Team returns to hotel		
4:30 p.m. – 8:00 p.m.	Team Work Session #3	Hotel Conference Room	Diagnostic Review Team Members

Date: Wednesday, March 13, 2109

Time	Event	Where	Who
8:00 a.m. – 10:30 a.m.	Final Team Work Session and Leadership Team Discussion	School	Diagnostic Review Team Members

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About AdvancED

AdvancED is a non-profit, non-partisan organization serving the largest community of education

professionals in the world. Founded on more than 100 years of work in continuous improvement,

AdvancED combines the knowledge and expertise of a research institute, the skills of a management

consulting firm and the passion of a grassroots movement for educational change to empower

Pre-K-12 schools and school systems to ensure that all learners realize their full potential.

Report:

Arkansas Public School Resource Center

⊿APSRC **Earle Public Schools**

Arkansas Public School Resource Center

April 9, 2019
April 10, 2019
April 17, 2019
April 24, 2019

Prior to beginning our professional development, we spent the day walking through every classroom in the district. This gave us the opportunity meet the teachers and see what is occurring in the classrooms. Following the walkthroughs, we debriefed with Dr. Wild, Mrs. Knowles, Ms. Williams, Ms. Bohannon, and the high school counselor.

We've worked with about 40 K-12 teachers each week to focus on the AR Literacy Standards in Reading, Writing, Speaking & Listening, and Language. We've worked to unpack the standards to clarify any misconceptions and to focus on grade-level expectations in literacy across all content areas. Open Educational Resources (OERs) have been provided in each of the areas along with samples of actual classroom practice.

To anchor this work we've used note-booking as a model instructional practice so teachers have a tool to refer back to in the future. Providing this guided tool has been well received by teachers across the district and participation in the presentations has been highly engaged. Following the work with the standards, we have worked with Instructional Practices to help with student engagement and participation.

box You may access all powerpoints, notebook pieces, and classroom samples via:
http://bit.ly/EarleAR

APSRC
Arkansas Public School Resource Center

What does literacy need to look like in Earle?
Question asked to Earle teachers April 10, 2019
Compiled from written teacher reflection & feedback

- Literacy needs to look like: students eager to pick up a book and read, look toward books instead of phones as an enjoyable form of entertainment. A place where students read books like they breathe. Students with a thirst for knowledge/learning.
- PA/phonics, fluency, comprehension, understanding, vocabulary.
- Avid readers. AVID = enjoy it; high interest. Reader = recreational, academic and comprehension. Life long learners. In my opinion, this would create a productive person with a perspective on life and things around them.
- Goal of literacy: literacy should be of so much importance until students enjoy reading to the point where they are literally begging for all types of literature just because they want to do it, not for a test or because they are required. Becoming life long readers who conceive children that are lifelong readers is the ideal goal.
- I feel that literacy should include more present-day life skills components, topics or materials. These life skills topics or materials should be something that the students should be able to relate to. I feel this would engage the students learning in the lesson being taught.
- I would want literacy to focus on all students being able to reach fluently. Students being able to comprehend what they have read and being able to transfer the knowledge to other subjects.
- My main focus on literacy at ESD is to have all students reading on their grade level and all other components of literacy will all line up.
- Developing proficient and fluent readers who read with an understanding.
- Fluent readers. Students love for books. Curriculum developed for us (curriculum put together with variety of lessons). Comprehension and higher vocabulary.
- Literacy to me needs to have all the components. Students need to have all necessary materials needed for them to comprehend. Students need leveled books, materials that meet the child at their level. Low achievers need materials on their level, not downsizing upper level materials. I would really prefer a basal that also includes language components. More phonics/phonemic awareness materials to promote total comprehension.
- Students do not fear an unknown text. They feel confident getting a text in any classroom (or in life) and do not fear it.
- We need literacy to show improvement every year. More focus should be shown on reading and writing. Mechanical and technical materials should be readily available. We should see things on the walls showing encouragement towards reading. These should be reading competitions, festivals, showing interest in literacy.

- Literacy needs to include things that are interesting and relevant to the students. Articles about television shows they watch, music artists they like and sports teams should be included in teaching skills.
- I would love for us to be able to go back to a basal series. When I started 17 years ago the basal included all components. It was interactive and my students absolutely loved reading. Comprehension was included in each sub series. My 1st graders truly learned and loved what they were doing.
- African American literature of figures that are their age. Decodable text for a phonics set in its entirety. I want them to more independently be able to put their thoughts and opinions into words.
- Proficient readers. Grade level learners. Ready/eager learners. Enjoy reading.
- Students reading on grade level. Students thinking on high levels. Teachers asking high quality questions. Students appreciating literature. Students comprehending what they read.
- Fluency and comprehension. Vocabulary. Drama acting/plays. Bringing literacy to life (themes) songs and fairytales. Being able to write their own books with technology.
- Content standards. Large set letters for reading comprehension. Spelling. Center games. Sing, spell, read and write. Leap Frogs. Solid set of basal readers (guided lessons). Large classroom library by genre.

