



AdvancED[®]
Standards
for Quality



SCHOOLS





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*"We are what we repeatedly do. Excellence, then, is not an act, but a habit."
- Aristotle*

Each and every day, educators and administrators in schools around the world seek new ways to help students reach their greatest potential. No longer are parents, communities or even students satisfied with the minimum requirements. Educators and administrators must be prepared to meet this demand and continue to improve as they strive for excellence.

The commitment to continuous improvement is a dynamic effort, consistently requiring attention and revision. AdvancED expects this commitment from the educational institutions we serve, and we expect it of ourselves. To that end, once every five years, AdvancED reviews, and revises if necessary, the Standards that serve as the foundation of the AdvancED Accreditation Process.

These AdvancED Standards for Quality Schools not only provide the foundation for the AdvancED Accreditation Process, but also represent the continued evolution of accreditation as a powerful tool for driving effective practices in support of student learning.

About AdvancED

The world's leader in accreditation and school improvement, AdvancED believes that students must be prepared to succeed in a constantly evolving and diverse world and that educational institutions have a deep responsibility to deliver quality education to students from all walks of life.

We have been experts in accreditation and school improvement since 1895, and bring this 100+ years of experience and expertise through three US-based accreditation agencies — the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI).

The AdvancED Accreditation Process, a protocol embraced around the world, is a clear and comprehensive program of evaluation and external review, supported by research-based Standards and dedicated to helping schools, school systems and education providers continuously improve.

AdvancED is committed to sharing the knowledge and practice generated by schools throughout its global network to inform and influence practice on issues related to education quality.



We believe in the power of education.

Anatomy of a Standard

The AdvancED Standards for Quality Schools include the Standard, indicator and related performance levels.

The **Standards** are research-based, comprehensive quality statements that describe conditions that are necessary for educational institutions to achieve quality student performance and organizational effectiveness. These Standards support an education process that is truly visionary, characterizing how organizations should operate to promote a culture of continuous learning that is fluid – engaging leaders, staff and students.

The **indicators and related performance levels** give thorough descriptions of exemplary practices and processes, together providing a comprehensive picture of each Standard.

Together, the five Standards and accompanying indicators and performance levels focus on practices within the school and systematic methods of driving excellence in student performance and organizational effectiveness.





No one standard or set of indicators and performance levels is complete without considering all five as a collective whole. Embracing their inherent “connectedness” is critical to understanding and application. The AdvancED Standards for Quality Schools and the AdvancED Accreditation Process offer schools a road map for the pursuit of excellence in education and student learning, unleashing their own power to transform.

AdvancED Standards for Quality Schools

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.



Standards for the Future

“We believe education can change the life of a child. We seek to serve institutions that are dedicated to a standards-based approach to quality improvement for the ultimate benefit of their students.”

Mark A. Elgart, Ed.D.

President and CEO

AdvancED

Through our own commitment to improvement, AdvancED revises its Standards to ensure that they remain relevant and current as the foundation of the AdvancED Accreditation Process. There are very practical reasons to review the Standards – our knowledge of effective practices changes, and research reveals new information about factors that contribute to student achievement.

However, revising the Standards also opens the door to considering future trends in education and AdvancED’s own research and findings from the institution visits at the nearly 30,000 accredited schools and school systems that we have conducted over the last five years. Feedback from the field also provided rich experiences and expertise that allowed us to look at creating Standards for the future, not just today.

The revision process that resulted in these Standards included in-depth study of content by renowned authors including Dr. Robert Marzano, Dr. Yong Zhao, Linda Darling-Hammond and Dr. Michael Fullan. We considered content from the *Partnership for 21st Century Skills*, the *2020 Forecast* and the Council of Chief State School Officer’s *Educational Leadership Policy Standards*. Next, our draft Standards went under critical review by educational thought leaders Dr. W. James Popham, Dr. David Berliner, Dr. Yong Zhao and Ms. Kathleen Paliokas.

This rich and deep revision process produced a set of Standards that will challenge institutions to reach higher, to examine closer and to demonstrate the fidelity and integrity of effective practices. The Standards for Quality Schools significantly increase the focus on teaching and learning; incorporate 21st Century Skills; embed high expectations for professional practice; and focus on rigor, equity, student engagement and depth and application of knowledge.

More than half of the indicators within the Standards focus on teaching and learning and continuous improvement. Each indicator has descriptive performance levels and both institutions and the External Review Teams will evaluate the institution against each indicator, not just the Standards.

