



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

Warren School District

408 Cherry Street P. O. Box 1210 Warren, Arkansas 71671

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:	1507

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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.

School system's vision and goals:

Vision: The Warren School District will become a safe, positive environment with deeply committed personnel where every child learns the educational skills necessary to live productively in a global society.

Core Belief: That education should be practical and applicable to daily living

Core Values: Service, Passion, Responsibility, Integrity, Relationships, Civility

Core Purpose: To create schools in which EVERY child learns at high levels

Goals:

- Provide safe, positive environment to, from, and at school
- Ensure all staff have the resources and support needed to perform exemplary service consistently
- Increase and improve the quality of stakeholder relationships and support for education
- Provide education that is relevant and rigorous, effectively using current technologies; thus increasing the number of students who demonstrate proficiency on grade-level standards
- Commit to continuous improvement

The District's vision/mission is available for all patrons on the District's web page through the ACSIP plans that are posted there. The board of education, administration, certified and classified staff members, students, parents, and community members are knowledgeable of the district vision/mission and support it through their actions, procedures, and policies. The district motto, "Academics Come First," is prominently displayed.

Description of programs and services of the system:

Number and type of schools:

Eastside Elementary School	grades	K-3	482 students on October 1, 2009
Brunson Elementary School	grades	4-5	249 students on October 1, 2009
Warren Middle School	grades	6-8	342 students on October 1, 2009
Warren High School	grades	9-12	434 students on October 1, 2009

SEACBEC (Southeast Arkansas Community Based Education Center), which is under the jurisdiction of the Warren School District but is not considered a separate LEA, offers a number of educational programs including:

Exemplary Child Learning Center, a birth-two day care

Arkansas Better Chance preschool, for three and four year-olds

Vocational classes for 9th -12th grade students in four school districts

Adult Education classes, including adult ESL programs

Programs and Services:

Eastside Elementary K-3

art
music
physical education
character education
health/wellness education
gifted and talented through Talents Unlimited
computer lab –A+ software, Super Phonics, Tune in to Reading
Accelerated Reader and Accelerated Math
media services
guidance lessons, individual and group counseling
Good Citizenship club
Extended day and extended year programming, Benchmark Club
Field trips (Delta Rivers Nature Center, Grady Pumpkin Patch, tour of historic Warren, Little Rock Zoo, IMAX
Aeronautical and Space Center
Monthly Rise and Shine academic showcase assemblies
Math Around the World and Numberjacks academic competitions
Student of the Month
Ambassadors
Student workers
Literacy and math interventions
Reading Recovery
Americorps, Foster Grandparents
Self-contained and resource special education classes
School based mental health services
School based social worker
Health care services and screenings
Occupational therapy
Speech therapy
Rice Depot food program
Kindergarten camp
Watch DOG Dads
Community volunteers
Interim assessments (target tests through state cooperatives)
Job-embedded professional development through 2 literacy instructional facilitators, 1 math/science instructional
facilitator
ESL and migrant services
Parent education nights (Family Reading nights; Science, Literacy, and Math – SLAM-family education nights)
Dare to be You Parenting program
District parenting center
Partnership with University of Arkansas at Monticello and the southeast Educational Renewal Zone
Principal’s Advisory Council (PAC)
School Leadership team
Principal’s Club
Parent Involvement Team (PIT)

Student Intervention Teams (SIT)

Brunson Elementary 4-5

art
music
physical education
character education
health/wellness education
gifted and talented education, preChallenge classes
computer lab (JEdI)
Accelerated Reader and Accelerated Math
media services
guidance lessons
Extended day and extended year programming
Field trips
Literacy and math interventions
Flexible grouping and extended periods for literacy and math
Resource special education classes
School based mental health services
School based social worker
Health care services and screenings
Speech therapy
Watch DOG Dads
Community volunteers
Spelling Bee, Geography Bee, Quiz Bowl, chess tournaments
Interim assessments (target tests through state cooperatives)
Job-embedded professional development through 1 4-12 literacy instructional facilitator, 1 4-12 math instructional facilitator, and 1 K-12 science instructional facilitator
ESL and migrant services
Alternative education and in-school suspension
Food for Kids program
Parent education nights
District parenting center
Partnership with University of Arkansas at Monticello and the southeast Educational Renewal Zone

Warren Middle 6-8

art
music, band and choir
physical education
individual and group counseling
health/wellness education
athletics – football, basketball, track, cheerleading
gifted and talented education – preAP classes
computer lab (JEdI)
Keyboarding and Computer Technology
Accelerated Reader and Accelerated Math
media services
Advisory groups
Extended day and extended year programming
Field trips (YMCA, IMAX, movies)

Extended periods for literacy and math
Resource special education classes
School based mental health services
School based social worker
Health care services and screenings
Speech therapy
Community volunteers
Spelling Bee, Quiz Bowl, Geography Bee, math and writing contests, chess and puzzle tournaments
Beta Club
Channel One
Interim assessments (target tests through state cooperatives)
Job-embedded professional development through 1 4-12 literacy instructional facilitator, 1 4-12 math instructional facilitator, and 1 K-12 science instructional facilitator
ESL and migrant services
Alternative education and in-school suspension
District parenting center
Partnership with University of Arkansas at Monticello and the southeast Educational Renewal Zone

Warren High 9-12

art
music, band and choir
physical education
individual and career counseling; support for scholarship applications
health/wellness education
athletics – football, basketball, track, softball, baseball, tennis
gifted and talented education – preAP, AP classes
computer lab (JEdI)
vocational courses (family and consumer sciences, agri, business, ROTC, medical, computer, welding, building trades, EAST)
Accelerated Reader
media services
Extended day and extended year programming
Field trips (Gallery Walk in Hot Springs for art, plays at Robinson Auditorium for literacy, College day for seniors, state capitol for civics, Clinton Library for history, Camp Robinson for ROTC, Hot Springs Rehab center for special needs)
Extended periods for algebra
Literacy Lab course for struggling readers
Resource special education classes
School based mental health services
School based social worker
Health care services and screenings
Speech therapy
Community volunteers
Quiz Bowl, Stock Market Game, ROTC competitions, vocational competitions
Beta Club, National Honor Society, FCCLA
Channel One
Interim assessments (target tests through state cooperatives)
Job-embedded professional development through 1 4-12 literacy instructional facilitator, 1 4-12 math instructional facilitator, and 1 K-12 science instructional facilitator

ESL and migrant services
Alternative education and in-school suspension
District parenting center
Partnership with University of Arkansas at Monticello and the southeast Educational Renewal Zone

Demographic Information:

(All information as of 10.1.09)

Eastside Elementary grades K-3 482 total students

134/28% African American students
98/20% Hispanic students
1/0% Native American students
249/52% Caucasian students
69.5% Students eligible for free/reduced meals

Brunson Elementary grades 4-5 249 total students

86/35% African American students
51/20% Hispanic students
0/0% Native American students
135/39% Caucasian students
72.3% Students eligible for free/reduced meals

Warren Middle grades 6-8 342 total students

133/39% African American students
74/22% Hispanic students
0/0% Native American students
135/39% Caucasian students
75.4% Students eligible for free/reduced meals

Warren High grades 9-12 434 total students

177/41% African American students

53/12% Hispanic students
 0/0% Native American students
 204/47% Caucasian students
 68% Students eligible for free/reduced meals

Warren School District grades K-12 Total Students 1507

530/35% African American students
 276/18% Hispanic students
 1/0% Native American students
 700/47% Caucasian students
 70.7% Students eligible for free/reduced meals

Data gathered for the 2009-10 ACSIP plans indicated:

In 2008-2009, attendance rate was:

- o Eastside – 96%
 - o Brunson – 96.7%
 - o Middle School – 95.1%
 - o High School – 95.3%
- Graduation rate was 87.1%

Located in the southern part of Arkansas as the county seat of Bradley County, Warren is packed with possibilities! Warren boasts the true beauty of scenic woodlands, fields full of crops and great southern hospitality. The thick forests provide great opportunities in the timber industry as well as serving as a habitat for all forms of wildlife. Potlatch and Armstrong Witt are Warren’s major industrial employers, along with the Bradley County Medical Center. The famed Bradley County Pink Tomatoes are grown on family farms and celebrated each June during the Bradley County Pink Tomato Festival. Felsenthal Refuge--the largest greentree reservoir with 65,000 acres in the care of the U.S. Fish and Wildlife Service, is located in the southeast corner of the county. Moro Bay State Park on the Ouachita River also borders the southern edge of the county. In the land of tall pines and pink tomatoes, wonderful possibilities are always just around the corner!