Kindergarten:

Teacher #1:
- More decodable books
- Chromebook for each student
- Promethean board
- Cassette player/CD player
- More levelized text

Teacher #2:
- More decodable books (classroom books)
- 2-3 computers for student use or classroom set of Chromebooks
- Promethean board/smart boards
- Cassette player/CD player
- Science materials
- Classroom set of levelized readers
- Colored copies/colored printer
- Multiple dry erase markers
- Individual blend charts

1st Grade:

Teacher #1
- New phonics curriculum with full set (supposed to be on its way)
- Decodable text (whole set)
- Promethean
- iPads/tablets
- headsets for Chromebooks that work

Teacher #2:
- Smart board
- Any and everything

2nd Grade:

Teacher #1:
- Up to date reading material
- Document camera

Teacher #2:
- Updated workbooks and books
- Reading cards
- Videos

3rd Grade:

Teacher #1:
- Up to date technology
- Up to date grammar books
- Up to date readers

Teacher #2:
- Up to date reading books
- Class library with diverse genre of books

4th Grade:

Teacher #1:
- Color document cameras
- One-to-one Google classroom technology
- Quick reads
- Updated basal books
- More resources
- Flexible seating

5th/6th Grade:

Teacher #1:
- Promethean board/smart board
- Science lab
- Resources for integration of knowledge and ideas
- Software to do coding to write a book/bring their story to life

Teacher #2:
- Book with examples (manual)
- Manipulatives

K-3 Literacy Interventionist:
- *left blank*

K-6 Library/GT:
- Document camera
- Maker space items to promote reading
- Color printer
- More computers for book searches

Lab Intervention:
- New computers

Special Ed:
- Classroom library
- Document camera (Elmo)
- Promethean
- Quick read books
- Resources for ACT Aspire ELA/RDG
- Basal books
- Not reading related
  - Love seat
  - Color printer
  - Flexible seating for small groups

7-12 Special Ed:
- Projector
- Smart board
- Phonic awareness/phonics

7-12:
- Smart board to have students on the same page vision wise and audibly
- Textbooks and multiple books so class can read together

7th-8th Grade Science:
- Classroom set of books
- Document camera
- 1XL with Science
- Curriculum with worksheet
- More media equipment (camera)
- Hands on supplies for labs/experiments
- Classroom library

7th-8th Grade Social Studies:
- Document cameras

Grades 9-12:
- Router that works
- Google Docs (knowledge to use resources effectively)
- Laptops

HS Math/CS
- Reliable internet access

9th-10th Grade Biology:
- More help with learning how to assess reading at a secondary level
- Help learning how to make the most out of the materials that I do have
- More websites that students can use on their Chromebooks
- Technology based reading tools

11th-12th Grade English:
- Software
  - Turn It In
  - Essay writing programs
- Classroom library (student interest)
- Promethean board
- Supply of Ink in classroom printer
- E-readers with classroom license and subscription to designated texts that students need to read throughout the year
- Audio/visual equipment for student use

NA Grade:
- Books on tapes

7-12 Library:
- To know what is effective
- How to use what I have
- Good support systems and structure
- A *real* curriculum!
- Make space for items that promote reading

Action Items:

Action Item 1:

Statement of Assurance

Agenda Item #1

Recommendation to approve and the Superintendent to sign such assurances for FY 2020 Arkansas Department of Education statement of Assurance of Programs under the Elementary and Secondary Act of 1965.

Background Information:

The Elementary and Secondary Act of 1965 as amended by the Every Child Succeed Act, requires all districts that request federal funds for covered federal programs to comply with federal Programs Assurances. The superintendent must provide an original signature attesting to compliance to each program submitted. In addition to the superintendent, the Board Chair signature is required in order to substantiate. The advisory committee is also aware of the expectations for use of public funds.

Attachment(s) _✓_Yes ____No

Arkansas Department of Education Statement of Assurance

Superintendent's Recommendation:

It is recommended that the Commissioner approves the Federal Program Assurances and Superintendent to sign as presented.

Commissioner's Decision:

Approve Recommendation _✓_

Deny Recommendation ____

Return item for more information _____

Signature _~~John K~~_ Date _5/9/19_

ARKANSAS DEPARTMENT OF EDUCATION STATEMENT
OF ASSURANCES FOR PROGRAMS UNDER
THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965,
AS AMENDED BY THE EVERY STUDENT SUCCEEDS ACT

The Federal Programs Assurances are for local education agency (LEA) use in requesting district funds for covered programs under the *Elementary and Secondary Education Act.* To assure the LEA's eligibility for funds included in ACSIP, the Superintendent must provide an original signature attesting to compliance with all assurances applicable to each program for which the plan is submitted.
Please read and consider each item carefully as the LEA will be held accountable.

