



North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

Standards Assessment Report

Gentry School District

201 S Giles Gentry, Arkansas 72734

Prepared for the AdvancED Quality Assurance Review

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Standards Assessment Report

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Introduction & Purpose of the Report

Introduction

Purpose of the 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 four sections: 1) a review of each standard; 2) a description of the school system's methods for quality assurance; 3) optional online peer-to-peer submission; and 4) conclusion.

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.

Demographics

# Elementary Schools:	2
# Middle Schools:	1
# High Schools:	1
# Other:	0
Grade(s):	K,1,2,3,4,5,6,7,8,9,10,11,12
Enrollment:	1442

Executive Summary

Please 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.

Executive Summary

SHARED CORE BELIEFS

1. Opportunities must be provided for each teacher and student to excel by maximizing their respective abilities to assure students receive a strong foundation.
2. All stakeholders are in partnership to encourage lifelong learning to promote success applicable to each student's future.
3. Each student's success must be objectively and quantifiably measured.
4. We must provide a safe and healthy environment that is conducive to learning and also promotes the development of character and citizenship.

VISION

The Gentry School Board envisions a school district where:

- *The stakeholders are involved in providing successful educational experiences for all students.
- *Students and staff each maintain high individual achievement. Support for success is provided for all students and staff.
- *The learning environment provided is healthy and safe both physically and emotionally for all students.
- *Learning builds the capacity of students to act on their own to better themselves.
- *Gentry School District is recognized as a leader in maintaining a system of quality educational experiences and high expectations.

MISSION

The mission of the Gentry School District is to work with the community in providing safe and successful educational experiences for each student.

PROGRAMS AND SERVICES

Gentry Primary School In our efforts to provide students with a well-rounded quality education, the school curriculum includes various support classes. Technology is used to enrich, to remediate, to introduce, and to reinforce ideas and concepts.

Art education, music education, library education, and physical/health education are daily ingredients in our student program.

All students receive weekly enrichment activities provided through the district gifted and talented program. In addition to the "regular" curriculum, Gentry Primary School provides other services to meet the academic and emotional needs of students. Point in time remediation is scheduled during the regular school day.

Each grade level has a scheduled academic improvement plan (AIP) within the school day. In order to make groups as small as possible and work on individual student needs, special teachers and support staff are included at this time. Ozark Guidance Center provides school based counseling to identified students inside the school system. The students also participate in community service activities such as food drives, coin drives, or other relief efforts.

Gentry Primary School is also lucky to have community volunteers who donate their time to tutor students during the school day.

Gentry Intermediate School

The mission of the Gentry Intermediate School is to work in partnership with students, parents, and the community to establish a strong foundation for life-long learning in literacy and math by providing a safe, nurturing, child-centered environment. As the school fosters intellectual growth, it will also contribute to the character and physical development of each student. We will work together to educate all children so that they may continue to learn and achieve academically, emotionally, and physically throughout their lives. Every child can and will learn, but not necessarily the same way or at the same rate. One school goal is to ensure that the children who need more time to learn and practice don't end up further and further behind and eventually end up failing. To prevent that from happening, so no child is left behind, Gentry Intermediate School began a response to intervention (RTI) program designed to give students the extra instruction and time they need to be successful learners. RTI is three levels, or "tiers," of intervention with instruction designed to help every child achieve in literacy and math. Tier 1 is in the regular classroom with the students' regular classroom teacher taking the time to re-teach concepts individually or in small groups of students as needed. Tier 2 is a forty-five minute period of time four days a week when students who need additional help are in a classroom with several teachers.

Generally, this includes their own teacher and at least one other, sometimes two other, classroom teachers and/or an ESL (English as a Second Language) teacher. One teacher provides a mini-lesson with instruction in a particular student-learner expectation. Then each teacher sits down with a small group of students to reinforce that concept yet again and be certain that everyone understands. This team-teaching is very effective because another teacher may say or teach just a little differently and suddenly the student "gets" it.

Teachers monitor each child's progress continuously. If the student proves to be catching up to grade level, they are moved out of Tier 2 so another student has a place for help. If the student does not make sufficient progress, they may be assigned to Tier 3. Tier 3 is another forty-five minute period of time five days a week when a small group of students is provided instruction on their level by a trained academic intervention teacher. Again that teacher monitors the students' progress continuously to determine if the extra instruction is effective. Students who do not make sufficient academic progress in Tier 3 may be referred by the SBIT for evaluation of a possible learning or other special education disability.

Students who do not require the extra instructional assistance go to Encore each day while other students are in Tier 2 or Tier 3. Students in Encore go to the "Special" Teachers (art, music, P.E., library, computer lab) for higher level thinking skills or, in the case of library, extra time to read. One day a week, everyone goes to Encore so that the P.L.C. team of classroom teachers may evaluate, discuss, and design lessons and assessments used for progress monitoring. This particular planning day rotates so that the students who might usually be in Tier 2 are exposed to the Encore lessons and activities with each "Specials" teacher during the month.

A school-based intervention team, (SBIT) made up of the principal, counselor, and two intervention teachers with many, many years of experience makes decisions on which students need this extra help. This team meets weekly to review where students are academically and who needs more help. Classroom teachers make referrals to the team when they recognize a student is struggling for one reason or another. Students may also be referred for behavioral difficulties. For behavioral issues, the SBIT works with the classroom teacher to establish interventions in the form of a behavioral support plan. Every child who was not proficient on the Benchmark test last year has an academic improvement plan (AIP) which means they are assigned to at least nine weeks of Tier 2 assistance during the school year.

Teachers also "target test" with grade-level teacher-designed pre- and post-tests, along with quarterly assessments every nine weeks. These are designed to help the teacher determine exactly what the student has learned and where they may need additional instruction. It is from these formative assessments that the teachers know what needs to be taught in Tier 2 and Tier 3. Teachers meet in professional learning communities one day a week during Tier 2 time to plan for the following week's instruction. This is a separate planning time from their daily fifty minutes of planning and preparation time. All year we ask ourselves: What is the student learning? How do I know? If the student is not learning, what will we do about it?

The commitment to parents and student is simply: "Whatever it takes, our kids are worth it!" No one leaves GIS without knowing we care about the child and his or her learning. In addition to academic and behavioral support, Gentry Intermediate also offers students a fresh fruit and/or vegetable snack every afternoon. This is our second year to be awarded the FFVP Fresh Fruit and Vegetable Program grant from the ADE Child Nutrition Unit, which makes this healthy snack available.

Gentry Intermediate has a Parent Teacher Organization (P.T.O.) that supports the school both financially and physically with volunteers. The school also operates with the commitment and support of a Parent Advisory Committee, which meets the first Friday of every month for breakfast with the principal and building-level parent involvement coordinator. This group of twenty-five parents, grandparents, and community members represents the school's make-up ethnically, socio-economically, and academically, another way in which stakeholders are

involved in the continuous improvement of the school. As part of the wellness plan and character education program, teachers and students participate in five to ten minutes every morning of stretching and exercise in the form of Brain Gym, the Pledge of Allegiance, and the school creed. This, along with the Friday afternoon assembly called "Pioneer Wrap-up" (which also includes character education and aerobic exercise) lends itself to a sense of community.

After school hours, several community organizations are allowed to use the facilities as they further serve the students: the Gentry Youth Organization (G.Y.O.), the 4H Club, the Odyssey of the Mind (OM) teams, and the Boys and Girls Club. We want everyone, students and stakeholders, to feel welcome at our school.

Gentry Middle School

Gentry Middle School works to provide opportunities for children to learn in a variety of ways. In order for the school to provide these opportunities, we use different organizations.

The contract with Ozark Guidance provides school-based counseling so students do not miss school for counseling appointments. They are also on campus to provide other needed services during the school day. The Academic Booster Club works with teachers and the school to meet both academic and physical needs of the students. They provide materials and time for students in need.

The counselor has a peer helper group to provide help for new students and students who are having trouble and need or want another student's advice. There is an active student council that works to provide needed input to the school government on changes in policies and procedures. A behavior intervention team works with the teachers and parents to help provide material and information to help with the education of the student. The school also works with the Gentry Youth Organization to help see that the student needs are met. The FBLA and FCCLA both work with the community to enhance students career awareness by setting up mock job interviews with business people and providing opportunities for students to do job shadowing. This is a beginning for the career action plan (CAP) at the high school to start them on their career paths.

Gentry High School

The high school provides programs and services, beyond those mandated by the state, for both academic and emotional support as well as providing opportunities for students to support the community by participating in a community service program. Included in the school day is an "intervention" class, which has proven to be successful for at-risk students. This class was designed to help students who are failing four or more classes and do not qualify for "special services" but may simply need an additional watchful eye and individual attention.