The July 2008 population of Warren was listed as 6, 118. 45.9% of its residents are male, and 54.1% are female. The population is down 5% from that listed for 2000. Estimated median household income in 2007 was \$25,218.

The Warren School District serves a school community of approximately 1507 students from 227 square miles in and around the city of Warren. The district is under the direction of a seven-member, zoned board of education. 150 plus certified staff members are employed in the district. The educational program also has strong support from the 100 plus classified personnel employed. UAM student interns, foster grandparents, and Americorps workers provide much needed additional assistance to the educational program. Over seventy percent of our

students qualify for free or reduced price meals. The district runs 15 buses daily with an average route mileage of 40 miles. The district's total assessed valuation is \$80,222,569. Its collection rate is 97%, as required by law. The total operating budget for the Warren School District for 2009-2010 is \$13,187,354. The district's maintenance and operation millage is 25.0 mills, the debt service millage is 11.5, and the total millage is 36.5.

The district strives to meet the educational needs of the entire community by its offering of a licensed day care - Exemplary Child Learning Center - on the high school campus, an Arkansas Better Chance preschool, Even Start and HIPPIY programs, a comprehensive K-12 curriculum, a large number of vocational offerings through SEACBEC, a community-based educational center, adult education and career skills training for the workplace. The district strives to address the needs of the growing Hispanic community through the ELL and migrant tutoring programs and English as a Second Language for adults.

Summary of Student Performance Across the System:

On the 2009 MAT8 or SAT10, the following percentages of students scored above the 50th percentile: kindergarten reading – 58%; kindergarten math – 45%; 1st grade reading – 56%; 1st grade reading – 40%; 1st grade math - 40%; 2nd grade reading - 41.6%; 2nd grade reading – 22%; 2nd grade math – 40%; 9th grade reading – 31%; 9th grade language – 36%; 9th grade math – 65%.

On the 2009 CRT's, percentages of students performing proficient or advanced are as follows: 3rd grade literacy – 66%; 3rd grade math – 80%; 4th grade literacy – 67%; 4th grade math – 71%; 5th grade literacy – 65%; 5th grade math – 74%; 6th grade literacy – 55%; 6th grade math – 77%; 7th grade literacy – 54%; 7th grade math – 72%; 8th grade literacy – 65%; 8th grade math – 65%; Algebra End of Course – 64%; Geometry End of Course – 56%; Grade 11 Literacy – 23%.

On the 2009 CRT's, the following subgroups failed to make AYP: 9-12 combined and economically disadvantaged for literacy.

Major Trends or Issues Impacting the School System:

- **Better Communication needed**
- **Need to include ALL stakeholders**
- Shortage of quality teachers, administrators, staff members
- Financial shortages
- Construction and maintenance costs
- Rejection of our goals, policies, and procedures
- Dropouts
- Choice of alternative providers of educational services
- Demand for choices
- Declining population and tax base
- Increasing numbers of economically disadvantaged students, special-needs students, and students whose primary language is one other than English
- Increasing difficulty in meeting Adequate Yearly Progress

Major Strengths and Needs of the School System

Strengths:

- **A systems approach to professional development and professional growth plans that require a commitment to continuous improvement**
- **A variety of communication devices about the district and about student achievement and activities**

- **Curriculum alignment**
- **Student intervention services**
- **Instructional technology**
- **Organization of and implementation of ACSIP plans**
- **Adherence to laws and policies**

Needs:

- **Need for improved parental involvement**
- **Need to have better outreach to growing Hispanic community**
- **Need for better communication between schools**
- **Need to better involvement from and communication with all stakeholders**
- **Need to recruit and retain quality educators**
- **Need to increase student achievement**

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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:

Mission Statement visible throughout the district

Strategic Plans include mission

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

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

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

District Improvement Plan

District profile is used during parent/community meetings

Newsletters, articles

Publications, brochures, handbooks

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

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?

The vision is mainly established through the school board, the administrators, the ACSIP district committee (including stakeholders) and the Annual Report to the Public. Additional information includes:

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

- Annual Report to the Public
- Monthly Administrative team meetings/professional learning team
- Monthly Leadership for Learning meetings of all principals and instructional facilitators
- Monthly grade-level meetings, monthly building level literacy and math meetings, quarterly vertical team meetings of core subject area teachers
- Monthly meetings of Parent Center advisory board
- Schools hold open house/parent meetings/academic nights/Parent Teacher conferences
- District's mission posted on the district website/in central office
- District's mission/vision/goals provide focus for programs and allocation of resources

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

- District provides opportunities for building stakeholder understanding and support (Annual Report to Public, ACSIP/Closing the Achievement Gap annual meeting, School parent meetings, WatchDOG Dads program, District newsletter)
- District strives to offer a safe, positive environment to support learning
- Superintendent is a visible presence in civic organizations, the community, and state-wide organizations, as well as the schools

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

- District goals are aligned with vision/mission and are communicated to staff and stakeholders
- District mission/vision/goals are posted on the District website in the ACSIP plans
- School board/administrative team hold retreats for reflection, visioning, planning

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

- School Performance Reports are mailed to every parent
- District newsletter is published monthly, sent home in elementary communications folders, and posted all around the community
- Annual report to the Public, along with annual ACSIP/Closing the Achievement Gap, sessions provide detailed information about the district and opportunities for public input

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 utilizes its signage, website, press releases, newsletter, parent meetings, school board meetings, committee meetings, and Annual Report to the public to describe mission, programs, and performance.

Additional information includes:

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

- District newsletter sent home in elementary communication folders, posted to district web site, distributed about the community
- Annual Report to the Public posted to district web site/published in newspaper
- ACSIP plans developed from student achievement data, with public input, and posted to district web site
- Professional development and technology needs assessments, along with student achievement data, drive professional development
- Maintenance needs are managed through technology system
- Parent Teacher conferences held twice a year – sign in sheets
- Family nights/parent education meetings/parent involvement are all tracked with sign in sheets
- Elementary Student data walls
- On-going, collaborative student achievement data (NORMES, d2sc, CWT) analysis and curriculum alignment/adjustment

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 leadership of the district regularly revisits and focuses on the district's purpose, vision and goals during regular team meetings at various levels throughout the district. Additional information includes:

1.6 Reviews its vision and purpose systemically and revises them when appropriate

- Administrative team meets monthly – agenda
- Principals and instructional facilitators meet monthly – sign ins and agenda
- Grade level meetings and building level math and literacy meetings
- Board meeting minutes published in newspaper and posted on web site
- On-going analysis of formative and summative student assessment data and Classroom Walk Through data
- On-going revision and resubmission of ACSIP plans

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?