Each section of assurances must be checked or initialed as applicable to the LEA. Please note that for each Section not checked/initialed, funding will not be allocated.

Earle School District	*01802.000*
DISTRICT NAME	LEA NUMBER

CERTIFICATIONS

✓ *I, the undersigned Superintendent for the above named LEA, hereby, assure the Arkansas Department of Education that:*

A. The information provided in this application to support the following assurances is correct, so far as I am able to determine.
B. The LEA will abide by the provisions of the approved plan/application for Elementary and Secondary Education Act (ESEA) funds.
C. As the prospective lower tier participant neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by and Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. (Executive Order 12549, 34 CFR Part 85, Section 85.510)
D. No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.
E. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of a member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard form – LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww2.ed.gov%2Ffund%2Fgrant%2Fapply%2Fappforms%2Fsflll.doc
F. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.

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GENERAL ASSURANCES

_____ I, the undersigned Superintendent for the above named LEA, hereby, assure the Arkansas Department of Education that:

A. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
B. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements under Section 9521 – IV.B.1:
   1. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities and;
   2. The public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
C. The LEA will adopt and use proper methods of administering each such program, including:
   1. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program and;
   2. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
D. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State Educational Agency, (SEA), the Secretary, or Federal officials.
E. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the LEA under each such program.
F. The LEA will:
   1. Submit such reports to the SEA (which shall make the reports available to the Governor) and the Secretary as the SEA and Secretary may require to enable the SEA and Secretary to perform their duties under each such program; and
   2. Maintain such records, provide such information, and afford such access to the records as the SEA (after consultation with the Governor) or the Secretary may reasonably require to carry out the SEA's or the Secretary duties.
G. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan.
H. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

TITLE I, PART A – Improving Basic Programs Operated by LEAs

_____ I, the undersigned Superintendent for the above named LEA, hereby, assure the Arkansas Department of Education that:

A. Ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
B. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;

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C. Participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));

D. Coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;

E. Collaborate with the State or local child welfare agency to:

1. Designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and

2. By not later than one year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arrange, and funded for the duration of the time in foster care, which procedures shall—

   a. Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and

   b. Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—

      i. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;

      ii. The local educational agency agrees to pay for the cost of such transportation; or

      iii. The local educational agency and the local child welfare agency agree to share the cost of such transportation; and

3. Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and

4. In the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).

TITLE I, PART D – Children of Youth who are Neglected, Delinquent or At-Risk
(Applicable to those LEAs that have projects funded under this part)

_____ I, the undersigned Superintendent for the above named LEA, hereby, assure the Arkansas Department of Education that:

A. The local educational agency developed and will implement the local flexibility demonstration agreement in consultation with teachers, principals, other school leaders (including charter school leaders in a local educational agency that has charter schools), administrators of federal programs impacted by the agreement, parents, community leaders, and other relevant stakeholders;

B. The local educational agency will use fiscal control and sound accounting procedures S. 1177—107 that ensure proper disbursement of, and accounting for, eligible federal funds consolidated and used under such system;

C. The local educational agency will continue to meet the requirements of sections 1117, 1118, and 8501; and

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D. The local educational agency will meet the requirements of all applicable federal civil rights laws in carrying out the agreement and in consolidating and using funds under the agreement.

TITLE II, PART A – Preparing, Training and Recruiting High Quality Teachers and Principals

✓ I, the undersigned Superintendent for the above named LEA, hereby, assure the Arkansas Department of Education that:

A. The local educational agency will comply with section 8501 (regarding participation by private school children and teachers);
B. The local educational agency will coordinate professional development activities authorized under this part with professional development activities provided through other federal, state, and local programs; and
C. The local educational agency will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c).

TITLE III, PART A – Language Acquisition and Language Enhancement
(Applicable to those LEAs that have projects funded under this part)

✓ I, the undersigned Superintendent for the above named LEA, hereby, assure the Arkansas Department of Education that:

A. Each local educational agency that is included in the eligible entity is complying with section 1112(e) prior to, and throughout, each school year as of the date of application;
B. The eligible entity is not in violation of any state law, including state constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
C. The eligible entity consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
D. The eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.

TITLE IV, PART A – STUDENT SUPPORT AND ACADEMIC ENRICHMENT

✓ I, the undersigned Superintendent for the above named LEA, hereby, assure the Arkansas Department of Education that:

A. The LEA or consortium will prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that:
   1. Are among the schools with the greatest needs, as determined by such local educational agency, or consortium;
   2. Have the highest percentages or numbers of children counted under section 1124(c);
   3. Are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i);
   4. Are implementing targeted support and improvement plans as described in section 111(d)(2); or
   5. Are identified as a persistently dangerous public elementary school or secondary school under section8532.