Additional academic programs offered outside the school day include after-school tutoring for all core areas as well as a supplemental instruction program for athletes who may be struggling or ineligible to participate in extra-curricular activities. Ozark Guidance has partnered with the Gentry School District and is providing school-based counseling for students in the high school. Each year approximately thirty students participate in the community service program, working for local non-profit organizations such as the Gentry Public Library or at each campus

in the district. Student services include individual tutoring, reading to elementary classes, working in various offices, or functioning as lab assistants. Occasionally it is possible to place a student in an area of future career interest.

In addition to the state-required vocational programs, Gentry High School offers Jobs for Arkansas Graduates (JAG), a program which focuses on preparation for employment, providing an opportunity for students to attend school while being employed. Employers work with the students and teacher connecting classroom experiences to real-world learning.

In addition to the JAG program, the high school also incorporates the CAP program (Career Action Plan) which assigns every student a faculty advisor. These advisors monitor student grades, assist students in their academic planning, as well as provide career information and encouragement.

Finally, GHS faculty and students are committed to various clubs and organizations, i.e. FCCLA, FBLA, FFA, Multicultural Club, FCLA, Art Club, ACE, Forensics, Math Club, NHS, Odyssey of the Mind, Spanish Club, Student Council, and Youth Alive.

DEMOGRAPHICS

Gentry Public School District encompasses approximately 85 square miles, employees 124 certified employees (all highly qualified) and 70 classified employees, operates 13 rural bus routes and 2 town bus routes transporting 837 students, covering 727 miles per day.

The district serves several small communities in our rural area - Highfill, Springtown, and Cherokee City. The total enrollment of the district is currently 1442, disaggregated as follows: 332 primary school, 355 intermediate school, 333 middle school, 422 high school; 71.6% Caucasian, 11.8% Hispanic, 1% African American, 7% Asian, 8% American Indian; 11% SPED, 12% LEP, 60% students eligible for F/R lunches.

Faith Christian, Ozark Academy, and the Mennonite School also serve a number of students within the school district. The most recently published information from the 2008 Arkansas School Performance Report indicates an attendance rate of 94.4%, a graduation rate of 84.42%, and a 3.5% dropout rate.

The majority of the patrons who live in the Gentry district engage in small farming operations or are employed in factories and businesses in Gentry and surrounding cities. The largest area employers are McKee Foods Corporation (Little Debbie), Gentry Public Schools, and Flint Creek Power Plant.

Gentry is located within commuting distance of Fayetteville, Springdale, Rogers, Bentonville, and Siloam Springs.

STUDENT PERFORMANCE 2009 LITERACY

Scores (expressed in percentage scoring proficient/advanced) Grade 3 - 59%, Grade 4 - 77%, Grade 5 - 81%,

Grade 6 - 76%, Grade 7 - 82%, Grade 8 - 88%, Grade 11 - 69% 2009 MATH Scores (expressed in percentage scoring proficient/advanced) Grade 3 - 77%, Grade 4 - 84%, Grade 5 - 78%, Grade 6 - 76%, Grade 7 - 79%, Grade 8 - 72%, Algebra I - 78%, Geometry 77% MAT 8/Stanford 10 (expressed in percentile rankings) K-Reading 28, Math 37 1st-Reading 35, Math 47 2nd-Reading 37, Math 55 3rd-Reading 34, Math 46, Language 26 4th-Reading 62, Math 69, Language 36 5th-Reading 60, Math 62, Language 47, Science 61 6th-Reading 49, Math 57, Language 47 7th-Reading 77, Math 67, Language 63, Science 71 8th-Reading 62, Math 69, Language 52 9th-Reading 52, Math 71, Language 49

MAJOR TRENDS

Through the NCLB legislation the focus on individual student achievement has increased over years past. In reviewing the responses to the seven standards along with committee discussion, it was determined that major trends for the Gentry district include an increased awareness of the importance of education from all stakeholders. Identified trends from building perspectives include more individualized instruction and increased opportunities for inclusion for special needs students.

MAJOR STRENGTHS AND NEEDS OF THE SCHOOL SYSTEM

One of the major strengths of the Gentry School District is the ability to maintain a well-qualified, veteran staff. Gentry has experienced very little turnover in employees over the past few years, which speaks to the dedication and commitment of the district staff. While another identified strength is the commitment of some to parental involvement, increased parental involvement is also an identified need for the district. With increasing demands for academic performance, it seems that there are never enough volunteers to assist with individual academic services. Because of these increasing demands for academic performance, teacher frustration has often resulted in lack of sustained motivation at all levels. If an increase in motivation became evident, the belief is that both rigor and student engagement would also escalate.

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.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	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: In fulfillment of this standard, the system:

1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders:

Operational

Evidence Provided:

Leadership demonstrates stakeholder support

Mission Statement visible throughout the district

Policies/Procedures manuals/handbooks demonstrating stakeholder involvement in development of mission

Stakeholder perception data used to develop mission

Stakeholders are knowledgeable about vision, mission

Strategic Plans include mission

Vision, mission statements include all elements of stakeholder inclusion

Other: Written parent input, Board meeting agendas, notes/minutes from town meetings

1.2 Communicates the system's vision and purpose to build stakeholder understanding and support:
Operational

Evidence Provided:

Handbooks include vision, mission

Meetings incorporate elements of vision, mission

Newsletters include vision, mission

Signage includes vision, mission

Stakeholders are knowledgeable about vision, mission

Website/page includes vision, mission

1.3 Identifies system-wide goals and measures to advance the vision:
Operational

Evidence Provided:

District and school improvement planning incorporates vision, mission

District Improvement Plan includes vision, mission

Goals distributed through publications and communication

Goals that are data-driven and measurable

Stakeholders demonstrate involvement in and knowledge of goal setting

Strategic Plan includes vision, mission

Strategic planning incorporates vision, mission

1.4 Develops and continuously maintains a profile of the system, its students, and the community :
Operational

Evidence Provided:

Annual Report

Community-based data

District Improvement Plan

District profile is used during parent/community meetings

District profile is used during staff meetings

Newsletters, articles

Publications, brochures, handbooks

Stakeholders demonstrate knowledge of District profile

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:

Operational

Evidence Provided:

District and school improvement planning demonstrates alignment with vision, mission

District Curriculum demonstrates alignment with vision, mission

District Improvement Plan demonstrates alignment of vision, mission with teaching and learning

Extra -curricular activities incorporate vision, mission

Policies on instructional practices demonstrate alignment with vision, mission

Policies on lesson plan development and deployment demonstrate alignment with vision, mission

Staff and Parent Handbooks demonstrate alignment of vision, mission with teaching and learning

Strategic Plan demonstrates alignment of vision, mission and teaching and learning

Student report cards demonstrate alignment with vision, mission

1.6 Reviews its vision and purpose systematically and revises them when appropriate:

Operational

Evidence Provided:

Agendas, minutes for strategic planning demonstrate review

Strategic Plan demonstrates review

Strategic planning process demonstrates review by stakeholders

Focus Questions:

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 the 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:

Operational: 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.

Standard 2. Governance & Leadership

STANDARD: The system provides governance and leadership that promote student performance and system effectiveness.

Impact Statement: A system is successful in meeting this standard when it has leaders who are advocates for the system's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders function with clearly defined authority and responsibility and encourage collaboration and shared responsibility for system and school improvement among stakeholders. The system's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

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.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	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: In fulfillment of this standard, the system operates under the jurisdiction of a governing authority that:

2.1 Establishes and communicates policies and procedures that provide for the effective operation of the system :

Highly Functional

Evidence Provided:

Agendas, minutes of governing authority meetings

District-wide Staff and/or student handbooks

Governance Policy handbooks: board, district, school

Governing authority affirms understanding of their role in the operation of the school/district

Local, state, and federal policy handbooks

Procedural policies: emergencies, contact information, calling tree, discipline, due process, logistics, placement and transfer

Staff and students affirm their understanding of emergency and operational procedures

Students and staff affirm their understanding of discipline policies and due process

Other: Opportunities for Q&A at campus Open House

Other: Recent ADE accreditation visit results

2.2 Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system:

Highly Functional

Evidence Provided:

District staff are knowledgeable about leadership prerogatives

District staff demonstrate knowledge about due process

Governing Board Policies demonstrate leadership prerogatives

Policies demonstrate protocols for remediation and due process

Roles and responsibilities of governing board, advisory councils, and ad hoc committees are clearly outlined

Other: Selection committee are established to select administrative staff as needed

2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations:

Highly Functional

Evidence Provided:

District staff are knowledgeable about curriculum standards

District staff demonstrates knowledge and use of curriculum standards in the teaching and learning process