Vision and purpose are continually revisited and revised when appropriate. Additional information includes:

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

- Administrative team meets monthly – agenda
- Principals and instructional facilitators meet monthly – sign ins and agenda
- Grade level meetings and building level math and literacy meetings
- Board meeting minutes published in newspaper and posted on web site
- On-going analysis of formative and summative student assessment data and Classroom Walk Through data
- On-going revision and resubmission of ACSIP plans

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.

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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 :

Operational

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

Organizational chart

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

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

Operational

Evidence Provided:

District staff demonstrate knowledge about due process

Governing Board Policies demonstrate leadership prerogatives

Organizational chart

Policies demonstrate protocols for remediation and due process

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

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

Stakeholders affirm compliance with Equal Employment Opportunity practices and procedures

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

Operational

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:

Operational

Evidence Provided:

Documentation of adherence to ethical business practices

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

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

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

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 :

Operational

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 during district staff meetings

Student performance database for formative assessments

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

Emerging

Evidence Provided:

Calendar, agendas, minutes of stakeholder meetings

Parent/community compacts

Policies for staff/student leadership opportunities outside the district environment

Stakeholders affirm their involvement in the accreditation process

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

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:

Accreditation team members are representative of stakeholder groups

Calendar, agendas, minutes of stakeholder meetings

Parent/community compacts

2.12 Assesses and addresses community expectations and stakeholder satisfaction:

Emerging

Evidence Provided:

Record of Advisory Committees: calendars, membership, minutes

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

Operational

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?

Policies and procedures are established by the board, the administration, and/or appropriate committees. Communication and implementation of policies and procedures are handles by the appropriate department, school leader, or district leadership. Additional information includes:

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

- Student handbook revision committees
- Classified and certified personnel policy revision committees
- Board policy revisions – board committees
- System for printing and distributing all ADE Commissioner’s memos
- School staff handbooks
- School faculty meetings
- Policies posted on district web site
- Edline communication for parents
- Weekly communications folders for elementary students
- School and district newsletters and weekly press releases
- Monthly school board meetings with minutes published in local newspaper and posted on district web site
- District staff attend conferences and share information across the district
- Subscription to ASBA Model Policies services
- Language Proficiency Assessment Committees
- Special education pre-referral teams and committees
- 504 committees

- Migrant Parent Advisory Committee meetings

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

- Administrative team members make decisions regarding professional development based on data
- Leadership teams and committees request input and provide recommendations for decisions of policy, procedures, and hiring
- Superintendent makes recommendations to the board of education
- Superintendent facilitates monthly administrative team meetings
- Assistant Superintendent facilitates monthly Leadership for Learning team meetings
- Assistant Superintendent facilitates ACSIP plan development
- Principals and assistant principals facilitate staff and school leadership team meetings
- Instructional facilitators facilitate grade level and/or content area meetings
- Superintendent leads the development of the ten year plan for facilities
- Superintendent or Assistant Superintendent serves as spokesperson for the District with the media

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

- Subscription to ASBA Model Policies service
- Procedure in place to disseminate all ADE Commissioner's memo
- Policies are reviewed by policy committees
- Technology plan/policies are reviewed by committees
- Student handbooks are reviewed by committees
- Administrators, board members, and directors/coordinators attend trainings on policy, laws, standards and regulations

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

- Superintendent and board members attend ASBA conferences and trainings
- Superintendent presents policy recommendations from classified and certified personnel policy committees to board
- Board committees recommend board policies to entire board

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

- Annual report to the Public
- Administrative meetings address fiscal responsibility
- Budgets are presented to board for approval
- Various segregation of duties procedures insure multiple responsibilities for purchasing

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

- Maintains legal counsel through Arkansas School Boards Association's legal counsel

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

- District maintains insurance with local insurance agencies and with Arkansas School Boards Association insurers
- District maintains a positive balance at the end of each fiscal year

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

ACSIP review and revision is the main vehicle for evaluation of the system's effectiveness and its impact on student performance. Additional information includes:

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

The district systematically analyzes and reviews the following data to measure the effectiveness of its

actions and to adjust those actions/programs to meet the goals of the district

- Qualls Early Learning Inventory
- DRA and Dibels
- MAT-8 and SAT 10 norm referenced assessments
- Augmented Benchmark and End of Course criterion referenced assessments
- AP exams
- ACT
- ELDA
- MAC-II
- Formative Target Tests through state cooperative consortium
- Analysis of student Response To Interventions
- Progress reports
- Class Walk Through data
- Local professional development survey
- SAI inventory
- Parent surveys
- Administrative team participates in the monthly Audio Ed executive briefing for professional development and each monthly meeting includes a discussion of how issues discussed that month impact issues in our district

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

Stakeholders, including system and school staff, provide leadership and contribute to the decision-making process at every level, from the school board, to the administrative team, to the Leadership for Learning team, to the building –level ACSIP teams, to departmental and grade-level teams. Additional information includes:

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

- Professional development surveys completed by all staff
- Disaggregation of student achievement data
- Disaggregation of Classroom Walk Through data
- Grade level and departmental teachers/instructional facilitator meetings
- Principals/Instructional Facilitator meetings
- Administrative team meetings
- ACSIP meetings – building level and district level
- Building level leadership teams
- Building level parent meetings
- District newsletter
- Closing the Achievement Gap and Annual Report to the Public meetings
- School board meetings

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

- Grade level and departmental teachers/instructional facilitator meetings
- Principals/Instructional Facilitator meetings
- Administrative team meetings
- ACSIP meetings – building level and district level
- Building level leadership teams
- Facilities planning team
- Safety and crisis committees
- Policy committees

- Nutrition and physical activity committee

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

- Elected staff (certified and classified) serve on personnel policy committees
- Teacher-leaders (ACSIP) and instructional facilitators meet with principals
- Principals and instructional facilitators meet with assistant superintendent
- Administrative team (principals and directors) meet with superintendent
- Administrators attend all school board meetings
- Pathwise mentors guide novice teachers/administrators
- Students, parents, community members, administrators, teachers, and school board members participate in developing vision/mission and goals and actions for the district

2.12 Assess and addresses community expectations and stakeholder satisfaction

- All board meetings have “public comments” on the agenda
- All administrative team meetings have “areas of concern” on the agenda
- Community input is requested at “Closing the Achievement Gap” and “Annual Report to the Public” and “Master Facilities Plan” open forum meetings

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

Policies and processes that ensure equity of learning opportunities and support for innovation revolve mainly around the professional growth plans for all certified personnel and the data-driven professional development provided by the district. Additional information includes:

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

- District uses board approved evaluation tools for superintendent, certified personnel, and classified personnel
- Board members are required to obtain specific hours of professional development and training
- The board evaluates the superintendent with a tool that addresses professional growth
- Superintendent evaluates administrators/directors and assesses their growth as indicated in professional growth plan
- Principals evaluate certified personnel and assess their growth as indicated in their professional growth plan, which must be based on student achievement data
- District provides nine days of data-driven, professional development for all certified personnel
- Instructional facilitators provide job-embedded professional development
- District staff are encouraged to attend job-specific professional development
- Classified staff meet with supervisors for updates on professional development
- Student and staff handbooks follow policy which subscribes to all applicable nondiscriminatory laws

Overall Assessment:

Operational: The school system has leaders who are advocates for the system's vision and improvement efforts. The leaders provide direction and systematically allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders 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. While these processes and conditions are being implemented, the implementation is not systemic across the system, and the results are varied.

