



**Standards Assessment Report Template**  
**Advanced ED District Accreditation**  
*For NCA CASI and SACS CASI Districts*

*(This is a working document. You must complete the Standards Assessment Report online.)*

## **Introduction & Purpose of Report**

Welcome to the AdvancED Standards Assessment Report.

The Standards Assessment Report is designed to serve as a valuable self-assessment and as a tool to help school systems prepare for their Quality Assurance Review. The report is based on the AdvancED standards, which serve as the foundation of the accreditation process. In order to earn and maintain accreditation, school systems must meet the AdvancED standards, engage in a process of continuous improvement, and demonstrate quality assurance through internal and external review.

The Standards Assessment Report engages the school system in an in-depth assessment of each of the seven AdvancED standards. In completing the report, the school system identifies the data, information, evidence, and documented results that validate that it is meeting each standard. This self assessment helps the school system identify areas of strength and opportunities for improvement.

The Standards Assessment Report also serves as the primary resource for the Quality Assurance Review Team, which uses the report to prepare for the visit to the school system. The team uses insights gathered from the report and information obtained during the on-site visit to provide feedback to the school system and to make an accreditation recommendation.

## **Structure of the Report**

The Standards Assessment Report includes five sections: 1) executive summary of the school system profile; 2) a review of each standard; 3) a description of the school system's methods for quality assurance; 4) optional online peer-to-peer submission; and 5) conclusion.

The executive summary of the school system profile provides an opportunity for the school system to give a snapshot of the system's vision, goals, demographics, and community characteristics. This section helps provide the context for the standards assessment report. Please note that this section is not in the online SAR template at the current time. You will complete it and provide it to your chair as a Microsoft Word document. The executive summary will be part of the online SAR template effective January 2010.

The review of each standard is divided into three components: 1) the Indicators rubric; 2) focus questions; and 3) overall assessment rubric. The Indicators rubric enables the school system to assess the degree to which practices and/or processes are in place that indicate adherence to the standard and Indicators. For each Indicator, the school system may check if the practices and/or processes are highly functional, operational, emerging, or not evident. The school system should use the rubric as an opportunity to ask itself challenging questions and to respond with accurate answers geared toward self-improvement. After completing the rubric, the school system can quickly see areas of strength and opportunity. The section asks, "To what degree are the noted practices/processes in place?"

The focus questions allow the school system to expand on and think more deeply about the responses to the Indicators rubric. The focus questions provide an opportunity for the school

system to describe the systematic and systemic processes that are in place to support its ability to meet the Indicators. The section asks, “How are the practices/processes implemented?”

The overall assessment describes how well the school system and its schools are implementing practices and/or processes and the impact these practices and/or processes have on student results and overall school effectiveness. The overall assessment helps the school system judge where it is in relation to each standard. The “operational” level is required in order to demonstrate meeting the standard. The section asks, “How well are we meeting the standard overall?”

The description of the school system’s methods for quality assurance should include an overview of the practices and methods the school system uses to monitor and document improvement, provide meaningful feedback and support across the district, ensure that the AdvancED standards are met and strengthened, and regularly collect, use, and communicate results.

The optional peer-to-peer submission section asks the school system to share an effective practice. The submission allows the school system to highlight a practice that it feels is indicative of the quality work occurring across the system and its schools. The review team may refer to the practice and use it as the basis for identifying other successful practices occurring in the school system. In addition, the practice is included in the online AdvancED Resource Network where it can be accessed by other AdvancED schools and school systems.

The conclusion provides an opportunity for the district to share final insights and information.

### **Completion and Submission of the Report**

This Standards Assessment Report is to be completed by the school system between six months and six weeks prior to hosting a Quality Assurance Review (QAR) visit. It is strongly recommended that a wide and broad cross-section of the school system’s community participate in completing this report. The report will become the basis of the Quality Assurance Review Team’s review.

### **Directions for Completing the Report**

Follow the instructions to complete each section of the report. Be thorough and concise in your answers, focusing on quality and depth over quantity. If you use this document as a working draft of your report, please note that when you copy and paste content from this document to your web-based Standards Assessment Report, some special characters (such as dashes and colons) may not copy and you may need to do some minor editing of the format.

## Confirm Demographics

Please enter your demographics information below.

<b>District Name:</b>	Gentry Public Schools	
<b>Grade(s):</b>	K-12	
<b>Enrollment:</b>	1450	
<b>Religious Denomination:</b>		
<b># Unit Schools:</b>		
<b># Middle Schools: (1)</b>	Gentry Middle School	6-8
<b># High Schools: (1)</b>	Gentry High School	9-12
<b># Other:</b>		
<b># Elementary Schools: (2)</b>	Gentry Primary School Gentry Intermediate School	K-2 3-5
<b># Head of Institution Name:</b>	Dr. Randy C. Barrett	
<b># Head of Institution E-mail:</b>	drbarrett@gentrypioneers.com	
<b># Head of Institution Phone:</b>	479-736-2253	

## Executive Summary of School System Profile

Provide an overview of the school system's profile. Please include:

- The school system's vision and goals;
- A description of the programs and services (including number and type of schools) under the jurisdiction of the system;
- Demographic information about school system's community;
- A summary of student performance across the system;
- An overview of any major trends or issues impacting the school system; and
- A summary of the major strengths and needs of the school system.