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B. The LEA or consortium will comply with section 8501 (regarding equitable participation by private school children and teachers);

C. The LEA or consortium will use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107;

D. The LEA or consortium will use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108;

E. The LEA or consortium will use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b); and

F. The LEA or consortium will annually report to the State for inclusion in the report described in section 4104(a) (2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).

G. SPECIAL RULE.—Any local educational agency receiving an allocation under section 4105(a)(1) in an amount less than $30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2).

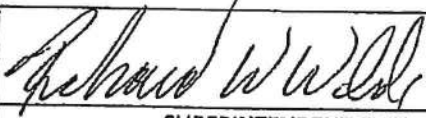McKinney-Vento Homeless Education Program (42 U.S.C. 11431 et seq.)

___✓___ I, the undersigned Superintendent for the above named LEA, hereby, assure the Arkansas Department of Education that:

A. The local educational agency will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless.

B. The local educational agency will designate an appropriate staff person, who may also be a coordinator for other Federal programs, as a local educational agency liaison for homeless children and youths, to carry out the duties described in McKinney-Vento.

C. The local educational agency will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin, as determined in accordance with the following, as applicable:

    1. If the homeless child or youth continues to live in the area served by the local educational agency in which the school of origin is located, the child's or youth's transportation to and from the school of origin shall be provided or arranged by the local educational agency in which the school of origin is located.

    2. If the homeless child's or youth's living arrangements in the area served by the local educational agency of origin terminate and the child or youth, though continuing his or her education in the school of origin, begins living in an area served by another local educational agency, the local educational agency of origin and the local educational agency in which the homeless child or youth is living shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.

BOARD APPROVAL AND SUPERINTENDENTS SIGNATURE

The School Board of _Earle_ School District approved and recorded in its
minutes   the   set   _of_   assurances
authorized the Superintendent to sign such assurances as required by Section 9306 and to
submit a budget to the Arkansas Department of Education as required.

Please sign and date:

(signature)	
SUPERINTENDENT SIGNATURE	DATE

Richard W Wilde
PRINT OR TYPE SUPERINTENDENT NAME

NOTE: Make sure that each program section mentioned in this document has been checked or initialed that is applicable to the district. Once SOA has been signed and school board meeting listed, upload this document into the 2018-2019 Folder in the Indistar software.

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c. does not attempt to distribute, sell, or otherwise profit from the original works and any derivative materials.

4.4 Termination: Marzano Research may terminate this Agreement if Marzano Research has not received a purchase order within 30 days of the effective date of this Agreement.

4.5 Force Majeure: If events beyond the parties control make it impossible to perform under this Agreement, the party unable to perform shall not have any liability to the other party for the prevented performance. All obligations unaffected by such an event remain in place.

4.6 Entire Agreement: This Agreement and any exhibits attached hereto constitute the entire agreement of the parties and supersede any prior or contemporaneous written or oral understanding or agreement. No waiver or modification of any of the terms of the Agreement shall be effective unless made in writing and signed by both parties, and the unenforceability, invalidity, or illegality of any provision of this Agreement shall not render the other provisions unenforceable, invalid, or illegal. Any waiver by either party of any default or breach hereunder shall not constitute a waiver or any provision of this Agreement or of any subsequent default of breach of the same or a different kind.

4.7 Offer Valid: The pricing set forth in this Agreement shall be valid 90 days from the effective date listed above.

This Agreement is acknowledged and accepted by Customer and Marzano Research:

_____   4/29/19   _____   _____
Richard Wilde   Date   Megan Schutz, Professional   Date
Superintendent   Development Department Manager
Earle School District   Marzano Research, LLC

Please fax or email this agreement to:

Megan Schutz: 1-866-868-5478 (fax) or megan.schutz@marzanoresearch.com.

Please provide the following information in both sections:

Who will be the contact person for the work?

Contact: Tish Knowles

Title: Superintendent   7/1/20

Phone: 870 - 792 - 8486

E-mail: tknowles@esdbulldogs.org

Fax: 870 - 792 - 8897

Who will receive and pay the invoices?

Contact: Alisha Lester Beard

Title: Accounts Payable

Phone: 870-792-8486

E-mail: alester@esdbulldogs.org

Fax: 870-792-8897

Shipping Information (required for resource delivery)

Shipping Contact: Alisha Lester Beard

Shipping Address: 1401 Third St

City, State, Zip: Earle, AR 72331

Phone: M-F between 8:30 + 3:30

Delivery Date:

Delivery Times: 8:30 - 3:30

Action Item 2:

Request for approved to purchase
Critical concepts and scales

Background:

The districts is in the process of developing instructional staff to understand standards based instruction. Part of this development process is to provide Professional Development in Proficiency Scales. Marzano Research has developed ELA and Math Proficiency Scales K-12. The District seek, to purchase the scales in conjunction with our school improvement plans. The cost of purchasing the scales is $12,478.32. District policy requires the superintendent to attain approval for purchases exceeding $10,000.