DRAFT

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 curriculum committee: review cycle, adoption/approval policies/criteria, membership

District-wide master schedule; hours of instruction

Formative assessments: quarterlies, etc.

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

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:

Operational

Evidence Provided:

Samples of student work

Student mentoring programs

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 can identify research used to align instruction

District staff/others meet to analyze data and align instruction

District staff/others meet to review current research

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

Student display of project-based learning opportunities

Student portfolios

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:

District staff are knowledgeable about state and national curriculum standards

Graduation requirements

Master schedule

Policies that reflect attention to issues of equity

Promotion, graduation criteria

Standards-based curriculum: state and national standards

3.6 Allocates and protects instructional time to support student learning:

Emerging

Evidence Provided:

Instructional calendar: days, hours

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:

Emerging

Evidence Provided:

Agendas, minutes of staff meetings indicating vertical and horizontal articulation

Articulation agreements between agencies

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

Policies and guidelines granting dual-credit, transfer of credit

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

Supplemental educational services: NCLB tutorial

Other: JEdI, parent center, technology center

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

Operational

Evidence Provided:

Database of student behavioral incidents

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

District staff/others meetings provide time for discussions about climate

Policies for student behavior, remediation, due process, appeals

Reward system for positive behavior

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

Operational

Evidence Provided:

Budget allocating appropriate funds for media services

Calendar and schedule of media services to students

Facilities map indicating media services location

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

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?

The system uses the instructional facilitators and the Total Instructional Alignment process to ensure the alignment and articulation of curriculum, instruction, and assessment. Additional information includes:

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

- Teachers have worked collaboratively with instructional facilitators and coordinators to align the curriculum vertically and horizontally to develop district-specific pacing guides, using the Total Instructional Alignment process and the Northwest Arkansas pacing guides
- Target Test formative assessments are given quarterly. Results are used to adjust the instructional and the guide.
- On-going, job embedded professional development is delivered through the instructional facilitators

3.10 Ensures that curriculum is reviewed and revised at regular intervals

- Pacing guides, aligned with the frameworks, are reviewed and revised annually and adjusted based on student achievement data
- ACSIP plans each have an intervention for curriculum and actions that require review and revision of the curriculum
- Leadership for Learning monthly meetings of instructional facilitators and principals review the curriculum
- CWT's indicate if objective is at grade-level

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?

ACSIP plans require that interventions, which include actions and professional development, are based on current best-practice research. That research must be noted in the ACSIP plans. Additional information includes:

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

- Professional learning opportunities are provided for staff on student engagement
- Building level professional learning communities address student engagement
- Departmental professional learning communities address student engagement
- Classroom Walk Through data supports improving student engagement
- Closing the Achievement Gap meetings address ACSIP actions that support student engagement (each ACSIP plan has an “instruction” intervention)
- Student Intervention Team plans address student engagement

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

- Administrative team meetings agenda always include an instructional focus point that is research-based
- Instructional facilitators stay abreast of the latest research and pass that along to teachers
- Instructional facilitators attend state-directed training in Adult Learning
- Comprehensive Literacy, Cognitively Guided Instruction, and Literacy First training support research-based instruction
- Marzano’s Classroom Instruction That Works and Classroom Management That Works, along with Schlety’s Working on the Work, and Never Work Harder Than Your Students by Jackson have all been used in book studies in various district professional learning communities
- District and building administrators promote opportunities for teacher to observe best practices inside and outside of the district and to attend quality, research-based professional development opportunities for improving instruction
- District partners with the University of Arkansas at Monticello and the Southeast Educational Renewal Zone, along with participating in a variety of instructional “job-alike” meetings to improve instructional practices

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

- Pre-challenge, pre AP and AP professional development focuses on increased rigor for all students
- ESL, 504, and special education coordinators provide professional development in differentiation of curriculum through product and process
- Interventionists and Reading Recovery teachers receive professional development that supports individualization of the curriculum
- AIPs, IRIs, and IAIPs, along with behavior plans, are developed to meet the needs of individual learners
- Flexible grouping and extended periods for literacy and for math provide opportunities for differentiation of the curriculum

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?

Professional development and job-embedded departmental and grade-level meetings and other professional learning communities, along with ACSIP teams and Pathwise mentors ensure that all staff members are

well-prepared to support and implement the district's expectations for student learning. Additional information includes:

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

- Monthly Leadership for Learning principals/instructional facilitators meetings include data analysis on the agenda
- ACSIP teams provide the structure for improvement plans and include curricular and instructional interventions and actions that are research-based
- Grade level and departmental professional learning communities consistently review the data and the research for their curricular and instructional decisions and adjust pacing guides accordingly
- Pathwise mentoring and the district's required orientation session for staff new to the district support and implement the district's expectations for student learning
- Closing the Achievement Gap committee members give input into the support needed for implementation of the district's expectations for student learning

3.6 Allocates and protects instructional time to support student learning

- Extended periods are provided for literacy and math at all schools
- After school and summer school learning opportunities are offered to students
- Non-core content teachers collaborate with core content teachers to reinforce academic learning time
- Instructional facilitators provide job-embedded professional development on maximizing academic learning time

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

- Vertical and horizontal curricular meetings occur regularly
- Common planning time is scheduled as possible
- Common content trainings at educational cooperative are attended
- ACSIP actions are designed to address vertical, horizontal, and cross-curricular instruction
- Transition plans from building to building are included in ACSIP plans

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

- "test talks" are held at schools with individual students
- Parents are included in the development of IRIs, AIPs, and IAIPs regarding student expectations
- Interventionists work under the direct supervision of the teacher with professional support from the instructional facilitators regarding individual student expectations
- Periodically administered formative assessment/Target test results are disaggregated and shared with students
- Pre-challenge, pre AP, AP, and Talents Unlimited provide extension opportunities for students
- Comprehensive Literacy, Reading First, Reading Recovery, Cognitively Guided Instruction, and Literacy First all include interventions to help students meet expectations
- Computer-assisted instruction provides support
- District parenting center and technology center provide support

3.9 Maintains a system-wide climate that supports student learning

- District administrators participate in professional development sessions along with teachers and other staff members
- Monthly administrative team meetings have an instructional focus
- Monthly District wide Leadership for Learning meetings of principals and instructional facilitators are focused on student learning
- Pathwise mentoring director effectively implements the Pathwise model for teacher induction
- Assistant Superintendent's orientation for new certified staff, new classified staff, and substitute training all focus on student learning
- District administrators and instructional facilitators are visible in the schools through frequent visits and conversations with students and teachers

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

District and school leadership work together to ensure access to services. Additional information includes:
3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction

- ACSIP coordinator/assistant superintendent meets frequently with building level ACSIP teams and with the district-wide technology team (tech coordinators and media specialists) to review allocation of fiscal resources to purchase materials needed for effective instruction
- ACSIP chairs, instructional facilitators, and principals work together to acquire services and materials for effective instruction
- ESL coordinator works with instructional facilitators and principals to acquire appropriate services and materials
- Technology coordinators work closely with media specialists to provide the latest in technology services and equipment
- Professional development is provided to support technology and materials for effective instruction
- Parent center offers support services, material and technology to students and their parents
- District technology center offers supports services and technology to patrons, parents, and students
- District and school web sites offer informational links
- Each school holds an open house/orientation for parents and students to communicate with staff
- EAST lab provides opportunities and communication projects to support instruction
- District technology plan addresses instructional needs and the professional development to support it
- Much communication is provided to staff via email and to parents via Edline
- All classrooms have computers, all schools have computer labs, personal response systems are in use in all schools, many classrooms have projectors and document readers
- Safety concerns are addressed with security cameras at all buildings and on some of the buses
- Staff professional development is tracked with ESCWorks
- APSCN, ACSIP, ESCWorks, SES software, ATLAS, GROUPWISE, Teachscape, EDline and Grade Quick are among the many software applications that record and track data.