## Standard 1 - Vision & Purpose

**STANDARD:** The system establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the system.

**Impact Statement:** A system is successful in meeting this standard when it commits to a purpose and direction that is shared system-wide. The leadership establishes expectations for student learning aligned with the system's vision that is supported by system and school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and district effectiveness. The system's vision guides allocations of time and human, material, and fiscal resources.

**Indicators Rubric:** Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

### Definitions of Indicators Rubric

Not Evident	Little or no evidence exists
Emerging practice	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
<b>In fulfillment of this standard, the system:</b>					
1.1	Establishes a vision for the system in collaboration with its stakeholders			X	
1.2	Communicates the system's vision and purpose to build stakeholder understanding and support			X	
1.3	Identifies system-wide goals and measures to advance the vision			X	
1.4	Develops and continuously maintains a profile of the system, its students, and the community			X	

1.5	Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services		<b>X</b>		
1.6	Reviews its vision and purpose systematically and revises them when appropriate		<b>X</b>		

## Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school system's implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school system's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. What is the process for establishing and building understanding of and commitment to the vision statement among the school system and its stakeholders?

In 2006, the Gentry School District began a systemic review of its operational procedures in a three-year project with the Arkansas Leadership Academy. The initiative had two major focuses. The first was an intensive study of Gentry Middle School as part of a pilot project comprised of four middle schools in Arkansas. The second was an, also intensive and three year, process with the Academy and the Gentry School Board to develop Common Core Beliefs in preparation for the Board revising its Vision and Mission Statement.

The process allowed stakeholders to both be identified and to be part of the process. Both face-to-face "Town Hall" meetings were held and involvement was sought, initially and continuingly, via technology through various on-line surveys.

The mission statement of the district continues to be part of on-going discussions within and without the district as programs and practices are viewed through that lens.

2. What is the system's process for maintaining and using information that describes the school system, its programs, services, and schools and their performance?

The district maintains an informative website at <http://www.gentrypioneers.com/> where parents have access to timely data regarding all facets of the district's performance.

An Annual Report is made each year to the public and Parent-Teacher conferences are held bi-annually. Newsletters are sent home periodically. The district maintains a Parent-Involvement Coordinator at each school campus under the guidance of a district Parent Involvement Coordinator.

3. How does leadership ensure that the system's vision, purpose, and goals guide the work of the school system and its schools?

The district's ACSIP plan is linked to each school's mission statement and to the district's. Recent ARRA funding was likewise linked to the district's vision and purposes. Most recent, the district has signed a Memorandum of Understanding with the Arkansas Department of Education to participate in the states Race To The Top (RTTT) application.

The district's leadership team oversees this process under the guidance of the Gentry School Board.

4. What process is used to ensure that the vision and purpose of the school system remain current and aligned with the system's expectations in support of student learning and the effectiveness of the school system and its schools?

The initial oversight used to ensure that the vision and purpose of the school system remain current and aligned with the system's expectations in support of student learning and the effectiveness of the school system and its schools is a responsibility of the Gentry School Board. The board has delegated the day-to-day monitoring of the process to the superintendent and his administrative leadership team. The administrative team, in turn, takes that function to the campus incorporating the input of staff, students, parents, and patrons.

## Overall Assessment for Vision & Purpose

<input type="checkbox"/>	<p>Not Evident</p>	<p>The school system has not committed to a shared purpose and direction. The system has little or no evidence that expectations for student learning are aligned with the system's vision with little support by system and school personnel and external stakeholders. Expectations for student learning do not serve as the focus for assessing student performance, system and school effectiveness. The vision has little influence on allocations of time and human, material, and fiscal resources.</p>
<input type="checkbox"/>	<p>Emerging</p>	<p>The school system has begun the process of engaging its stakeholders to commit to a shared purpose and direction. The system is developing expectations for student learning aligned with the system's vision that is supported by system and school personnel and external stakeholders. These expectations will serve as the focus for assessing student performance, system and school effectiveness but the process is not fully in place. The vision has some influence on allocations of time and human, material, and fiscal resources.</p>
<input checked="" type="checkbox"/>	<p>Operational</p>	<p>The school system has committed to a shared purpose and direction. The system and its schools have clearly defined expectations for student learning aligned with the system's vision that is supported by system and school personnel and external stakeholders. These expectations serve as the focus for assessing student performance, system and school effectiveness. The vision guides allocations of time and human, material, and fiscal resources.</p>
<input type="checkbox"/>	<p>Highly Functional</p>	<p>The school system has achieved a wide commitment by all groups of stakeholders to a shared purpose and direction. The system and its schools have clearly defined expectations for student learning aligned with the system's vision that is fully supported by system and school personnel and external stakeholders. These expectations serve as the focus for assessing student performance, system and school effectiveness. The vision guides allocations of time and human, material, and fiscal resources.</p>