District staff responsible for the implementation of state and/or federal programs are knowledgeable about compliance

Documentation of adherence to ethical business practices

Documentation of compliance with all regulations regarding copyright law, intellectual property, and international restrictions

Documentation of State and Federal Compliances and Assurances, including NCLB/Title I, EEO, Title IX

Documentation of utilization of all requirement elements of curriculum standards

Documentation with all regulations that apply to accreditation by NCA CASI, SACS CASI, or AdvancED

Stakeholders affirm compliance with Equal Employment Opportunity practices and procedures

Stakeholders affirm compliance with ethical business practices

Stakeholders are involved in the establishment and monitoring of adherence to all regulations

2.4 Implements policies and procedures that provide for the orientation and training of the governing board:

Highly Functional

Evidence Provided:

District staff and governing board members affirm their knowledge of governing board policies and procedures

District staff and governing board members affirm their participation in orientation and training

Policies and procedures for governing board training and orientation

Roles and responsibilities of governing board, advisory councils, and ad hoc committees are clearly outlined

2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources:

Highly Functional

Evidence Provided:

Documentation of adherence to ethical business practices

Policies and procedures for fiscal planning: short-term and long-range

Stakeholders affirm compliance with Equal Employment Opportunity practices and procedures

Stakeholders affirm compliance with ethical business practices

2.6 Maintains access to legal counsel to advise or obtain information about legal requirements and obligations:

Highly Functional

Evidence Provided:

District staff are knowledgeable about due process and complaint resolution

District staff are knowledgeable about access to legal counsel

Documentation of access to legal counsel

Documentation of resolutions of any complaints

Staff and students affirm their involvement in the accreditation process

2.7 Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations:

Highly Functional

Evidence Provided:

District staff affirm knowledge and support for the district's fiscal responsibility

District staff affirm knowledge of district's insurance carrier, policies, and procedures

Policies and procedures for investments

Policies and procedures for protecting assets and financial resources

INDICATORS: In fulfillment of this standard, the system has leadership that:

2.8 Provides for systematic analysis and review of student performance and school and system effectiveness :
Highly Functional

Evidence Provided:

Advisory Committee: agenda, minutes

District staff affirm the use of student performance and organizational effectiveness data for planning

District Staff meetings: agenda, minutes, decision points

Evaluation results: professional development, efficiency, effectiveness, instructional programming, etc.

Record of student performance data analysis

Student database management system

Student performance data are used for extra-curricular planning

Other: Individual buildings maintain data on formative assessments

2.9 Creates and supports collaborative networks of stakeholders to support system programs:
Highly Functional

Evidence Provided:

Calendar, agendas, minutes of stakeholder meetings

Committee members are representative of all stakeholder groups

Parent/community compacts

Record of Advisory Committees: calendars, membership, minutes

Stakeholder survey data

Stakeholders affirm a sense of belonging and engagement

Stakeholders affirm that leadership hears and acts upon their suggestions and recommendations

Stakeholders affirm their involvement in a district-wide decision-making process

Stakeholders affirm their involvement on committees

Website provides forum for feedback and dialogue

2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals:

Operational

Evidence Provided:

Budget reflects allocation of support for student performance targets

District staff are knowledgeable about student performance targets

District staff are knowledgeable about the alignment of resources to support student performance

District-wide walk-about demonstrate monitoring of instructional practices

Guidelines outline expectations for instructional standards

Guidelines outline expectations for student performance

Policies demonstrate established student performance targets, measures, and strategies

2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership:

Operational

Evidence Provided:

Calendar, agendas, minutes of stakeholder meetings

Committee members are representative of all stakeholder groups

Parent/community compacts

Policies and procedures established for the inclusion of all stakeholders into appropriate district-wide decision making processes

Stakeholders affirm their involvement in a district-wide decision-making process

Stakeholders affirm their involvement on committees

2.12 Assesses and addresses community expectations and stakeholder satisfaction:

Operational

Evidence Provided:

Artifacts displayed throughout the district demonstrate inclusion of all stakeholder communities

District staff are knowledgeable about the results of a community satisfaction survey

Record of Advisory Committees: calendars, membership, minutes

Stakeholder survey data

Stakeholders affirm their satisfaction with their level of involvement

2.13 Implements an evaluation system that provides for the professional growth of all personnel:

Highly Functional

Evidence Provided:

District staff are knowledgeable about access to and participation in a professional growth program

District staff are knowledgeable about the criteria, timeline, process, procedures, and dispositions by which they will be evaluated

Documentation of salary schedules

Handbooks demonstrate staff evaluation system

New staff orientation materials

Policies demonstrate evaluation criteria, timelines, and termination processes

Policies demonstrate professional growth opportunities

Professional development plan for all staff

Focus Questions:

1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school system and its schools?

Most school policies in the state of Arkansas are mandated by the state department of education with strict guidelines. Therefore, the process for Gentry Schools is simply to establish the policy mandated by the state. Once these policies are passed by the school board, they are posted on the school website. Any policy relating to students is placed in the student handbook and distributed each time a new handbook is printed. Otherwise, addendums are sent out each year. Further communication and implementation is through professional development, staff meetings, parent-teacher conferences, and Arkansas Consolidated School Improvement Plan committee meetings. Such training and discussions are helpful in gaining insight from others as to how best to implement policies and procedures.

2. What process does the system's leadership use to evaluate system effectiveness and its impact on student performance?

District leadership uses multiple pathways to evaluate the system and its impact on student performance. Through the administration's building level teams and grade level teams student performance is systematically analyzed through formative and summative test data. In addition, state-wide school report cards issued through the Arkansas Department of Education website require the district to gather information on ACT scores, college remediation rates, attendance, drop-out rates, and grade inflation. All focus district leadership on system evaluation. The superintendent's leadership committee uses this information, along with input from parents, parent-teacher conferences, and information gathered from the public during school board meetings to analyze the system's effectiveness.

3. In what ways are stakeholders, including system and school staff, given opportunities to provide leadership and to contribute to the decision-making process?

District leadership actively seeks input from all stakeholders to contribute to the decision-making process. Each building has both a leadership team as well as grade level teams to provide grade-specific information. In addition, the superintendent has a school-wide leadership committee to focus on the district-wide perspective. Community members are included through surveys and parent involvement committees. In addition to the personnel policy committee, various other staff committees are assigned for specific tasks or missions. All building administrators, including the superintendent, support the open-door policy which encourages employee suggestions.

4. What policies and processes are in place to ensure equity of learning opportunities and support for innovation?

According to district board policy on the instructional program, “The instructional program for the Gentry Public Schools is designed to provide each student with a sequential set of learning experiences that will guarantee that the adopted goals and objectives of the Board are achieved. It is also designed to maximize the resources of the district and provide a teaching/learning environment that enhances and supports each student’s learning experiences. Instructional resources and materials selected for the district curriculum shall be aligned with the state’s curriculum frameworks and the state’s assessment program to the highest degree. Instructional resources shall represent the most up-to-date thinking and methodologies available. Instructional resources shall meet all state guidelines and requirements. Classroom teachers may select materials in addition to state adopted text and programs for special projects and to meet specific student needs.” To further insure equity of learning opportunities, “The district shall have an alternative learning environment (ALE) which shall be part of an intervention program designed to provide guidance, counseling, and academic support to students who are experiencing emotional, social, or academic problems.” “Furthermore, Gentry School District will provide a balanced ESL program that will prepare English Language Learners (ELLs) to function in both the academic and social areas.”

Overall Assessment:

Highly Functional: The school system has leaders who are advocates for the system's vision and improvement efforts. The leaders provide direction, lend support, and systematically allocate resources for systemic and sustainable implementation of curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders ensure collaboration and shared responsibility for system and school improvement among stakeholders with clearly defined expectations for each stakeholder group. The leaders provide stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership. The system's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the system and its schools functions.

Standard 3. Teaching & Learning

STANDARD: The system provides research-based curriculum and instructional methods that facilitate achievement for all students.

Impact Statement: Impact Statement: A system is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The system ensures that teachers use proven instructional practices that actively engage students in the learning process; provide opportunities for students to apply their knowledge and skills to real world situations; and give students feedback to improve their performance.

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.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	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: In fulfillment of this standard, the system:

3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills:

Highly Functional

Evidence Provided:

Communication of NCLB performance targets

Curriculum pacing guides

District provides guidelines for lesson plan development that include learning objectives

District staff can articulate student learning expectations

District staff/others meet regularly to discuss student progress and remediation

District staff/others meetings highlight discussions of student learning expectations

District-wide master schedule; hours of instruction

Formative assessments: quarterlies, etc.