Fiscal Impact:

Attachment:

Yes – Debt Request

Superintendent Recommendation:

It is recommended that the Commissioner approve the purchase of the Marzano Research products ELA and Math Critical Concepts and Scales.

Commissioner's Action: .

Approve Recommendation   ✓

Deny Recommendation   _____

Return for more information   _____

Signature _____   Date: __5/9/19_____

Action Item 2:

Critical Concept

MARZANO
— Research —

Critical Concepts and Scales for Additional Content Areas Purchasing Agreement

Effective April 22, 2019, Marzano Research, LLC ("Marzano Research") located at 12577 East Caley Avenue, Centennial, CO 80111 and Arkansas Department of Education, Earle School District ("Customer") located at 4 Capitol Mall, Little Rock, AR 72201, agree as follows:

1. **Product Summary**

   1.1. **Products:** Customer shall purchase the following Marzano Research products and services ("Products"). Any additional Products may be added to this Agreement by a written Addendum signed by both parties.

Subject Area	Grades	Number of Levels	Price Per Level	Total Per Subject Area
ELA	K-12	(11 of 11)	11 × $477.00	$5,247.00
Math	K-12	(13 of 13)	13 × $477.00	$6,201.00
			Taxes	$1,030.32
		Grand Total (state and local taxes may apply) [1]		$12,478.32

2. **Critical Concepts and Scales for Additional Content Areas:**

   2.1. **Description:** The complete sets of the Critical Concepts and Scales for Additional Content Areas proficiency scales includes scales for the content areas and grade levels designated below.

   Critical Concepts:
   ELA – K, 1, 2, 3, 4, 5, 6, 7, 8, 9/10 (one level), 11/12 (one level)
   Math – K, 1, 2, 3, 4, 5, 6, 7, 8, HS (includes four levels)
   Science – K, 1, 2, 3, 4, 5, MS (includes three levels), HS (includes four levels)
   Social Studies – K–2 (includes three levels), 3–5 (includes three levels), MS Civics, MS Economics, MS Geography, HS Civics, HS Economics, HS Geography, 6–12 History (includes four levels)

   Scales for Additional Content Areas:
   Metacognitive Skills – K–2 (one level), 3–5 (one level), 6–8 (one level), 9–12 (one level)
   Cognitive Analysis Skills – K–2 (one level), 3–5 (one level), 6–8 (one level), 9–12 (one level)
   Knowledge Application Skills – 3–5 (one level), 6–8 (one level), 9–12 (one level)
   Life Skills – K–2 (one level), 3–5 (one level), 6–8 (one level), 9–12 (one level)
   Technology – K–2 (one level), 3–5 (one level), 6–8 (one level), 9–12 (one level)

   Upon receipt of a signed purchasing agreement and a PO, purchased scales (as designated in section 1.1) will be delivered as Word documents. The Critical Concepts proficiency scales are

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[1] Taxes apply in these states: AK, AR, CA, CO, FL, IL, IN, ME, MI, MO, NE, OH, OK, PA, SC, TX, WA, and WV. Please call 800-733-6786 to ensure we receive a copy of exemption certificate.

designed as menus that schools and districts customize for their unique needs and situations; customers should plan to spend time aligning, reviewing, and revising the scales for their particular school/district. Marzano Research retains the rights to all intellectual property in the Critical Concepts and Scales for Additional Content Areas (see section 4 below).

3. **Payment Terms:**

   3.1. Invoicing and Purchase Orders: Upon execution of this Agreement, CUSTOMER WILL PROVIDE MARZANO RESEARCH WITH A PURCHASE ORDER FOR THE FULL AMOUNT DUE UNDER THIS AGREEMENT. Marzano Research will invoice Customer off of this purchase order. State and local taxes may apply.

   3.2. All payment terms are net 30 days from the actual date of invoice. All late payments are subject to a finance charge of 1.5% monthly. Please make purchase order(s) out to: Marzano Research, 12577 East Caley Avenue, Centennial, CO 80111

4. **General Terms:**

   4.1. Intellectual Property: Because the Scope of Work to be produced pursuant to the performance of this contract will substantially incorporate Pre-existing Intellectual Property developed, copyrighted and owned by Marzano Research, LLC, such Pre-existing Intellectual property shall NOT be considered work-for-hire and shall NOT become the property of the Customer.

   4.2. Such Pre-existing Intellectual Property includes, but is not limited to,

   a. Items found in any and all of Marzano Research's copyrighted materials, including, but not limited to, Critical Concepts, Scales for Additional Content Areas, Formative Assessment and Standards-Based Grading book and associated materials; the Marzano High Reliability Schools framework, model, and approach, and associated materials; the Reinventing Schools framework and approach, and associated materials; and any other copyrighted pre-existing materials;

   b. Other Marzano Research knowledge, skills, methodologies, evaluations, routines, processes, analyses, theories, models, publications, and research; and

   c. Any and all derivative works based on the content contemplated by subparagraphs a and b above.

