

Count of Schools with Rating = A (270-300 Points)	0	162	0	10	N/A	N/A
Count of Schools with Rating = B (240-269 Points)	0	322	0	224	N/A	N/A
Count of Schools with Rating = C (210-239 Points)	2	365	1	564	N/A	N/A
Count of Schools with Rating = D (180-209 Points)	0	160	1	228	N/A	N/A
Counts of Schools with Rating = F (Less than 180 Points)	0	43	0	19	N/A	N/A

***Please note: The District Report Card for the 2016-2017 school year has not been received and will not be available prior to the mandatory Annual Report to the Public. This data will be made public upon receipt.**

STATE TESTING RESULTS: Based on performance results under the ESEA Flexibility Renewal Waiver's 2015-2016 status lists, Earle School District is classified as *Needs Improvement*. Earle Elementary School is classified as a *Needs Improvement*, and Earle High School is classified as a *Needs Improvement Priority* school. Students in the Earle School District were assessed using the state-mandated exams (Iowa Test of Basic Skills and the ACT Aspire) during the 2016-2017 school term. The chart below contains a comparison of scores from Spring 2016 and Spring 2017 testing.

Iowa Test of Basic Skills Score Comparison

Grade	Subject	2016 (SS) Ready/Exceeding	2017 (SS) Ready/Exceeding	Gain/Loss	Cohort Gain/Loss
K	English	NT	NT	NT	NT
	Reading	NT	NT	NT	NT
	Writing	NT	NT	NT	NT
	Science	NT	NT	NT	NT
	Math	NT	NT	NT	NT
1st	Reading	143.1 BAS	144.9 PRO	+1.8	
	Language	146.0 PRO	146.5 PRO	+0.5	
	Vocabulary	140.5 BAS	137.0 BAS	-3.5	
	ELA Total	144.1 BAS	144.3 BAS	+0.2	
	Mathematics	140.8 BAS	142.5 BAS	+1.7	
	Computation	145.8 PRO	150.5 PRO	+4.7	
	MATH Total	142.5 BAS	145.1 BAS	+2.6	
	Core Composite	143.3	144.7	+1.4	
	2nd	Reading	159.9 BAS	161.6 BAS	+1.7
Language		160.4 BAS	160.2 BAS	-0.2	
Vocabulary		157.5 BAS	157.2 BAS	-0.3	
ELA Total		159.7 BAS	160.1 BAS	+0.4	
Mathematics		157.3 BAS	154.7 BAS	-2.6	
Computation		173.5 PRO	173.1 PRO	-0.4	
MATH Total		162.7 BAS	160.8 BAS	-1.9	
Core Composite		161.2	160.5	-0.7	

***NC = No Change

NT = Not Tested **Basic**

Proficient

Earle School District ACT Aspire Score Comparison

Grade	Subject	2016 Ready/Exceeding	2017 Ready/Exceeding	Gain/Loss	Cohort Group Gain/Loss
3rd	English	48%	63%	+15	
	Reading	0%	11%	+11	
	Writing	3%	8%	+5	
	Science	3%	8%	+5	
	Math	9%	32%	+23	
4th	English	45%	51%	+6	+3
	Reading	14%	8%	-6	+8
	Writing	7%	16%	+9	+13
	Science	0%	16%	+16	+13
	Math	25%	14%	-11	+5
5th	English	65%	61%	-4	+16
	Reading	12%	6%	-6	-8
	Writing	6%	39%	+33	+32
	Science	9%	0%	-9	NC
	Math	29%	33%	+4	+8
6th	English	59%	75%	+16	+10
	Reading	15%	18%	+3	+6
	Writing	35%	79%	+44	+73
	Science	20%	21%	+1	+12
	Math	41%	60%	+19	+31
7th	English	68%	59%	-9	NC
	Reading	15%	17%	+2	+2
	Writing	5%	20%	+15	-15
	Science	17%	10%	-7	-10
	Math	27%	17%	-10	-24
8th	English	42%	61%	+19	-7
	Reading	24%	26%	+2	+11
	Writing	24%	36%	+12	+31
	Science	10%	10%	NC	-7
	Math	12%	15%	+3	-12
9th	English	32%	39%	+7	-3
	Reading	13%	16%	+3	-8
	Writing	20%	33%	+13	+9
	Science	5%	4%	-1	-6
	Math	10%	5%	-5	-7

10th	English	35%	36%	+1	+4
	Reading	30%	19%	-11	+6
	Writing	46%	36%	-10	+16
	Science	3%	5%	+2	NC
	Math	5%	5%	NC	-5

***NC = No Change NT = Not Tested + = Increase in Score - = Decrease in Score
 Color Coding Represents Class Cohorts

Earle School District ACT Assessment Score Comparison

ACT				
Grade	Subject	2015-2016 % Met Benchmarks	2016-2017 % Met Benchmarks	Gain/Loss
11 th	English	22	24	+2
	Mathematics	9	5	-4
	Reading	2	8	+6
	Science	0	0	NC
	Writing	NT	NT	NT
	Met ALL Four	0	0	NC

***NC = No Change NT = Not Tested + = Increase in Score - = Decrease in Score
 ACT Benchmarks: English = 18, Mathematics = 22, Reading = 22, Science = 23, STEM = 26

Academic Improvement Plans (AIP's) have been developed for students who did not achieve proficiency during the 2016-2017 school year, and are being closely implemented and monitored for progress. In addition, below is a list of support efforts offered at each campus.

- **Based on the assessment data, Earle Elementary School is focusing on the following items to help our students succeed:**

-Commonality in communicating the importance of all assessments and simulating the testing expectations/environment during assessments, especially ACT Aspire Interim Assessments. (Change the culture and climate.)