Graphs, charts, displays of student learning goals

Individualized Development Plans

Policies on grading criteria

Policy on credit requirements for program completion

Special program promotion, completion requirements

Staff can articulate curriculum sequencing and grouping

Students affirm their knowledge of what is expected of them

Syllabi or course catalogues

Textbooks and text selection criteria are aligned to learning goals, curriculum

3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning:

Emerging

Evidence Provided:

Samples of student work

3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels:

Operational

Evidence Provided:

Assessment data

District staff/others meet to analyze data and align instruction

District staff/others meetings regularly include data analysis

Grade reports

Professional development calendar and topics

Transcripts, certificates

3.4 Supports instruction that is research-based and reflective of best practice:

Operational

Evidence Provided:

Agendas, minutes of staff/grade level/department/program meetings

District staff/others meet to share best practices

District staff/others meetings regularly include discussions about effective instructional design and delivery

Guidance on lesson plan development

Guidance that promotes a variety of instructional design and delivery strategies

Professional development plans

Professional learning opportunities focus on best practice instruction

Professional organization membership

Student display of project-based learning opportunities

3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity:

Operational

Evidence Provided:

Curriculum includes attention to diversity

District staff are knowledgeable about state and national curriculum standards

District staff are representative of the school and community demographics

Graduation requirements

Master schedule

Promotion, graduation criteria

Standards-based curriculum: state and national standards

Students affirm that there are opportunities to excel

3.6 Allocates and protects instructional time to support student learning:

Operational

Evidence Provided:

Instructional calendar: days, hours

Lesson plans are followed during teacher absence

Master schedule

Policies and guidelines that demonstrate that all program requirements are met

Policies demonstrate that substitute teachers are responsible for delivery instruction

3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment:

Operational

Evidence Provided:

Agendas, minutes of staff meetings indicating vertical and horizontal articulation

Articulation agreements between agencies

Content-specific staff are knowledgeable about each other's course syllabus

District staff are knowledgeable about student learning expectations of previous and subsequent grade levels

Policies and guidelines granting dual-credit, transfer of credit

Transition policies

3.8 Supports the implementation of interventions to help students meet expectations for student learning :

Highly Functional

Evidence Provided:

After-school programs

Counseling programs: curriculum, schedules, staffing

District staff affirm that there are multiple opportunities for students to get support

Individualized Development/Career Plans

Policies for student orientation, interventions, remediation

Schedule of opportunities, activities that support special learning needs

Students affirm that they have opportunities to explore their interests and career options

Students affirm that they have opportunities to get support for their school experience

3.9 Maintains a system-wide climate that supports student learning:

Highly Functional

Evidence Provided:

Database of student behavioral incidents

District staff affirm that they are involved in promoting positive school climate

Guidance on team-teaching is a regular part of the instructional program

Parents/community indicate that the school/district focuses on positive school/district climate

Policies for student behavior, remediation, due process, appeals

Reward system for positive behavior

Stakeholder Compact: adult and student expectations

Stakeholder satisfaction survey data

Students affirm that they are involved in promoting positive school climate

3.10 Ensures that curriculum is reviewed and revised at regular intervals:

Highly Functional

Evidence Provided:

Budget allocating appropriate funds for media services

Calendar and schedule of media services to students

District staff affirm the use of media services in the development of curriculum and instructional programs

Facilities map indicating media services location

Labor agreement that outlines media services responsibilities

Media services staff demonstrate the use media resources to support student achievement

Staffing chart demonstrating allocation of appropriate media staff

Students and staff affirm their involvement in media services program

3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction:

Highly Functional

Evidence Provided:

Budget allocating appropriate funds for technology - software, hardware, and infrastructure

Calendar and schedule of technology services to students

District staff affirm that technology supports their curriculum and instructional programs

Facilities map indicating technology services/lab

Staffing chart demonstrating allocation of appropriate technology staff

Students and staff affirm that technology is embedded within the teaching and learning process

Technology staff/services demonstrate their involvement in support of student achievement

Focus Questions:

1. How does the system ensure the alignment and articulation of curriculum, instructional strategies, and

assessments in support of the expectations for student learning?

Gentry Public Schools ensures the alignment and articulation of required state standards through multiple approaches. From grade level meetings in primary and intermediate schools to professional learning communities in the middle and high schools, teachers are allowed time and opportunity to discuss and share workable instructional strategies as well as to ensure both horizontal and vertical alignment. State benchmark requirements mandate content. To ensure that content, all teachers use pacing guides and quarterly targeted assessments provided by the Northwest Arkansas Educational Service Cooperative to determine how best to serve students through re-teaching and other interventions. At all levels, students who fail to meet expectations receive additional instruction in small group settings often with individual academic improvement plans. State-wide criterion assessments as well as norm-referenced SAT 10 and MAT 8 testing evaluate students and form the basis of academic planning for successive years.

2. In what ways does the system promote and support the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?

Teacher professional development activities support implementation of multiple innovations throughout the system. All schools participate in preschool and mid-term in-service meetings to reinforce both old and new strategies to promote student achievement. Off site facilitators provide training in such research-based strategies as behavioral management, total instructional alignment, the DIBELS, literacy lab, and effective literacy from national innovators, the educational service coop, and the Arkansas Leadership Academy School Support Program. In addition, local resources are used to provide instructional support on special education, the homeless, ESL, gifted and talented, and differentiated learning. Time is then provided throughout the year for content teams, grade level teams, and PLCs to implement those strategies. To coordinate and re-enforce those strategies, building level administrators and key instructional leaders also receive Classroom Walkthru Training to enable them to gather data on the efficacy of instructional strategies. In addition, financial support is provided for teachers to encourage participation in local, state, and national professional organizations.

3. What processes are implemented to ensure that all staff members are well-prepared to support and implement the district's expectations for student learning?

In addition to extensive professional development activities, the district supports the preparation of staff members with several special processes requiring additional funding. Through the Northwest Arkansas Educational Service Cooperative the district provides pacing guides for student learning expectations in all content areas and in all grade levels. Associated formative assessments as well as the summative assessment track student progress. Net-based software tracks individual students as well as classroom and grade-level trends. Additional instructional-related software such as Accelerated Reader, SuccessMaker, Rosetta Stone, Reading Plus, and JEdi, enable teachers to re-enforce classroom activities. Technology tools such as calculators, document cameras, and student computers further extend classroom activities. In addition, the district provides two full-time technology professionals to support these activities. Additional staff personnel collaborate with classroom teachers for students in need of special services including ELL, special education, and gifted and talented. Response to intervention teams work with the classroom teacher to help students in need of supplemental services, and continuing instructional support and collaboration is provided for implementation of the differentiated instruction initiative.

4. How does the system ensure that all students and staff have access to comprehensive information, instructional technology, and media services?

A fully-staffed technology department provides access for both students and teachers. In addition to a teacher computer in each classroom, each building has at least one general-service computer laboratory. In addition,

laptops are available for classroom and individual teacher use. Although net access is regulated, students have opportunity for computer-assisted instruction, research, and information. Specialized classrooms also include technology. From keyboarding in the middle school through the distance learning lab and the Reading Plus program at the high school, teachers and students have the technology necessary for their discipline. Specialized software is also available for classroom use. Jedi for remediation and practice, Accelerated Reader for the language classes, SuccessMaker for reading instruction, and specialized software for the statistics class...all support classroom activities.

Overall Assessment:

Operational: The school system implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The system demonstrates evidence of alignment between the curriculum and instructional practices with systematic implementation across the system. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide frequent opportunities for students to apply their knowledge and skills to real world situations. Teachers give students regular feedback to improve their performance.

Standard 4. Documenting & Using Results

STANDARD: The system enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and system effectiveness.

Impact Statement: A school system is successful in meeting this standard when it uses a comprehensive assessment system based on clearly-defined performance measures. The assessment system is used to assess student performance on expectations for student learning, identify gaps between expectations for student learning and student performance, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to system and school leaders, teachers, and other stakeholders in understanding student performance, system and school effectiveness, and the results of improvement efforts.