   4.3. Pursuant to the Scope of Work, Marzano Research grants the Customer the right to refine, adapt, and modify tools and materials presented to the Customer in trainings and as deliverables, unless otherwise noted on said tools and materials, so long as the Customer

   a. provides appropriate credit to Marzano Research for the original works from which derivatives were created;

   b. uses the derivative materials solely within the School/District; and

Action Item 3:

Vehicles Surplus

Action Item 3:   Request to surplus vehicles

Background: The districts has reviewed with insurance the process to
                                        eliminate non-working and/or aged vehicles. The district
                                        must remove the vehicles from inventory. Then the list of
                                        vehicles will be removed from insurance and sold,
                                        maintained for parts, or sent to salvage. The vehicles must
                                        not be driven by district employees following removal from
                                        inventory.

Fiscal Impact:

Attachment: List of vehicles and reason for surplus is attached.

Superintendent Recommendation: Recommended that the Commissioner approve the
                                 surplus of the attached vehicles.

Commissioner's Action:

Approve Recommendation   ✓

Deny Recommendation   _____

Return for more information   _____

Signature ___John K_____   Date: __5/9/19_____

VEHICLE/BUS BEING REMOVED OFF INSURANCE

Count	Year	Make/Model	ID No.	Vehicle ID Number	Vehicle Cost	Liability Premium	Comp/Coll Premium	Annual Premium
1	2005	CHEV SILVERADO C1500 PICKUP	18-02:8780	1GCEC19X35Z220738	3,500.00	$380.00	$283.00	$663.00
2	1997	FORD CLUB WAGON SUPR E350 VAN	18-02:8783	1FBJS31S5VHB65670	19,000.00	$540.00	$0.00	$540.00
3	1996	BLUE BIRD BUS	18-02:8792	1GDL7T1P6TJ508487	65,000.00	$262.00	$230.00	$492.00
4	1999	THOMAS BUILT BUS	18-02:15513	1T88R4B26Y1076924	69,000.00	$262.00	$230.00	$492.00
5	2000	BLUE BIRD BUS	18-02:8796	1BABKCPHX1F095501	69,000.00	$262.00	$230.00	$492.00
6	2005	BLUE BIRD BUS	18-02:8799	1BAKGCKH45F221141	89,000.00	$262.00	$230.00	$492.00
7	2006	BLUE BIRD BUS	18-02:8785	1BAKGCKH18F233491	49,000.00	$262.00	$230.00	$492.00

Count	Year	Make/Model	Milage	Reason For Removal and Deletion
1	2005	CHEVY SILVERADO C1500 PICKUP	unavailable	Wires Burned And Need Wire Harness Replaced Estimated Cost For Repair Is $5,000 At Dealership
2	1997	FORD CLUB WAGON SUPR E350 VAN	310980	*Need Major Engine Work *Body Damaged Inside And Outside *Suspension Need Major Repair
3	1996	BLUE BIRD BUS (65 passenger) Fuel Gasoline	150399	*Runs But Has Fuel Problem *Has Body Parts Missing *Not Safe For Student Transportation
4	1999	THOMAS BUILT SCHOOL BUS (78 passenger) with A/C	76104 not accurate	*Steering System Completely Failed *Need Front End Parts Replaced *Need Steering Gear Box Replaced
5	2000	BLUE BIRD ALL AMERICAN BUS (77 passenger) with A/C	unavailable	*Runs Good *Has Inside Body Damage *Floor Need Replacing *State Inspector Grounded Bus Because Of The Floor Problem
6	2005	BLUE BIRD VISION SCHOOL BUS (71 passenger) with A/C	140406	*Bad Engine Repair Cost Estimated $22,000
7	2006	BLUE BIRD VISION SCHOOL BUS (71 passenger) with A/C	unavailable	*Need Fuel Pump *Need Injectors *Need Injector Cups *Possible Head Problem *Bad Engine
8				

Action Item 3:   Leasing contract for Old High School Building.

Background: The Earle School District's (ESD) building called the Old High School has been placed on the national registry but has not been utilized for approximately twenty years. A non-profit has requested to use the building. It proposes to repair the building for use of it. A timeline has been established for repairs and operations. The non-profit proposes to provide community based programs that will enhance the quality of life mentally, spiritually, physically and of course academically for our students.

--- Fiscal Impact: ——————— N/A— —— — —

6-21-101

6-21-816

Attachment: Contract.
Yes _x_
No____

Recommendation: The Superintendent rec   Reviewed by legal ✓   act
                    for the leasing of the Old   JD

Commissioner's Action

_✓_Approve _____   Date: _4/23/19_____

____Deny _____   Date: _____

____Return for additional information

Earle School District

1401 3rd Street | P.O. Box 637 | Earle, AR 72331
(870) 792-8486 | Fax (870) 792-8897

LEASE AGREEMENT

THIS LEASE AGREEMENT ("Agreement") is entered into this ____ day of _____, 2019, by and between Earle School District ("Lessor") and CHIPGANG Inc. ("Lessee").