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:

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:

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

District staff use data to inform policies and practice

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 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:

Highly Functional

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 evaluation of staff performance include the use of data for instructional planning

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

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

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

Operational

Evidence Provided:

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:

Operational

Evidence Provided:

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

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

Newsletters demonstrate communication of student performance and school effectiveness

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

Operational

Evidence Provided:

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

Data reports verify growth in student performance

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:

Highly Functional

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?

Student performance data, both formative and summative, along with Classroom Walkthrough Data, guide the analysis of changes in student performance. Additional information includes:

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

- District administration uses Classroom Walk Through Data, along with student achievement results – both formative (Target Tests) and summative (state-mandated criterion and norm referenced tests) - to guide instruction and curricular changes
- Instructional facilitators and teachers use Classroom Walk Through Data, along with student achievement results – both formative and summative- to guide changes in their pacing guides and instructional strategies
- Summative assessment results, along with formative assessment results, guide student grouping and instructional scheduling assignments

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

- DIBELS and DRA
- QELI (K)
- MAT-8 and SAT10 (K, 1, 2, 9)
- Augmented Benchmark (3-8) and End of Course Exams in Algebra and Geometry
- Grade 11 Literacy Exam
- Algebra II exam
- Alternate Portfolio Assessments for sped
- ASVAB
- Explore (grade 8) and PLAN (grade 10)
- PSAT
- ACT
- MAC II and EDLA
- AP exams
- Target Test interim assessments
- AIP's, IRI's and IAIP's

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

- NORMES, Triand, HIVE data comparisons at student, grade, school levels
- Augmented Benchmark results compare school/district/region/state
- NAEP comparisons district/state/nation
- ACT comparisons district/state

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?

Assessment results are consistently distributed, analyzed, and communicated as soon as they are received. Additional information includes:

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

- Student report cards picked up by parents/sent home/mailed home – notice of report card dates is published via local media and district web site
- Student progress reports are picked up by parents/sent home – notice of progress report dates is published via local media and district web site
- Two annual parent/teacher conferences are scheduled; parents are welcomed/encouraged to communicate with

teachers on a regular basis via email, phone calls, conferences

- Edline reports student performance in individual classrooms
- Annual Report to the Public and Closing the Achievement Gap meetings present disaggregated student achievement data
- Whole staff presentations of disaggregated student achievement data is done yearly
- Schools hold regular sessions to disaggregate student achievement data
- Data is posted to district web site via ACSIP plans – ACSIP interventions are based on student achievement data

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

- Target test interim formative assessments are scheduled quarterly and results are analyzed by instructional facilitators and teachers and students
- D2SC provides this interim assessment data at the student, classroom, grade, school, district and state levels
- Results from all of the state-mandated assessments, along with Explore, PLAN, PSAT, ACT are analyzed
- Student growth reports are analyzed
- Triand and NORMES and d2sc are used for data analysis

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

Data are used by a variety of groups at all levels of district and school organization to analyze the effectiveness of the district and to guide decisions about the direction for improvement of the schools' effectiveness. Additional information includes:

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

- ACSIP plans are developed to address identified student needs based on analysis of student achievement data
- Special education, ESL, gifted education utilize student achievement data to direct their programs
- District level (Instructional facilitators/principals and administrative teams), building level (departmental and whole staff teams) form professional learning communities that analyze student data on a regular basis
- Professional development is directed by student achievement data and teacher surveys
- Technology inclusion is directed by student achievement needs
- Target Tests (interim formative assessments) are administered quarterly and results are analyzed
- Student assessment data is used to develop IRIs, AIPs, and IAIPs
- Item analyses from target tests and state mandated tests are used to guide instruction
- IEPs and 504 plans are developed with student achievement results in mind

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?

Each “back-to-school” district-wide beginning professional development session includes the superintendent’s sharing of student achievement data. Then each school and each grade level and each teacher participates in professional development that includes the disaggregation of data to determine (1) who’s not learning, (2) why are they not learning, (3) what are we going to do about it. Additional information includes:

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

- Superintendent shares disaggregated student achievement results with whole school staff annually
- Disaggregated student achievement results are presented to the board/public during Annual Report to the Public and the Closing the Achievement Gap annual meetings

- District and building leadership are asked by the superintendent, “Who’s not learning? Why? What are you doing about it?”
- ACSIP teams are trained by assistant superintendent to disaggregate student performance data to make program decisions to be included in the ACSIP plans
- Principals and counselors lead building staff members through the data and what it means
- Instructional facilitators lead teachers in the disaggregation of formative and summative assessment results to guide and to modify instruction
- State-mandated assessment results are used to show growth in student performance
- Target tests (interim formative assessment) results are used to show individual students their growth
- Test talks with individual students are held by teachers/principals
- Departmental teams and grade level teams meet monthly or bimonthly to discuss student performance

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

- Triand, NORMES, d2sc, APSCN data bases are all used
- Grade Quick records individual teacher grades – Edline posts these
- Teacher grade books are kept by individual teachers
- Confidential student files are kept
- Special education IEP’s; 504 plans, ESL program records are kept
- District standardized test files are kept

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
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: 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:

Operational

Evidence Provided:

Agendas, minutes, decisions for district and school level IEP meetings

Appropriate space is provided for special need support programs

District staff can affirm that special needs students receive needed support

IEP: Individualized Education Plans

Personnel policies ensuring certification, licensure, evaluation, training

Professional learning opportunities

Schedules: District, School, Extra-Curricular; Transportation

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):

Operational

Evidence Provided:

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:

Operational

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

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:

Operational

Evidence Provided:

Budget demonstrates appropriate allocation for staffing

Class size indicates appropriate and effective support of student learning

Master schedule

Personnel policies and practices

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:

Operational

Evidence Provided:

Annual budget - current, forecasted, fund-equity

Consolidated Application (federal)

Facilities plan - current, future

Facilities protection documentation: insurance, amortization

Infrastructure plans: short and long range

Practices that support appropriate use of allocated funds

School-level budgets

Space is adequate and appropriate to support student learning

State and Federal program budgets for targeted support

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

Operational

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

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

Curriculum includes attention to cleanliness and safety

District staff are involved in developing and implementing safety policies

District support staff are knowledgeable about safety policies

Facilities maintenance reports and plans

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:

Operational

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

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

Operational

Evidence Provided:

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:

Highly Functional

Evidence Provided:

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

Policies and procedures regarding appropriate internet access

Policies and procedures regarding the purchase of technology tools

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:

Operational

Evidence Provided:

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

Master schedules demonstrating support for special needs

Policies and procedures that are ADA and IDEA compliant

Professional development calendar and topics

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

Staffing of Counseling and Guidance 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

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

Operational

Evidence Provided:

Community based programs

Curriculum for Career Preparation

Guidance and Counseling Department/Committee

Master schedule indicates availability of career preparation

Orientation to Career Preparation programs

Professional development: calendar, topics

Staff assigned to career preparation programs

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?