Key Educational Concepts in Standards

1. All schools commit to rigor, equity, student engagement and depth and application of knowledge.
2. All schools commit to developing learning skills, thinking skills and life skills for all students.
3. The school improvement plan requires identification of goals for improvement of achievement and instruction.
4. The governing body operates consistent with established roles and responsibilities; must be ethical and free of conflict of interest.
5. Teachers participate in collaborative learning communities.
6. All schools have formal structures whereby each student is well-known.
7. Grading and reporting must be based on clear criteria for attainment of knowledge and skills.
8. Institutions have a student assessment system with local and standardized assessments, resulting in a range of data about student learning.
9. Professional and support staff are trained in evaluation, interpretation and use of data.
10. Schools must demonstrate, using data, growth in student learning, student readiness for the next level and student success at the next level.



Accreditation Process

At AdvancED we believe School Accreditation is pivotal to leveraging improvement. There is no question that the school and the classroom are at the heart of teaching and learning.

School leaders engaged in AdvancED School Accreditation will:

- Take stock of themselves in relation to a set of research-based quality standards
- Establish a vision, assess their current reality, implement an improvement plan, monitor progress and evaluate results
- Enhance their best thinking with the insights and perspectives of an External Review Team

Two key changes will be part of the AdvancED Accreditation Protocol. First, all institutions will be required to conduct a Student Performance Diagnostic as part of their Internal Review. They also will be required to conduct staff, student and parent surveys and conduct a diagnostic review of the results. In addition to the External Review Team assessment on the Standards and indicators during the External Review, the student performance results along with the survey results will be included in the determination of accreditation status.

Second, individual schools in the School System Accreditation model will be required to complete a Self Assessment. The results of those assessments will be used by the External Review Team visiting the school system and may be factored into the evaluation of the school system.

Through School Accreditation, AdvancED provides an effective engine for creating systematic and systemic improvement efforts. Increasing student achievement involves more than improving instruction. It is a result of how well all the parts of the institution work together to meet the needs of students.

Accreditation Resources

Within this booklet, schools will find resources to guide their efforts toward achieving AdvancED School Accreditation. Evidence guidelines within each Standard are provided to assist institutions in demonstrating how they meet the Standards for Quality Schools. Schools should provide evidence that supports their own self assessment of their performance levels. Put simply, the evidence guides should be used as guidelines for possible evidence with the flexibility to individualize how each school demonstrates quality education.

In the back of this booklet, institutions will find a helpful glossary that describes and defines words and phrases used within the Standards and outlines expectations within performance levels through these definitions.

In addition to this booklet, there are many online resources available to schools to support the accreditation process.

For more information regarding resources for accreditation, visit www.advanc-ed.org, or contact the AdvancED Accreditation Division at 888.41 EDNOW (888.413.3669) or contactus@advanc-ed.org.

Standard 1

Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

INDICATOR 1.1

The school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success.

- Level 4** The process for review, revision and communication of the school's purpose is clearly documented and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.
- Level 3** The school's process for review, revision and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.
- Level 2** The school has a process for review, revision and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.
- Level 1** No process to review, revise or communicate a school purpose exists. Stakeholders are rarely asked for input regarding the purpose of the school.

Examples of Evidence

- Purpose statements - past and present
- Minutes from meetings related to development of the school's purpose
- Documentation or description of the process for creating the school's purpose including the role of stakeholders
- Communication plan to stakeholders regarding the school's purpose
- Examples of communications to stakeholders about the school's purpose (i.e., website, newsletters, annual report, student handbook)
- Survey results

Standard 1: Purpose and Direction

INDICATOR 1.2

The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.

Level 4 Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.

Level 3 Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.

Level 2 Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills. School leadership maintains high expectations for professional practice.

Level 1 Minimal or no evidence exists that indicates the culture of the school is based on shared values and beliefs about teaching and learning. Educational programs challenge few or no students and are provided in a way that few students achieve the learning, thinking and life skills necessary for success. Learning experiences for students are rarely equitable. Instructional practices rarely include active student engagement, a focus on depth of understanding and the application of knowledge and skills. Little or no commitment to high expectations for professional practice is evident.

Examples of Evidence

- The school's statement of purpose
- Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose
- Survey results

Standard 1: Purpose and Direction

INDICATOR 1.3

The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

- Level 4** School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources and time lines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.
- Level 3** School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources and time lines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.
- Level 2** School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources and time lines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.
- Level 1** A continuous improvement process for improving student learning and the conditions that support learning is used randomly and/or ineffectively. The profile is rarely updated or used by school personnel and contains little or no useful data. Goals selected for improvement, if they exist, reflect the minimum required by governmental or organizational oversight agencies. Few or no measurable objectives, strategies or activities are implemented with fidelity. Documentation linking the process to improved student achievement and instruction is unclear or non-existent.