RECITALS

(a) WHEREAS, Lessor and Lessee have agreed that Lessee may lease the former Earle High School ("Building"), located at 1425 Second Street, Earle, Arkansas 72331, which is owned by Lessor; and

(b) WHEREAS, Lessor and Lessee desire to enter into this Agreement for purposes of improving, renovating and maintaining the Building owned by Lessor, which will also be used for community events.

NOW, THEREFORE, the parties hereto hereby agree as follows:

Property. Lessor agrees to lease to Lessee the following described property in Earle, Arkansas: former Earle High School ("Building").

COMMISSIONER APPOINTED ADVISORS
_____

| ERIC COX | SARAH JOHNSON | ARTHUR BERRY | CHARLIE COX | APRIL WEATHERSPOON |
| PRESIDENT | VICE PRESIDENT | SECRETARY | MEMBER | MEMBER |

Term. The term of this Agreement shall be for a period of one (1) year beginning on the date hereof, at a total annual rental fee of One Dollar ($1.00) per year to be paid at the inception of this Agreement and on the same date of each succeeding year thereafter during the term. The lease may be terminated by Lessor upon Lessee's non-compliance with the terms of this Agreement. The lease will be renewed or extended by agent of Lessor and Lessee, and renewal is contingent on Lessee making improvements, as described in Paragraph 3.

Improvements. Lessee agrees to make reasonable improvements to the Building to improve it and maintain its status on the Arkansas Historical Register. All improvements to the leased property shall be made at the sole cost and expense of Lessee and must be approved by Lessor before the improvements are made. Annually the lessee and the lessor will outline in writing the improvements necessary for renewal of the contract.

Expenses. All expenses incidental to Lessee's use of the leased property shall be borne by Lessee.

Condition of Premises. Lessee accepts said premises in its current condition as of the beginning of the lease and agrees to take good care of the premises and keep same in a good, clean condition; to refrain from loud or unnecessary noise or other disturbances such as may disturb others; to commit no waste thereon; to obey all laws and ordinances affecting said premises; not to use the premises in violation of any laws; and to repay the Lessor the cost of all damage to the premises caused by Lessee, its employees or guests.

Lease Purpose. The leased premises will be used by Lessee to benefit the community, including community programs and lessor.

Prohibited Use. Lessee will not do or permit anything to be done, in, upon or about the leased premises which increases the fire hazard beyond that which exists by reason of the ordinary use or occupancy of the premises for the purpose described hereinabove. Lessee will not do or permit to be done anything in, about or upon the leased premises that interferes with the rights or tends to annoy Lessor, or that conflicts with state or local laws, or the regulations of the local fire department or state board of health, which creates a nuisance or that is dangerous to persons or property. Lessee will not use the Building for a school that educates children in grades kindergarten through twelfth grade.

Assignment. This lease shall not be assigned, or any part of the leased premises sublet, without the prior written consent of the Lessor. If Lessor consents to an assignment or subletting, Lessee shall remain liable for the due performance of all of the agreements and conditions herein.

Maintenance. Lessee agrees to maintain the property in good repair, ordinary wear and tear excepted, and not to permit any nuisance to be maintained thereon.

Liability of Lessor. Lessee agrees that Lessor shall not be liable for injury or damage to person or property of Lessee, its guests, employees or invitees, occurring in, on or about the leased premises or occurring anywhere in or on the building in which the leased premises are located or in or upon the grounds in which the building is located or in any building or structure on said grounds, howsoever caused or arising. The lessee must provide proof of insurance with the name Earle School District as co-insured.

Utilities. Lessee will pay direct to the utility companies all statements and deposits for utility services rendered or charged to the Building during the term of this lease, and will pay any tax assessment by any improvement districts made against the property during the term of this lease.

Taxes; Insurance. Lessee will pay any taxes assessed against the real property and the improvements thereon. Lessee shall maintain insurance coverage on the premises.

Destruction of Premises. In case of partial destruction or injury to said premises by fire, windstorm, lightning, the elements, or any other casualty of a type insurable by usual fire and extended coverage insurance, the lease shall not terminate, except as hereafter provided, and the Lessee shall repair the same with reasonable dispatch after notice to Lessor of such destruction or injury. Lessee shall bear responsibility for the payment of any insurance deductible in the event of loss. In the event said premises are rendered totally untenantable by fire, windstorm, lightning, the elements or such other casualty, or in the event the building of which the demised premises are a part (though the demised premises may not be affected) be so injured or damages so that the then cost of restoration or repair shall exceed $200,000.00, the lease shall terminate at the sole option of Lessor, to be exercised within sixty (60) days after such damage or destruction, and the rent shall be paid up to the date of such injury or damage. In the event Lessor elects not to terminate the lease and to rebuild for the use of Lessee, Lessor shall restore or rebuild the same within a reasonable time, and the lease shall continue. During repair or restoration of the premises and building, the rent shall abate in proportion to loss of use of the premises.