The district actively recruits quality educators and support staff and has a clear, structured program of induction/orientation, placement, development and evaluation of all employees. Recruiting and retaining teachers in south Arkansas is an area of serious regional concern. Additional information includes:

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

- District representatives attend as many career fairs as possible
- Certified vacancies are posted on district, Co-op, ADE, AAEA, and Teacher-Teacher.com web sites
- Certified vacancies are faxed to every college in the state
- Certified vacancies are advertised in local, regional and state newspapers
- Classified vacancies are posted on the district web site and advertised in the local newspaper
- Applications are posted on the district web site
- Applicants are screened for qualifications, references are checked, and selected applicants are interviewed orally by a committee of appropriate personnel – interview process includes a writing prompt/lesson plan. The interview process is scored by a rubric. A recommendation is made by the committee to the superintendent, who then recommends to the board.
- All new staff attend an orientation led by the assistant superintendent (day long for certified; half day for classified). Principals meet individually with new staff to orient them to building procedures.
- Novice teachers/beginning administrators are assigned a Pathwise mentor. Veteran teachers new to the district are assigned a “buddy” teacher.
- Instructional facilitators work with new teachers and with instructional paraprofessionals.
- Food service director provides professional development for cafeteria personnel

- Bus driver trainings, custodian trainings, and substitute trainings are all held annually.

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)

- Assistant superintendent guides new and veteran employees through staff orientation, meeting licensure requirements, adding areas of licensure, and obtaining licensure renewal
- All staff are assigned based on system needs and Arkansas Standards for Accreditation based on their qualifications, professional preparation, abilities, knowledge and skills sets, and experience
- Certified and classified personnel policies are posted on the district web site
- Staff members receive school level staff handbooks
- Novice teachers and beginning administrators are assigned a Pathwise trained mentor; experienced staff members new to the district are assigned a “buddy” teacher
- Retention of staff is addressed through job-embedded professional development opportunities, incentive professional development stipend of \$500 (for obtained approved hours 61-90), and through the district End of Year Celebration where staff are honored and appreciated
- Staff obtaining National Board Certification are awarded a one-time stipend of \$1500

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

- District utilizes the Southeast Arkansas Education Cooperative for many professional development offerings. Evaluation forms are completed at the close of each session
- District/schools offer nine of the ten required days of professional development. Instructional facilitators and principals plan and implement the professional development based both on student achievement data and on evaluation forms that are completed at the end of each professional development session
- ACSIP teams develop the professional development plan, based on PD evaluations, student achievement results, and input from instructional facilitators and principals
- Assistant superintendent maintains records ensuring that all required professional development (i.e., six hours of technology, etc.) are offered
- All WSD professional development is posted and tracked through ESCWorks
- All WSD staff complete the SAI online survey regarding professional development. Results are posted in ACSIP and used to develop the ACSIP professional development plan
- Title I plan meets the Title I professional development requirements

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

- Student enrollment, funding sources, program requirements, and state standards, along with federal regulations, are reviewed as indicators to determine staffing needs and assignments

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?

Leadership, including the board and the superintendent, the assistant superintendent and principals and building-level ACSIP teams, work to allocate resources to support what the student achievement data says we need and what supports the district's mission and vision. Continuous improvement and doing what is best for students is always the driving factor in resource allocation. Additional information includes:

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

- Annual Report to the Public includes budget information
- Public meeting of Warren School Board approves district and ACSIP budgets
- Monthly meetings of the Warren School Board include financial report presentations
- All schools and departments have annual budgets to guide expenditures to support the district's goals

- K-6 teachers are provided a \$500 per-teacher budget for instructional materials
- the district's ten-year master facilities plan budgets for new construction, renovations, and maintenance items

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

- Financial procedures follow the state's financial handbook
- Segregation of duties safeguards the purchasing process
- All expenditure documents require two or more signatures
- District is audited annually by state auditors

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

The ten-year Master Facilities Plan and the annually revised ACSIP plans all require the provision of resources and services to meet the needs of ALL students. Additional information includes:

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

- Safety plans and crisis management plans are implemented at each school site
- Each campus is equipped with an intercom system
- Security cameras are installed at each facility and also on some of the buses
- Two-way radios are used at each campus and on buses
- All facilities meet all state standards

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

- Safety and crisis management plans are included in personnel policy manuals
- Crisis and first-aid flip charts are provided to all employees
- Custodial, maintenance, transportation, paraprofessional, food services, and health care staff attend required trainings
- Training on the crisis management plan, chemical right-to-know, and bloodborne pathogens is provided to all staff annually; other needed trainings are provided to all staff intermittently
- Tornado drills, fire drills and bus evacuation drills are routinely conducted, as required. Evacuation maps are posted in every room of every facility
- All staff have district-issued name badges
- Visitors must report to the offices and receive a visitor name badge

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

- District's ten-year master facilities plan, along with district technology plan, and ACSIP and ARRA plans address these processes and plans
- District utilizes state partnership financing, bonds, federal and state categorical funds, and grants to accomplish its facilities and equipment goals

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

- District utilizes the services of a technology coordinator, assistant technology coordinator, and building-level media specialists to serve and coordinate technology needs
- District technology committee meets regularly to discuss technology needs and professional development needed and to develop the technology plan, which is approved by the ADE and posted to the district web site
- District technology coordinators and all media specialists attend technology conferences to learn about the latest educational technology trends
- All financial, human resources, and student data is entered into APSCN – COGNOS reports are utilized
- Student achievement data is maintained through APSCN, Triand, NORMES, and d2sc.
- Professional development data is maintained through ESCWorks
- All classrooms have computers in the classroom

- All schools have computer labs
- District computer lab is utilized by staff and by parents and students
- District parent center has computers
- Many classrooms have document readers and projectors
- Many classrooms utilize personal response systems
- Science teachers at all schools have recently utilized ARRA funding to upgrade science equipment

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

- Federal funds are used to support student needs according to the regulations of each program/funding source (Reading First, Title I, Title IIA, Title III, Title IV, Title VI, Title VI-B, Medicaid, migrant, child nutrition)
- State categorical funds are used to support student needs according to the regulations of each program/funding source (ELL, ALE, professional development and NSLA)
- Various grant fundings and consortiums with the SEARK Cooperative (i.e., math coach consortium, science coach consortium, HIPPY, Reading Recovery consortium, Target Testing), along with consortiums with other districts (Dare to Be You parenting program, LEA supervisor consortium)

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

- District School-based social worker
- Mental health service providers (Day Springs, Living Hope, Delta Guidance, Phoenix Youth and Families)
- School counseling services
- School district nurse
- Psychological examiner
- LEA supervisor/special education services
- 504 coordinator/services
- District speech pathologist/speech therapy services
- Child nutrition director
- Transportation director
- Alternative Learning classrooms at for grades 4/5, and 7-12
- In-school Suspension for grades 4-5, and for 7-12
- Extended Time Out for grades K-3
- Community Based Education Center (SEACBEC) vocational classes
- Adult education programs
- Even Start
- HIPPY
- ABC preschool
- Exemplary Child Learning Center day care program
- Extended day/After school programs
- Extended year/summer school programs
- SES at two schools
- Partnership with Donald W. Reynolds Warren YMCA
- Home bound services
- District parenting center
- Technology center open weekly for parents/students/patrons
- Indoor facility open to public for walking during inclement weather/outdoor track open to public for walking during good weather

Overall Assessment:

Operational: The school system has human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The system employs and allocates staff members who are well qualified for their assignments. The system provides ongoing 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.