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.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

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Emerging	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: In fulfillment of this standard, the system:

4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free :

Highly Functional

Evidence Provided:

All stakeholders are knowledgeable about behavioral standards

All stakeholders are knowledgeable about grading and appeals

All stakeholders are knowledgeable about learning expectations and targets for student performance

Assessment system that records multiple assessments

Assessment system that safeguards validity, confidentiality, identification

Calendar of assessment activities

Database that records graduation, completion, GPA, placement, retention rates

Dedicated unit/staff for assessment and data reporting

Online assessment system

Policies that outline targets for behavioral standards: attendance, discipline

Policies that outline targets for student performance and are aligned to state/national standards

Record of multiple assessments administered, including program-specific required assessments

Special database for career preparation, special education, bilingual education programs

Staff affirm the use of multiple measures for student performance

Stakeholders are familiar with the administration and purpose of multiple assessments

Stakeholders are knowledgeable about the assessment schedule

Student/Staff Handbook that outlines grading scales, syllabus criteria, and appeal process

The development and administration of multiple assessments consider limited-language learners, students with disabilities, and multiple learning styles

4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning:

Operational

Evidence Provided:

Agendas, minutes from staff meetings indicate use of data to drive instructional planning discussions

Agendas, minutes from staff meetings indicate utilization of data systems

Criteria for feedback on performance

District staff affirm their understanding of how data are used to evaluate their effectiveness

District staff are knowledgeable about how to use student performance data for the purpose of instructional planning

District staff demonstrate the use of data when planning guidelines for instruction, through vertical and horizontal articulation

District staff meet regularly to discuss student work

District staff utilize assessment data for the purpose of instructional and program planning

Examples of student work are prominently displayed

Staff Handbook outlines expectations about the use of student performance data for instructional planning

Student performance data reports, charts, graphs indicate system-wide use of data for instructional planning

Students affirm knowledge about their learning expectations

4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance:

Emerging

Evidence Provided:

Data from multiple surveys indicate wide scale use of data to analyze instructional and organizational effectiveness

Database that records graduation, post-graduate engagement

District staff utilize perception data from surveys to guide program planning

4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders:

Highly Functional

Evidence Provided:

Agendas, minutes from meetings where student performance and school effectiveness were highlighted

Criteria that establishes student performance data as a component of parent-teacher conferences

District staff affirm the use of various communication methods to report student performance

Newsletters demonstrate communication of student performance and school effectiveness

Stakeholders affirm the use of various communication methods to report student performance

4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness:

Highly Functional

Evidence Provided:

Agenda, minutes of meetings in which comparative data were highlighted

District staff affirm their involvement in meetings in which comparative data were highlighted

Reports that outline comparable data analysis - across programs

Reports that outline comparable data analysis - across schools, districts, states, nationally

4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence:

Operational

Evidence Provided:

Data reports disaggregate student performance growth

Data reports include behavioral and environmental data

Data reports utilize identified growth model that is valid, reliable, and psychometrically appropriate

Data reports verify growth in student performance

District staff can identify reasons why student performance has increased/decreased

District staff can identify strategies for increasing student performance

4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations:

Operational

Evidence Provided:

District staff affirm their comfort with the level of data accuracy and security

Policies that outline the conditions for safeguarding and transferring transcripts

Policies that safeguard accuracy and security of all data

Reports that satisfy local, state, and national requirements

Focus Questions:

1. How is the assessment system currently used throughout the school system and its schools to guide analysis of changes in student performance?

The yearly state benchmark and standardized test programs are the backbone of the assessment system in Gentry Public Schools. With student expectations based on state benchmarks, the testing program provides specific feedback for student performance as well as curriculum development. Quarterly formative assessments allow strategic changes before final testing. Students who are not performing up to standards have ample opportunity for specific skill reinforcement. Classroom analysis allows the teacher to make whole-group adjustments. Annual analysis of test data identifies which students will need individual improvement plans for the following year as well as which instructional strategies have been most successful in bringing about student achievement. Further analysis allows for modifications in strategies for subpopulations including special education, English language learners, and the economically disadvantaged.

2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by the system, its schools, and stakeholders to aid the performance of individual students?

State-mandated test results are shared with faculty and administration as soon as they are released. Pre-school professional development time is used for analysis of results to allow teachers to plan for individual students as well as classroom strategies. Building leadership teams, grade level teams, and professional learning communities use results to strategize for the year. In addition, test results are used as needs assessment for the yearly Arkansas Consolidated School Improvement Plan. Parents and students receive their individual results as soon as they are provided by the state. Building and grade level test results are included in the annual report to the public and published in both the local paper and the school newspaper.

In addition to the yearly assessment results, periodic formative assessments results are available in a timely manner to allow for teacher monitoring and adjustments.

3. How are data used to understand and improve overall effectiveness of the school system and its schools?

Analysis of data from state testing as well as program-specific testing and surveys are used to improve the effectiveness throughout the school system. Curriculum decisions are based on specific data from testing to see what strategies result in student achievement and which need adjusting. Program-specific testing (English language learners, gifted and talented, special education, for example) coupled with state test results are used by a district-wide committee to improve student outcomes including that of minorities and socio-economic groupings. District policies and procedures are adjusted based on additional data including discipline forms, absentee reports, and perceptions of minority problems. Stakeholder surveys from parents, teachers, and the community also provide input on specific issues.

4. How are staff members across the system and its schools trained to understand and use data to impact teaching and learning in the classroom?

Staff members throughout the system use multiple in-service pre-school days to systematically analyze and discuss data provided from the previous year. Grade level teams, content area teams, and professional learning communities use this data for strategic planning throughout the year. Individual student improvement plans as well as classroom strategies are data-driven based on specific techniques provided by the Arkansas Leadership Academy and norms training provided to administration and shared with key personnel. Multiple faculty members trained in Classroom Walkthru Training also form a data-driven view of classroom activities to improve teaching and learning in the classrooms.

Overall Assessment:

Operational: The school system uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results. The assessment system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to system/school leaders, teachers, and other stakeholders in understanding student performance, school and system effectiveness, and the results of improvement efforts.

Standard 5. Resource & Support Systems

STANDARD: The system has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Impact Statement: A system is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that: enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The system employs and allocates staff well-qualified for their assignments. The system provides ongoing learning opportunities for all staff to improve their effectiveness. The system ensures compliance with applicable local, state, and federal regulations.

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.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
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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: Human Resources. In fulfillment of this standard, the system:

5.1 Establishes and implements processes to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities:

Highly Functional

Evidence Provided:

Appropriate space is provided for special need support programs

District staff can affirm that special needs students receive needed support

Personnel policies ensuring appropriate hiring practices

Personnel policies ensuring certification, licensure, evaluation, training

Professional learning opportunities

Program descriptions: Special Needs Populations

Staff Handbooks

Staff schedules and assignments

Student Handbook

5.2 Establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as may be required by federal and state law and regulations (i.e., professional preparation, ability, knowledge, and experience):

Highly Functional

Evidence Provided:

Personnel policies ensuring appropriate placement

Personnel policies ensuring certification, licensure, evaluation, training

Policies regarding NCLB highly qualified teachers

Professional learning opportunities

Staff can affirm that they are teaching in their major area of study

Staff Handbook

Staff schedules and assignments

Staffing of both administrative and teaching positions is appropriate and adequate

5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff:

Highly Functional

Evidence Provided:

Budget demonstrates appropriate allocation for PD

Calendar, agenda, summaries of PD opportunities

District monitoring of professional development implementation

District staff are actively engaged in discussions that have resulted from their professional development experience

District staff can affirm their involvement in professional learning opportunities

Evaluation of PD data

Personnel policies that stipulate PD requirements

Professional development plan

Staff are aware of the requirements for continuous learning

Staff implement effective strategies based on their professional development experience

5.4 Ensures that staff are sufficient in number to meet the vision and purpose of the school system and to meet federal and state law and regulations, if applicable:

Highly Functional

Evidence Provided:

Budget demonstrates appropriate allocation for staffing

Class size indicates appropriate and effective support of student learning

Master schedule

Personnel policies and practices

Policies regarding NCLB highly qualified teachers

INDICATORS: Financial Resources. In fulfillment of this standard, the system:

5.5 Engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and to implement its plans for improvement:

Highly Functional

Evidence Provided:

Annual budget - current, forecasted, fund-equity

Facilities plan - current, future

Facilities protection documentation: insurance, amortization

Fiscal policies: use of all funding, including donations, reserves, discretionary

Infrastructure plans: short and long range

Practices that support appropriate use of allocated funds

Purchasing/replacement policies: adherence to EEO

School-level budgets

Space is adequate and appropriate to support student learning

5.6 Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures:

Highly Functional

Evidence Provided:

Audit reports

Fiscal protection plans: insurance

Organizational oversight of fiscal authority
Payroll and purchasing policies and processes
Practices that support appropriate use of fiscal resources
Refund policies
Secure management of all fiscal processes

INDICATORS: Physical Resources. In fulfillment of this standard, the system:

5.7 Maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment:
Operational

Evidence Provided:

All district-wide facilities are properly maintained
Calendar of safety drills: fire, tornado, emergency crisis
District staff are involved in developing and implementing safety policies
District support staff are knowledgeable about safety policies
District-wide environment is clean and safe
Facilities maintenance reports and plans
HAZMAT (hazardous materials): policies and training
Policies and processes regarding safety
Policies and processes related to student/staff injury
Policies regarding dispensing prescription medications
State and Federal regulations regarding special program safety requirements

5.8 Establishes and implements written security and crisis management plans with appropriate training for stakeholders:
Highly Functional

Evidence Provided:

Crisis intervention committee
Crisis intervention plan
District staff and students are knowledgeable about emergency procedures
District staff are involved in the crisis intervention team
Emergency procedures

Health support staff are available

Secure record system

Staff Handbook

Student Handbook

Wellness policy

5.9 Implements processes and plans for maintaining and improving sites, facilities, and equipment:

Operational

Evidence Provided:

Appropriate district staff affirm their knowledge of the plan for physical asset maintenance and replacement

Physical assets plan: short-term and long-range

Policies and procedures for maintaining and improving physical assets: site facilities, infrastructure, equipment, etc.