Right of Re-Entry. Lessor may enter said premises at any time with pass key or otherwise to examine same.

Indemnification. Lessee will hold Lessor harmless from liability by reason of any activities or conditions created or carried out by said Lessee upon or from said premises.

Surrender. Lessee further covenants and agrees that upon the expiration of said term, or upon the termination of the lease for any cause, it will at once peacefully surrender and deliver up

the whole of the above described premises together with all improvements thereon to the Lessor, its agents and assigns.

Holdover Tenant. Lessee covenants that its occupancy of the said premises beyond the term of this lease shall not be deemed as a renewal of this lease for the whole term or any part thereof, but that the acceptance by the Lessor of rent accruing after the expiration of this lease shall be considered as a renewal of this lease for one month only and for successive periods of one month only.

Right of Cancellation. If it should become necessary for Lessor to utilize said property for school purposes, it shall have the right to cancel this Lease Agreement at any time for such purpose upon thirty (30) days prior written notice.

Governing Law. This Agreement shall be governed by, construed, and enforced in accordance with the laws of the State of Arkansas.

No Waiver. The failure of either party to this agreement to insist on the performance of any of its terms and conditions, or the waiver of any breach of any of the terms and conditions of this agreement, shall not be construed as thereafter waiving any such terms and conditions.

Effect of Partial Invalidity. The invalidity of any part of this agreement will not and shall not be deemed to affect the validity of any other part. In the event that any provision of this agreement is held to be invalid, the parties agree that the remaining provisions shall be deemed to be in full force and effect as if they had been executed by both parties subsequent to the expungement of the invalid provision.

Entire Agreement. This agreement shall constitute the entire agreement between the parties. Any prior understanding or representation of any kind preceding the date of this agreement shall not be binding on either party except to the extent incorporated in this agreement.

Modification of Agreement. Any modification of this agreement or additional obligation assumed by either party in connection with this agreement shall be binding only if evidenced in writing signed by each party or an authorized representative of each party.

Board Approval. This Agreement is subject to the approval of and ratification by the Lessor's Board of Education.

IN WITNESS WHEREOF, the parties hereto have executed this Lease Agreement on this _____ day of _____, 2019.

LESSOR:

EARLE SCHOOL DISTRICT

By: _____
Name: Dr. Richard Wilde
Title: Superintendent

LESSEE:

CHIPGANG Inc.

By: _____
Name: Ramonda Henderson
Title: CEO

STATE OF ARKANSAS   )
) ss.   ACKNOWLEDGMENT
COUNTY OF   )

On this _____ day of _____, 2019, before me, the undersigned, a Notary Public, duly commissioned, qualified and acting, within and for said County and State, appeared in person the within named Dr. Richard Wilde, to me personally well known, who stated that he is the Superintendent of the Earle School District, and is duly authorized in that capacity to execute the foregoing instrument for and in the name and behalf of the Earle School District, and further stated and acknowledged that he had so signed, executed and delivered the foregoing instrument for the consideration, uses and purposes therein mentioned and set forth.

IN TESTIMONY WHEREOF, I have hereunto set my hand and official seal this _____ day of _____, 2019.

My commission expires:

Notary Public _____

(S E A L)

_____

STATE OF ARKANSAS   )
) ss.   ACKNOWLEDGMENT
COUNTY OF   )

On this _____ day of _____, 2019, before me, the undersigned, a Notary Public, duly commissioned, qualified and acting, within and for said County and State, appeared in person the within named Ramonda Henderson, known to me (or satisfactorily proven) to be the CEO of CHIPGANG Inc., and who stated and acknowledged that he/she had so signed, executed and delivered said foregoing instrument for the consideration, uses and purposes therein mentioned and set forth.

IN TESTIMONY WHEREOF, I have hereunto set my hand and official seal this _____ day of _____, 2019.

My commission expires:

Notary Public _____

(S E A L)

_____

Action Item 3:   Leasing contract for Old High School Building.

Background: The Earle School District's (ESD) building called the Old High School has been
placed on the national registry but has not been utilized for approximately
twenty years. A non-profit has requested to use the building. It proposes to
repair the building for use of it. A timeline has been established for repairs and
operations. The non-profit proposes to provide community based programs that
will enhance the quality of life mentally, spiritually, physically and of course
academically for our students.

Fiscal Impact: N/A

6-21-101
6-21-816

Attachment: Contract.
Yes x
No____

Recommendation: The Superintendent reco   Reviewed by legal ✓   act
for the leasing of the Old
JD

Commissioner's Action

_✓_Approve _____   Date: __4/23/19__
____Deny _____   Date: _____
____Return for additional information