DRAFT

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:

Operational

Evidence Provided:

Agendas, minutes, calendar of parent meetings

Calendar of events that promote stakeholder involvement

Internship/partnership agreements with community-based business and agencies

Parents and community members regularly volunteer time in district

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

Operational

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

Steering Committee meetings: agendas, minutes, membership

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

Operational

Evidence Provided:

Policies regarding volunteer involvement

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

Operational

Evidence Provided:

Brochures, pamphlets

Online calendar, schedule, and news/updates

Parent -teacher conferences: calendar, procedures, participation data

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

Student Handbook

6.5 Provides information that is meaningful and useful to stakeholders:

Operational

Evidence Provided:

Parent -teacher conferences: calendar, procedures, participation data

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?

Leadership ensures that the system is responsive to stakeholder satisfaction by always including a public comments section on the board meeting agendas and by having an “open door” policy for community and

stakeholder concerns. Additional information includes:

6.1 Fosters collaboration with community stakeholders to support student learning

- District newsletter communicates district’s goals, programs to community stakeholders – distributed in community, sent home in elementary communication folders, posted on district web site
- Annual Report to Public, all school board meetings, Closing the Achievement Gap/Federal Programs/ACSIP meeting, and public input for the Master Facilities Plan are all advertised widely and public input is requested
- Some of the schools have parent advisory groups and also send school newsletters
- Edline communicates student progress with parents
- Superintendent belongs to several civic groups and regularly communicates with members regarding the district
- Superintendent regularly addresses administrative team with questions/suggestions about serving our “customers” and being “customer friendly”
- Partners with the University of Arkansas at Monticello and the Southeast Educational Renewal Zone
- Monthly administrative team meetings always have an instructional focus
- Principals/Instructional Facilitators meet monthly to discuss supports for student learning
- Instructional Facilitators meet monthly with grade level/departamental groups to discuss support for student learning

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

- All school board agendas have a “public comments” item
- Parents are welcome to speak with teachers, directors, administrators and central office personnel about their concerns
- Administrators and directors and teachers are trained in active and respectful listening
- District newsletter communicates district’s goals, programs to community stakeholders – distributed in community, sent home in elementary communication folders, posted on district web site
- Annual Report to Public, all school board meetings, Closing the Achievement Gap/Federal Programs/ACSIP meeting, and public input for the Master Facilities Plan are all advertised widely and public input is requested
- Edline communicates student progress with parents

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

- Parents are invited/requested to participate in meetings to revise student handbook policies
- Parents and community members are invited/requested to participate in Closing the Achievement Gap/Federal Programs/ACSIP meetings and are asked to provide input
- Administrative team/school board planning retreats are held

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

- Annual Report to the Public includes expectations for student learning and goals for improvement (also posted to district web site)
- ACSIP plans include benchmarks/goals/interventions/actions for improvement (posted to district web site)
- Quarterly progress reports and report cards are sent home/mailed/picked up by parents
- District newsletter communicates district’s goals, programs to community stakeholders – distributed in community, sent home in elementary communication folders, posted on district web site
- Edline provides electronic information to parents on students’ progress
- Parent teacher conferences offer an opportunity for meaningful two-way communication
- Provides written communication in a language the parents can understand; provides oral translation for parents when requested

6.5 Provides information that is meaningful and useful to stakeholders

- Student handbooks and student handbook committees
- District newsletter communicates district’s goals, programs to community stakeholders – distributed in community, sent home in elementary communication folders, posted on district web site
- ACSIP plans provide information on district and school goals, interventions and actions – posted on district web site
- Annual Report to the Public includes expectations for student learning and goals for improvement, along with

other required and pertinent data about the district - posted on the district web site

- Press releases are sent weekly to local and regional media outlets
- School level family nights are widely advertised
- Parent teacher conferences offer an opportunity for meaningful two-way communication
- Edline provides electronic information to parents on students' progress
- Parent surveys are utilized at some buildings
- District parent center connects parents with needed resources
- School Messenger provides information updates via phone to parents
- Each school holds an open house and/or orientation sessions to which parents are invited
- SEACBEC has an advisory committee
- District and building level ACSIP committees

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?

A variety of communication methods are utilized to inform stakeholders of the effectiveness of the district and student performance results. Electronic media, print media, broadcast media and meetings are all used to share information with the community. Additional information includes:

6.1 Fosters collaboration with community stakeholders to support student learning

- District newsletter communicates district's goals, programs to community stakeholders – distributed in community, sent home in elementary communication folders, posted on district web site
- Annual Report to Public, all school board meetings, Closing the Achievement Gap/Federal Programs/ACSIP meeting, and public input for the Master Facilities Plan are all advertised widely and public input is requested
- Some of the schools have parent advisory groups and also send school newsletters
- Edline communicates student progress with parents
- Superintendent belongs to several civic groups and regularly communicates with members regarding the district
- Superintendent regularly addresses administrative team with questions/suggestions about serving our “customers” and being “customer friendly”
- Partners with the University of Arkansas at Monticello and the Southeast Educational Renewal Zone
- Monthly administrative team meetings always have an instructional focus
- Principals/Instructional Facilitators meet monthly to discuss supports for student learning
- Instructional Facilitators meet monthly with grade level/departmental groups to discuss support for student learning

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- Provides written communication in a language the parents can understand; provides oral translation for parents when requested

6.5 Provides information that is meaningful and useful to stakeholders

- Student handbooks and student handbook committees
- District newsletter communicates district's goals, programs to community stakeholders – distributed in community, sent home in elementary communication folders, posted on district web site
- ACSIP plans provide information on district and school goals, interventions and actions – posted on district web site

- Annual Report to the Public includes expectations for student learning and goals for improvement, along with other required and pertinent data about the district - posted on the district web site
- School Report card is posted on the ADE web site – link provided from district web site
- Standardized test data sent home to/discussed with parents during AIP/IRI conferences
- Press releases are sent weekly to local and regional media outlets and posted to district web site
- School level family nights are widely advertised
- Parent teacher conferences offer an opportunity for meaningful two-way communication
- Teachers telephone parents and maintain a log of telephone calls
- Edline provides electronic information to parents on students' progress
- Parent surveys are utilized at some buildings
- District parent center connects parents with needed resources
- School Messenger provides information updates via phone to parents
- Each school holds an open house and/or orientation sessions to which parents are invited
- SEACBEC has an advisory committee
- District and building level ACSIP committees

Overall Assessment:

Operational: The school system 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 and can demonstrate good participation by some 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:

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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: 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):
Operational

Evidence Provided:

Continuous Improvement Plan - district and individual schools

District staff affirm their involvement in continuous improvement committees

Graduation and retention rates

Information/Data system

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:

District and School Improvement plan indicating membership of committees

Parent compact

Policies, procedures for district and school improvement committee work

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

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

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

Vision, purpose posted in district-wide facilities

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:

Operational

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:

Operational

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:

Operational

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

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

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

Operational

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.

The district mission, values, and purpose, and the implementation of these through the ACSIP plans, drive the process for continuous improvement. The Professional Growth Plans for each certified employee and the job-embedded, district-provided professional development are based on the expectation of continuous improvement. Additional information includes:

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

7.4 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

- Superintendent shares district's vision and goals with civic groups
- District Data monthly newsletter shares information about plans and results, along with vision and mission
- Annual Report to the Public shares mission and vision, profile, plans for improvement, and results
- Federal Programs/ACSIP/Closing the Achievement Gap annual meeting gathers input on mission, provides information on profile, seeks input on plans for improvement and for closing the achievement gaps, and shares results
- Parent advisory groups give input
- Parent Teacher conferences
- Progress reports and report cards
- Edline reporting
- Triand, NORMES, APSCN data
- Building and district level surveys
- Professional development evaluations
- CWT results
- ACSIP plans using data to determine goals, interventions, actions, and professional development
- Student Intervention team meetings/AIPs/IRIs/IAIPs/504s/LPACs/IEPs
- Building level leadership team meetings
- District wide principals and instructional facilitators meetings
- Administrative team meetings
- School board meetings
- District web site information

- Weekly press releases

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?