-Aligning instruction to the Depth of Knowledge required for the specific standard and most utilized on the Summative Assessment.

-ACT Aspire Data is analyzed to identify trends and target groups.

-Interim assessments through ACT Aspire will be taken to monitor progress/deficiencies throughout the year beginning in October.

-Unit assessments monitored prior to each Interim Progress Report and Nine Week Report for failing grades/subjects to determine how instructional coaches can assist.

-Compass Learning Odyssey program will be used in grades K through 6th to provide individualized programs of study so that students can use at home and at school to practice and improve in their weak areas.

-Students will be offered after school tutoring.

-DIBELS Assessments are used to monitor Literacy Comprehension progress, beginning in grades Kindergarten through sixth, or the beginning, middle, and end of the school year.

-Kindergarten through third grade will have an interventionist to provide small group instruction geared to increase performance in Literacy and Math. Kindergarten through sixth grade attend Title 1 Reading and Math for interventions.

-Increased efforts on monitoring all forms of data that impact student performance, such as student/teacher attendance, discipline, and academic performance/progress (Classroom Assessments, ACT Aspire Interim Assessments).

- **Based on the assessment data, Earle High School is focusing on the following items to help our students succeed:**

- Commonality in communicating the importance of all assessments and simulating the testing expectations/environment during assessments, especially ACT Aspire Interim Assessments. (Change the culture and climate.)

- Aligning instruction to the Depth of Knowledge required for the specific standard and most utilized on the Summative Assessment.

- ACT Aspire Data is analyzed to identify trends and target groups.

- Interim assessments through ACT Aspire will be taken to monitor progress/deficiencies throughout the year beginning in October.

- Unit assessments monitored prior to each Interim Progress Report and Nine Week Report for failing grades/subjects/teachers to determine how instructional coaches can assist.

- Study Island will be used to provide individualized programs of study so that students can practice and improve on their weak areas.

- Students will be offered after school tutoring and credit recovery.

- To support retention efforts, educator and student climate surveys will be administered. The survey has been administered for first quarter and the data has been compiled to present to the faculty/staff and students.

- Increased efforts on monitoring all forms of data that impact student performance, such as student/teacher attendance, discipline, and academic performance/progress (Unit Assessments ACT Aspire Interim Assessments).

The Earle School District continues to pursue innovative teaching methods and strategies in order to provide academic support to students who are deficient and to help those who are proficient and advanced to maintain their achievement. The District utilizes classroom differentiation, computer-based programs, after-school tutoring and summer-school to ensure that student needs are met.

The Smart Accountability Leadership Team, comprised of administrators and teachers in the District, meets regularly to review activities being implemented toward academic improvement. The work for the ACSIP for high school, elementary and the District is updated regularly in Indistar, and submitted twice during the school year. The District and school's efforts toward school improvement can be viewed regularly by all stakeholders by accessing Indistar using the Guest login and password information. The access information is located on the District's website under the "State Required Information" button located on the left side of the webpage. Staff development has been coordinated for new teachers to help acclimate them to their new positions.

FACULTY AND STAFF - The Earle School District services 560 students. The District currently employs 55 certified and 33 classified persons. All teachers meet licensure requirements for their areas as set by the Arkansas Department of Education. The District currently uses waivers granted through ACT 1240 to satisfy this requirement.

CURRICULUM – The Earle School District's course curriculum for all schools meet and exceed the required courses that must be offered as specified in the Arkansas Department of Education's Standards for Accreditation. The Earle School District is committed to the curriculum alignment process and is working diligently to align the written curriculum, the taught curriculum, and tested curriculum in the areas of English, Algebra, Geometry, Literacy, Science and Social Studies. All students in grades seven through twelve will be enrolled in the Smart Core Curriculum unless a parent or guardian signs a

waiver for her son or daughter to enroll in the core curriculum. Advanced Placement classes are offered in English, Mathematics, Science, and History.

Both the Earle High School and the Earle Elementary School meet the state-mandated six (6) hours of daily instruction. The school continues the extended schedule which includes twenty (20) additional minutes to allow for greater flexibility and more instructional time.

FEDERAL PROGRAMS – The Earle District utilizes funds provided by Title I to serve students designated as within the poverty level. Funds from Title I supplement state and local allocations to help provide educational resources to the District-wide student population. Qualifications for Title I funding include the percentage of pupils eligible for the National School Lunch Program. The Earle School District is classified as a school-wide entity based upon the number of low-income students served. The District follows the strict guidelines that are federally mandated for schools receiving Title I allocations.

PARENTAL INVOLVEMENT – Our schools place great emphasis on the school-parent partnership. It is of vital importance to maintain ongoing parental involvement to ensure success for our students. The Earle School District employs a Parent Coordinator to establish and maintain contact with the parents who entrust their children to our care. The Earle School District Parent Center is open and available to parents and the community. The Parent Coordinator works diligently to promote an effective liaison between school and home. Additionally, community participation is solicited and appreciated.

During each school year, the District conducts two Parent-Teacher Conferences at which grades and academic performance are made available to and discussed with parent/guardians. Throughout the year, the Parent Coordinator assists in disseminating test results, grade information, family support, and various aids to the parents in our District. The Parent Center is equipped with technology and an array of educational materials which can be utilized by parents and school stakeholders. Plans are being devised to form parent committees that will afford greater involvement in school activities.

The Earle School District strives to provide parents with easy access to their child's teachers, and to promptly and respectfully address their questions and concerns.

NOTICE OF COMPLIANCE – The Earle School District is an equal opportunity employer and educational organization. Federal law prohibits discrimination and protects the individual's right to an equal educational or employment opportunity regardless of race, religious creed, national origin, ancestry, physical handicap, sex, or age.