5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals:

Operational

Evidence Provided:

District staff are knowledgeable about the short and long range plans for maintenance and replacement of technology infrastructure

Policies and procedures for maintaining and improving technology infrastructure: hardware and software

Policies and procedures regarding appropriate internet access

Stakeholders are knowledgeable about policies regarding appropriate internet access

INDICATORS: Support Systems. In fulfillment of this standard, the system:

5.11 Provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students:

Highly Functional

Evidence Provided:

Advisory plan and program

Alternative Education Program

District monitors instruction for special needs inclusion

District provides guidelines for classroom instruction that demonstrates variety of instructional methodologies to support all students

District provides guidelines for Response To Intervention program and is demonstrated at classroom level

IEP: committee, minutes, calendar, agenda, sign-in sheets

Individualized Development Plans

Master schedules demonstrating support for special needs

Policies and procedures that are ADA and IDEA compliant

Professional development calendar and topics

Special Needs Department/Committee

Staff affirm their use of instructional strategies that support special needs inclusion

Staffing of Counseling and Guidance programs

Stakeholder survey data supporting special needs programs

Stakeholders affirm their support for the district's special needs programs

Student referral policies and practices

Student referral process and procedures

Students and staff affirm their understanding of special needs populations

Teacher certification, licensure, etc. supporting special needs

Translated materials demonstrate communication to special needs population

5.12 Provides student support services coordinated with the school, home, and community:

Operational

Evidence Provided:

Community based programs

Curriculum for Career Preparation

District staff affirm that they receive regular training opportunities to support student behavior

District staff are knowledgeable in all aspects of appropriate social/emotional support for student learning behavior

Enrollment data - current status, trends

Guidance and Counseling Department/Committee

Job Placement program

Master schedule indicates availability of career preparation

Orientation to Career Preparation programs

Staff assigned to career preparation programs

Stakeholders are supportive of community-based programs to support student engagement

Students are enrolled in career preparation

Focus Questions:

1. What is the school system's process for recruitment, induction, placement, development, evaluation, and retention of qualified professional and support staff across the system and its schools?

In this part of Arkansas, recruitment is never a problem. With only three vacancies system-wide last year, there were over thirty qualified applicants for these positions. Due to the small size of the district, placement of teachers also has not been a problem.

Gentry Public Schools uses the Pathwise Mentoring Program for induction of new teachers and administrators. After a year's mentoring, novice teachers are ultimately assessed by the PRAXIS III, the teacher demonstration of basic instructional skills and abilities in the setting of his/her own classroom, before receiving a standard license for teaching from the Arkansas Department of Education. For development of all staff, the district provides sixty hours of professional development which can be accomplished in several ways including Arkansas Educational Television Network, Northwest Arkansas Service Coop, consultants, or state organizations (i.e. Arkansas Reading Association, Arkansas Association of Elementary School Principals, etc.). Each campus develops a plan to meet its individual needs. Teachers then evaluate their professional development to provide input for future professional development activities. Funding is provided for all professional development. Certified staff are formally evaluated annually utilizing the district evaluation plan. The plan is posted on the school web page and available to all personnel. Any changes to this plan are evaluated by the Personnel Policies Committee.

Recruitment and retention of staff has not been a significant concern for the district, with the possible exception in the area of special education/speech pathology.

2. How does the leadership ensure that the allocation of financial resources is supportive of the school system's vision, programs, services, and its plans for continuous improvement?

Although all schools are considered to be "achieving schools" since the district achieved adequate yearly progress goals, the district continues to fund programs to support their plans for continuous improvement. Title 1 funding is used for support programs including the tiered approach to instruction, academic improvement plans, intensive reading intervention, and experienced teachers at the elementary level. National School Lunch Act funding provides programs and services including purchased programs and resources, materials, and assessments to enhance student success. The district utilizes American Recovery and Reinvestment Act funding for support programs and services especially in the areas of technology and early childhood intervention. Funding is also provided for English language learning and alternative learning environment salaries and materials. Professional development of staff, consortium services, services with vision and hearing consultants, private special day school, wraparound psychological and therapeutic services, and student health services are all part of the services provided by the district.

3. How does the school system ensure, support, and monitor the provision of resource and support services that meet the needs of all students?

All teachers are certified for the area in which they are instructing and meet requirements for highly qualified status. All paraprofessionals meet requirements for highly qualified; they are assessed with the PRAXIS Series ParaProfessional Assessment, SpEd training modules, and may attend additional teacher training sessions. Class size does not exceed state requirements. Title 1 and early intervention teachers use small group instruction and remediation techniques. Support teachers and paraprofessionals are utilized to create small groups of instruction for student tutoring or adequate academic improvement plan instruction or remediation. Support teachers and paraprofessionals are also utilized to allow for common grade level prep time and team meetings. The district offers both gifted and talented classes and pre-AP and Advanced Placement classes. Nurses and counselors are placed at each campus with comprehensive health care plans. Early childhood services are coordinated with the Headstart program. Childfind services seek to identify students with special needs in private schools and homeschooled students. School-based intervention teams evaluate individual student needs to access services and achieve academic success. Physical therapy, occupational therapy, and school-based social workers are also available. Consortium services (provided through an agreement with four other districts) provide Medicaid billing, a behavioral consultant, an Autism team, and a transition consultant to help with transitions from school to work, or for post high school learning or college eligibility and funding for special needs students.

Overall Assessment:

Highly Functional: The school system effectively uses human, material, and fiscal resources to implement a curriculum that enables students to achieve and exceed expectations for student learning, to meet special needs of all students, and to comply with applicable regulations. The system systematically employs and allocates staff members who are well qualified for their assignments in all content areas. The system provides and fully supports ongoing, job-embedded learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The system ensures compliance with applicable local, state, and federal regulations.

Standard 6. Stakeholder Communications & Relationships

STANDARD: The system fosters effective communications and relationships with and among its stakeholders.

Impact Statement: Impact Statement: A system is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. System and school personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

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.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	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: In fulfillment of this standard, the system:

6.1 Fosters collaboration with community stakeholders to support student learning:

Highly Functional

Evidence Provided:

Agendas, minutes, calendar of parent meetings

Calendar of events that promote stakeholder involvement

District staff affirm that stakeholders are involved in many aspects of district events, activities, decisions

Internship/partnership agreements with community-based business and agencies

Parents and community members regularly volunteer time in district

Policies regarding credit for service learning

Policies regarding suggestions, grievances

Stakeholder survey data

Stakeholders affirm that they are involved in many aspects of district events, activities, decisions

6.2 Uses system-wide strategies to listen to and communicate with stakeholders:

Highly Functional

Evidence Provided:

Calendars, agendas, minutes of parent meetings

District Improvement Committee: agendas, minutes, membership

Emails, phone answering system

Newsletters, brochures, letters, memos

Parent - Teacher conferences schedule

Stakeholders affirm they have variety of opportunities to be formally involved in life of district

Steering Committee meetings: agendas, minutes, membership

Web page dedicated to parents/community members

Wide variety of stakeholder communication documents/avenues

6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system:

Highly Functional

Evidence Provided:

Advisory Committees

Calendar, agendas, minutes, committee membership

District staff affirm that they regularly include community in preparing instructional delivery activities

Policies regarding volunteer involvement

Stakeholders affirm that their suggestions and recommendations are acted upon

Stakeholders affirm that they are actively involved in providing expertise

Other: Policy BCAB - grievance, BA - shared core beliefs

6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders:

Highly Functional

Evidence Provided:

Newsletters about student performance

Online calendar, schedule, and news/updates

Parent -teacher conferences: calendar, procedures, participation data

Parent Handbook

Parents and students are informed and involved in developing individualized learning plans for students

Parents and students are informed and involved in making course selections

Regularly published newsletters to community

Stakeholders affirm that they are knowledgeable about student learning

Student Handbook

6.5 Provides information that is meaningful and useful to stakeholders:

Highly Functional

Evidence Provided:

Parent -teacher conferences: calendar, procedures, participation data

Policies regarding reporting schedule

Report cards

Focus Questions:

1. How does the school system's leadership ensure that the system and its schools are responsive to community expectations and stakeholder satisfaction?