Improvement goals, including the Benchmark statements in ACSIP, are based on student achievement data and align with the district’s mission, purpose, and values. Annual review and revision of ACSIP ensure that the goals reflect student needs and are aligned with district vision and purpose. Additional information includes:

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

7.6 Monitors and communicates the results of improvement efforts to stakeholders

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

- Data disaggregation, including Classroom Walkthrough data and survey data, and analysis drives all ACSIP plans
- ACSIP/Closing the Achievement Gap meeting includes peer review of ACSIP plans to ensure focus on increasing learning and closing achievement gaps
- ACSIP plans are reviewed and revised throughout the year
- Buildings present programs at school board meetings to share how that school is working to improve
- Annual Report to the Public shares the plan for continuous improvement
- Annual Performance Report (School Report Card) has a link on district web site
- Parent-teacher conferences are scheduled and designed to share information on improving student achievement
- Progress reports/report cards/elementary weekly communication folders/Edline all report student progress
- Student achievement data/school improvement status is published in local newspaper
- Monthly District Data newsletter communicates results of improvement efforts to stakeholders
- Administrative team meetings and Principals/Instructional Facilitator’s Leadership for Learning meetings provide direction and assistance to schools on continuously improving.
- Administrators participate in AudioEd online monthly professional development and discuss strategies for improvement

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?

ACSIP plans provide the plan for professional development provided to teachers. Instructional facilitators and Pathwise mentors provide job-embedded professional support to implement the intervention and achieve improvement goals. Additional information includes:

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

- ACSIP plans, including interventions, actions, and professional development are all based on recent research
- Professional development is research-based, as well as data driven
- Certified personnel professional growth plans must indicate what supports are needed for improvement
- ADE On-campus review monitoring
- Federal programs monitoring
- Gifted and Talented, Migrant, and Special Education monitoring
- AdvancED process of accreditation

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

District ACSIP leadership ensures that the plan is implemented, monitored, and evaluated. Communication is done mainly through the Annual Report to the Public and the annual ACSIP/Closing the Achievement Gap/Federal Programs meeting to which the public is invited to attend and give input. Additional information includes:

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

- Student achievement data
- Classroom Walk through Data
- Professional growth plans
- Program evaluation in ACSIP
- Weekly press releases to print and broadcast media
- Monthly District Data newsletter
- Annual Report to the Public
- ACSIP documents posted on district web site
- ACSIP/federal programs/Closing the Achievement Gap meetings communicate results and evaluates effectiveness
- District web site
- Link to Annual Performance Report (School Report Card) on district web site

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?

The district uses the following processes to monitor and document improvement:

- Ten-year facilities plan
- APSCN
- Triand/NORMES/d2sc/Edline
- APSCN student data system
- Evaluation tool for all certified personnel
- Classroom Walk Through data
- Review and evaluation of mission/goals/ACSIP plans/professional development
- SAI index surveys
- ACSIP program evaluations

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

The district utilizes the following means to provide meaningful feedback and support to its schools and throughout the district:

- Monthly board meeting minutes provided to press and posted to district web site
- Monthly administrative team meetings
- Monthly principals/instructional facilitators “Leadership for Learning” meetings
- Grade level or departmental meetings with instructional facilitators (monthly or bimonthly)
- PPC minutes distributed
- Financial support provided through ACSIP and purchase order request system
- Email
- ACSIP plans posted to district web site

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

The district engages in the following events to ensure that the AdvancED standards are met by all schools and by the district as a whole:

- Standards analyzed at and goals set by School Board/Administrators retreat
- Standards analyzed at each school during professional development
- Standards analyzed by district steering committee
- ACSIP plans analyze standards and set goals, interventions and actions – all based on student achievement data – for meeting the standards
- ACSIP plans are monitored and approved locally, regionally, and at state levels

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

The district regularly collects, uses, and communicates results in the following ways:

- Survey monkey is utilized for district or building developed surveys
- SAI index and professional development evaluation forms are analyzed
- Student achievement data is collected through summative and formative assessments
- Summative assessment data is presented during Annual Report to the Public, during the ACSIP/federal programs/Closing the Achievement Gap annual meeting, and is posted in the ACSIP plans
- Individualized data is shared through “test talks” from counselor and/or teachers with students and with parents at parent-teacher conferences or at the signing of the AIPs/IRIs/IAIPs
- CWT data is collected through Teachscape
- All data is analyzed and discussed at district wide staff meetings, monthly Instructional Facilitators and Principals “Leadership for Learning” meetings, and at the school, grade level, and classroom levels
- Superintendent collects financial information from business office and shares it with board/patrons at school board meetings and at the Annual Report to the Public
- Results are communicated at school board meeting presentations and through press releases and the district monthly newsletter, District Data

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?

The major themes, trends, or areas of focus that emerge across the seven standards include the following:

- the need for improved two-way communication between the district and ALL stakeholders
- the need to have improved input and ownership in the educational process from ALL stakeholders

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?

The AdvancED district steering committee's review of the "diamonds and stones" of each of the seven standards revealed the following to be the greatest strengths of the Warren School District:

- One of our strengths is also one of our greatest challenges – that of communication. The district provides a great deal of information regarding the district and its students to stakeholders through a variety of means – electronic, print, broadcast media.
- A strong curriculum alignment exists in the areas of math and literacy due to intense involvement in the Total Instructional Alignment process.
- Strong student interventions exist to support the individualized needs of students. Some of these interventions include point-in-time remediation by interventionists, 504 plans, Individual Education Plans, afterschool tutoring opportunities, extended year learning opportunities, a parent center, a district technology center, online remediation through JEdI, gifted and talented education, and a variety of academic competitions in which students can engage.
- An increasingly greater use of effective instructional technology is evident throughout the district. Strong leadership from the technology coordinators, media specialists, and instructional facilitators, along with job-embedded professional development, has made this possible.
- The manner in which the district organizes and implements the ACSIP plans supports teaching and learning in our district. The interventions in both the math and the literacy priorities of ACSIP mirror the AdvancED standards. The professional development and evaluation required by ACSIP provide a strong mechanism for support and commitment to continuous improvement.
- Nine planned days of professional development, guided by both student achievement data and survey data, are required of all certified personnel. Each certified person's professional growth plan, which must be tied to ACSIP, provides the commitment to continuous improvement.
- The district strictly adheres to all laws and policies. Decisions are made and implemented based on these laws, policies, and established procedures

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

The AdvancED district steering committee's review of the "diamonds and stones" of each of the seven standards

revealed the following to be the greatest challenges of the Warren School District:

- The need for increased parental involvement
- The need for increased involvement from and communication to ALL stakeholders
- The need to improve communication between schools
- The need to improve outreach and communication to the growing Hispanic community
- The need to recruit and retain quality educators and support staff
- The need to increase student achievement

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

The Warren School District will use this self assessment, along with the report of the AdvancED visiting team, to serve as guiding principles in the district's commitment to quality assurance and continuous improvement. The results of this assessment and the team report will be shared with all board members, staff, and stakeholders across the district. The results will be reviewed and assimilated into the existing structures already in place in the district that are used for quality assurance and continuous improvement.

DRAFT

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			✓	