The administrators within the Gentry school system make use of several methods to ensure that the system and its schools are responsive to our stakeholders' satisfaction and community expectations. Parent surveys for school and district collect perception data from stakeholders regarding their feeling of affiliation with the district and being well-informed regarding district issues and events. The public is always welcome at each school board meeting and included in agenda items are "comments from the public." As would be expected, there are countless examples of e-mails to and from stakeholders. All administrators maintain an open-door policy with regard to stakeholders.

2. What avenues are used to communicate information to stakeholders about the effectiveness of the school system and its schools, including the sharing of student performance results?

Numerous avenues are used to communicate information to stakeholders. Articles appear regularly in the local newspaper regarding school board meetings and school events. Monthly newsletters from all buildings as well as those from many teachers and the monthly parent advisory committee are all sent home with students.

With the superintendent's leadership committee and the parent advisory committee, representatives of the community participate in the work of the district and provide an example of two-way communication between stakeholders and the district. Both committees serve as focus groups to process issues.

Official board policy requires a formal process for stakeholders to present grievances and includes dialog with stakeholders to formulate core beliefs, vision, and mission statements

Other methods are used to share various types of information with stakeholders. The annual report to the public gives the status of the school including student performance results. The annual open house at each building and parent-teacher conferences at least twice a year encourage parent-teacher cooperation as does the parent-teacher association which meets monthly. Parent involvement plans are required at each building and typically include parent night programs, parent advisory committees, and annual volunteer training.

Communication between school and home is encouraged with newsletters sent home weekly by K-4 teachers and student agendas for grades 5-8 which must be signed weekly. The school web-site provides additional current information.

Overall Assessment:

Highly Functional: The school system has the understanding, commitment, and support of all stakeholders. System and school personnel actively promote and provide regular, systematic opportunities for collaboration and shared leadership among all stakeholders to help students learn and advance improvement efforts and can demonstrate a high level of meaningful participation by most stakeholder groups.

Standard 7. Commitment to Continuous Improvement

STANDARD: The system establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Impact Statement: A system is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the system with the expectations for student learning. Improvement efforts are sustained and the system and its schools demonstrate progress in improving student performance. New improvement efforts are informed by the results of earlier efforts through analysis of student performance, system effectiveness, and assessment of the improvement process.

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.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	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: In fulfillment of this standard, the system:

7.1 Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results):
Highly Functional

Evidence Provided:

Continuous Improvement Plan - district and individual schools

District staff affirm their involvement in a specific program that supports continuous improvement

District staff affirm their involvement in continuous improvement committees

Graduation and retention rates

Information/Data system

Postsecondary engagement: employment, college

Professional Development Plan: agenda, topics

Record of student performance improvement efforts

Specific program initiatives to support continuous improvement

State/Federal Accountability Plan

7.2 Engages stakeholders in the processes of continuous improvement:

Operational

Evidence Provided:

Calendar, agendas, minutes, sign-in sheets demonstrating stakeholder involvement in district and school improvement

District and School Improvement plan indicating membership of committees

Parent compact

Stakeholder survey data demonstrating stakeholder involvement in district and school improvement

Stakeholders affirm their involvement in continuous improvement process

7.3 Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning:

Operational

Evidence Provided:

Calendar, agendas, minutes of school improvement meetings

Data: student performance, stakeholder opinion are used in development of school improvement plan

District staff affirm their understanding of the impact of programs that support student learning

District staff demonstrate capacity for providing methodologies to increase student performance

Evaluation data demonstrating impact of plan and actions taken to remediate

School improvement plans demonstrate alignment with district vision, purpose

Staff, students affirm their understanding of student performance targets

Student performance targets are communicated to all stakeholders

7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels:

Highly Functional

Evidence Provided:

District guidelines and professional learning provide strategies for effective instruction for closing achievement gaps

District staff affirm that they regularly use data to inform their practices

District staff affirm their involvement in evaluating the impact of instruction on student growth

District staff meetings regularly use data to inform their discussions and decisions

School improvement plans demonstrate evaluation of goals, objectives, and strategies impact on student growth

7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals:

Highly Functional

Evidence Provided:

Continuous Improvement Plan - district and individual schools

District staff affirm their involvement in professional learning

Personnel Policies that outline staff evaluation process

Professional Development Plan: agenda, topics

7.6 Monitors and communicates the results of improvement efforts to stakeholders:

Highly Functional

Evidence Provided:

Annual Report

District staff and stakeholders affirm the use of performance data during Parent-Teacher conferences

Information/Data system

Newsletters, brochures

Parent-Teacher conferences

Staffing assignments support monitoring and reporting of continuous improvement efforts

Stakeholders affirm receipt of district communication regarding improvement efforts

7.7 Evaluates and documents the effectiveness and impact of its continuous process of improvement :

Operational

Evidence Provided:

District and School Improvement Committee meetings: calendar, agenda, minutes, dispositions

Evaluation of effectiveness of continuous improvement plan and process

Stakeholders affirm knowledge of an evaluation of the district's improvement efforts

7.8 Allocates and protects time for planning and engaging in continuous improvement efforts system-wide:
Highly Functional

Evidence Provided:

District and School Improvement Committee meetings:calendar, agenda, minutes, dispositions

District staff affirm that time is allocated for improvement planning, implementation, and monitoring

Policies and procedures for engaging in district-wide and individual school improvement planning, implementation, and monitoring

7.9 Provides direction and assistance to its schools and operational units to support their continuous improvement efforts:
Operational

Evidence Provided:

District and School Improvement Committee meetings:calendar, agenda, minutes, dispositions

District expectations and guidelines for all schools and departments to engage in a continuous improvement process

District staff affirm their knowledge of the district's expectations and guidelines for supporting student performance

Focus Questions:

1. Describe the process for continuous improvement used by the school system and its schools and the impact of this process on student learning and system effectiveness.

Teachers work in both vertical and horizontal teams developing formative and summative assessments in literacy and math. The Northwest Arkansas Educational Service Cooperative (NWAESC) coordinated the implementation of an instructional and curriculum alignment model in all sixteen districts in the NWAESC beginning in January 2007 and continues to provide implementation guidance in this year. The resulting work (in constant progress and improvement) is a vertically and horizontally aligned curriculum and instructional document aligned with state standards and benchmark assessments. Teachers continue to be trained at the building level on how to implement this TIA on a quarterly basis over the course of the school year. Teachers work in collaborative groups to develop lessons that are aligned to their specific TIA documents, grade levels, and content areas. Exemplary lessons are posted on the Arkansas Department of Education (ADE) provided TRIAND platform and shared across the NWAESC area. Professional development funds are used on an as-needed basis for professional development activities offered by the NWAESC. This provides a guide for both students and teachers on what is expected of them. It has also proven to help teachers see what teaching strategies have worked, what has been learned, and what needs to be re-taught.

2. What process is used to ensure that the improvement goals reflect student learning needs and are aligned with the vision and purpose of the school system and its schools?

Teachers work in both vertical and horizontal teams developing formative and summative assessments in literacy and math. The Northwest Arkansas Educational Service Cooperative (NWAESC) coordinated the implementation of this instructional and curriculum alignment model in all sixteen districts in the NWAESC beginning in January 2007 and continues to provide implementation guidance this year. The resulting work (in constant progress and improvement) is a vertically and horizontally aligned curriculum and instructional document aligned with state standards and benchmark assessments. Teachers continue to be trained at the building level on how to implement TIA on a quarterly basis over the course of the school year. Teachers will work in collaborative groups to develop lessons that are aligned to their specific TIA document, grade level, and content area. Exemplary lessons will be posted on the Arkansas Department (ADE) provided TRIAND platform and shared across the NWAESC area. Professional development funds are used on an as-needed basis on schedule of professional development activities offered by the NWAESC

3. What process is used to ensure that system and school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?

All staff must participate in at least the minimum sixty hours of professional development. (Including six hours technology training, two hours parental involvement for teachers, three hours parental involvement for administration, and two hours Arkansas history for those teaching it.) Professional development as defined by the state of Arkansas, is "a coordinated set of planned learning activities for teachers, administrators, and classified employees that are standards-based and continuous" and may include "approved conferences, workshops, institutes, individual learning, mentoring, peer coaching, study groups, National Board Certification, distance learning, and college or university work." Professional development funds may be used for tuition reimbursement in order to meet certification requirements and/or highly qualified status in areas where there are shortages or to meet other district priorities. Selected faculty and staff attend professional development opportunities that support ACSIPs at the local, state, regional and national levels. Professional development opportunities may include but not be limited to AAEA, ASCD, BER, NCTM, IRA, AP Institutes, Instructional Leaders Conference, AR RR/Literacy Conference, Total Instructional Alignment (TIA), TRIAND, Technology Conference, Arkansas Leadership Academy, ESL/TESOL, Transitional and Advance Placement training, PLC book studies, test and data analysis, and other local, state, regional, and national conferences or trainings. The overall plan evaluation will be determined by increased student achievement on both criterion and norm referenced assessments.

4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?

Building level administrators and key instructional leaders in each school are trained in the Classroom WalkThru Model (CWT) of instructional evaluation in relation to the Total Instructional Alignment (TIA). The Arkansas Department of Education provides access to the TeachScape CWT platform where CWT data is electronically warehoused. Administrators use wireless devices (PDAs) that are compatible with the TeachScape platform to collect data regarding implementation of TIA in all classrooms. Data is retrieved as reports that can be analyzed in conjunction with student achievement or lesson objectives in order to make ongoing decisions about classroom instruction and professional development. The CWT process involves the building administrator or other CWT-trained building leaders conducting multiple classroom visits over the course of the year. Parents and students will be informed as to the nature of these multiple visits and how they differ from the traditional formal teacher evaluations they may be accustomed to. TIA documents will be evaluated and revised based on feedback from

teachers (daily as implemented, formally at least annually). Formative evaluation will consist of teacher, grade level, and content teams documenting the effectiveness of the TIA process. Summative evaluations will occur in May when teachers conduct a reflective review of the TIA documents and make document revisions. The Northwest Arkansas Educational Services Coop revise the TIA model, in conjunction with Lisa Carter and the sixteen school district core team, for ongoing modifications of the project. Information is given out weekly at grade level and subject level meetings. Stakeholders are provided information at parent meetings, public meeting, and minutes from meetings in newspaper.

Overall Assessment:

Operational: The school system implements a collaborative and ongoing process for improvement that aligns most functions of the system and its schools with the expectations for student learning. Improvement efforts are sustained and the system demonstrates progress in improving student performance, system and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

QA Methods

1. What processes does the district use to monitor and document improvement?

For individual students, formative and then summative assessments based on the end of course tests, the benchmark tests, as well as grades provide data to identify students in need of intervention programs. Once identified, school-based interventions implemented by grade level and content area teams go into place. As part of a response to intervention plan or an individual improvement plan, results are closely monitored and documented. As part of the intervention process, parents are notified and encouraged to participate by working closely with the teachers.

District-wide monitoring of test results and disaggregation of such data enables each school to identify both strengths and weaknesses in their programs and make appropriate adjustments.

2. How does the district provide meaningful feedback and support to its schools and across the district?

Support is provided district-wide through various avenues. The superintendent's leadership team monitors and makes suggestions on multiple programs, currently focusing on closing the achievement gap. Professional development provided by the district allows for additional educational opportunities. District-provided technology allows for greater communication between teachers and parents and enhances learning through multimedia. Surveys initiated by the district provide vital information from stakeholders on parental involvement, the vocational program, facility management, and dealing with financial issues. In addition, through the district's participation in the local education service coop, individual programs receive specific information from a specialist in that area.

3. How does the district ensure that the AdvancED standards are met by all the schools and the district as a whole?

Through building-wide leadership teams as well as administrative teams, all standards are periodically reviewed and evaluated. When necessary, these teams develop a plan for any needed improvements.

4. How does the district regularly collect, use, and communicate results?

Because the state of Arkansas requires all districts to not only test yearly, but use the results of those tests, Gentry uses a data-driven curriculum. All test results and district progress is provided to stakeholders through parent nights, in the local newspaper, the state-wide newspaper, on the district web site, and on the state department of education web site where results may be compared with other districts..

Conclusion

The following focus questions reflect the school's overall analysis of its internal evaluation of the accreditation standards.

Focus Questions

As you review your responses to the standards, what major trends, themes, or areas of focus emerge that cut across the seven standards?

Over and over, it's student improvement in test scores. Whether it's professional development towards improving scores or curriculum based on clearly defined expectations, it's all skewed towards improving end of course exams or benchmark scores. The focus is always on improving the curriculum and student instruction or responding or intervening for individual students and their needs.

Based on your review of these cross-cutting themes/trends and each of the seven standards, what would you consider to be your school system's greatest strengths?

We respond quite well to meet the needs of our students. We seem to be good at analyzing the data, collaborating, and communicating specific strategies to improve our student achievement. We are strong in professional development as well as grade-level and subject-level team collaboration. Incidentally, it seems to be working.

What would you consider to be your school system's greatest challenges?

Through multiple focus questions the biggest challenge seems to be getting our parents involved. Although we offer multiple opportunities, few stakeholders seem to be willing to become involved. Pulling in the parents to further help their students will be our biggest issue.

How will you use the insights gained from this self-assessment to inform and enhance your quality assurance and continuous improvement efforts?

We will continue to seek ways to improve parent involvement. Implementing more parent advisory groups, finding ways to draw parents to school meetings, and encouraging parent volunteers may be means to that end..

Standards Assessment Report Summary

Standards & Indicators	Not Evident	Emerging	Operational	Highly Functional
1. Vision & Purpose				
1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders			✓	
1.2 Communicates the system's vision and purpose to build stakeholder understanding and support			✓	
1.3 Identifies system-wide goals and measures to advance the vision			✓	
1.4 Develops and continuously maintains a profile of the system, its students, and the community			✓	
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			✓	
1.6 Reviews its vision and purpose systematically and revises them when appropriate			✓	
2. Governance & Leadership				
2.1 Establishes and communicates policies and procedures that provide for the effective operation of the system				✓
2.2 Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system				✓
2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations				✓
2.4 Implements policies and procedures that provide for the orientation and training of the governing board				✓
2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources				✓
2.6 Maintains access to legal counsel to advise or obtain information about legal requirements and obligations				✓
2.7 Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations				✓
2.8 Provides for systematic analysis and review of student performance and school and system effectiveness				✓
2.9 Creates and supports collaborative networks of stakeholders to support system programs				✓
2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals			✓	
2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership			✓	
2.12 Assesses and addresses community expectations and stakeholder satisfaction			✓	
2.13 Implements an evaluation system that provides for the professional growth of all personnel				✓
3. Teaching & Learning				
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills				✓
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning		✓		
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels			✓	
3.4 Supports instruction that is research-based and reflective of best practice			✓	
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity			✓	
3.6 Allocates and protects instructional time to support student learning			✓	
3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment			✓	
3.8 Supports the implementation of interventions to help students meet expectations for student learning				✓
3.9 Maintains a system-wide climate that supports student learning				✓
3.10 Ensures that curriculum is reviewed and revised at regular intervals				✓
3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction				✓
4. Documenting & Using Results				
4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free				✓
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning			✓	

4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance		✓		
4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders				✓
4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness				✓
4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence			✓	
4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations			✓	
5. Resource & Support Systems				
5.1 Establishes and implements processes to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities				✓
5.2 Establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as may be required by federal and state law and regulations (i.e., professional preparation, ability, knowledge, and experience)				✓
5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff				✓
5.4 Ensures that staff are sufficient in number to meet the vision and purpose of the school system and to meet federal and state law and regulations, if applicable				✓
5.5 Engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and to implement its plans for improvement				✓
5.6 Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures				✓
5.7 Maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment			✓	
5.8 Establishes and implements written security and crisis management plans with appropriate training for stakeholders				✓
5.9 Implements processes and plans for maintaining and improving sites, facilities, and equipment			✓	
5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals			✓	
5.11 Provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students				✓
5.12 Provides student support services coordinated with the school, home, and community			✓	
6. Stakeholder Communications & Relationships				
6.1 Fosters collaboration with community stakeholders to support student learning				✓
6.2 Uses system-wide strategies to listen to and communicate with stakeholders				✓
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system				✓
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders				✓
6.5 Provides information that is meaningful and useful to stakeholders				✓
7. Commitment to Continuous Improvement				
7.1 Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results)				✓
7.2 Engages stakeholders in the processes of continuous improvement			✓	
7.3 Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning			✓	
7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels				✓
7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals				✓
7.6 Monitors and communicates the results of improvement efforts to stakeholders				✓
7.7 Evaluates and documents the effectiveness and impact of its continuous process of improvement			✓	
7.8 Allocates and protects time for planning and engaging in continuous improvement efforts system-wide				✓
7.9 Provides direction and assistance to its schools and operational units to support their continuous improvement efforts			✓	