Standard 1: Purpose and Direction

INDICATOR 1.3

The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

Examples of Evidence

- Agenda, minutes from continuous improvement planning meetings
- The school data profile
- The school continuous improvement plan
- Communication plan and artifacts that show two-way communication to staff and stakeholders
- Survey results

Standard 2

Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

INDICATOR 2.1

The governing body establishes policies and supports practices that ensure effective administration of the school.

Level 4 Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for and oversight of fiscal management.

Level 3 Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for and oversight of fiscal management.

Level 2 Policies and practices generally support the school's purpose and direction and the effective operation of the school. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of staff. Policies and practices provide requirements and oversight of fiscal management.

Level 1 Little connection exists between policies and practices of the governing board and the purpose, direction and effective operation of the school. Policies and practices seldom or never address effective instruction and assessment that produce equitable and challenging learning experiences for students. There are few or no policies and practices regarding professional growth of staff. Policies provide requirements of fiscal management.

Examples of Evidence

- Governing body policies, procedures and practices
- School handbooks
- Staff handbooks
- Student handbooks
- Communications to stakeholders about policy revisions

Standard 2: Governance and Leadership

INDICATOR 2.2

The governing body operates responsibly and functions effectively.

- Level 4** The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation and fiscal responsibility. Members comply with all policies, procedures, laws and regulations and function as a cohesive unit for the benefit of student learning.
- Level 3** The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws and regulations and functions as a cohesive unit.
- Level 2** The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws and regulations.
- Level 1** The governing body has no method for or does not ensure that decisions and actions are free of conflict of interest, are ethical and in accordance with defined roles and responsibilities. Governing body members rarely or never participate in professional development regarding the roles and responsibilities of the governing body and its individual members. Evidence indicates the governing body does not always comply with policies, procedures, laws and regulations.

Examples of Evidence

- Governing body policies on roles and responsibilities, conflict of interest policy
- Governing code of ethics
- Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest
- Governing body minutes relating to training
- Governing body training plan
- Assurances, certifications
- Proof of legal counsel
- List of assigned staff for compliance
- Historical compliance data
- Communications about program regulations
- Findings of internal and external reviews of compliance with laws, regulations and policies

Standard 2: Governance and Leadership

INDICATOR 2.3

The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

- Level 4** The governing body consistently protects, supports and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.
- Level 3** The governing body protects, supports and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.
- Level 2** The governing body generally protects, supports and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body usually maintains a distinction between its roles and responsibilities and those of school leadership.
- Level 1** The governing body rarely or never protects, supports and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body does not distinguish between its roles and responsibilities and those of school leadership or frequently usurps the autonomy of school leadership.

Examples of Evidence

- School improvement plan developed by the school
- Agendas and minutes of meetings
- Roles and responsibilities of school leadership
- Maintenance of consistent academic oversight, planning and resource allocation
- Survey results regarding functions of the governing body
- Stakeholder input and feedback
- Social media
- Communications regarding board actions

Standard 2: Governance and Leadership

INDICATOR 2.4

Leadership and staff foster a culture consistent with the school's purpose and direction.

Level 4 Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.

Level 3 Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership and professional growth. The culture is characterized by collaboration and a sense of community.

Level 2 Leaders and staff make some decisions and take some actions toward continuous improvement. They expect all students to be held to standards. Leaders and staff express a desire for collective accountability for student learning. School leaders sometimes support innovation, collaboration, shared leadership and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community.

Level 1 Decisions and actions seldom or never support continuous improvement. School leaders and staff may or may not expect students to learn. There is no evidence of or desire for collective accountability for student learning. School leaders seldom or never support innovation, collaboration, shared leadership and professional growth. The culture is characterized by a minimal degree of collaboration and little or no sense of community.

Examples of Evidence

- Examples of collaboration and shared leadership
- Examples of decisions aligned with the school's statement of purpose
- Examples of decisions in support of the school's continuous improvement plan
- Survey results

Standard 2: Governance and Leadership

INDICATOR 2.5

Leadership engages stakeholders effectively in support of the school's purpose and direction.

Level 4 Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts and provide and support meaningful leadership roles for stakeholders. School leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.

Level 3 Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.

Level 2 Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.

Level 1 Leaders rarely or never communicate with stakeholder groups. Little or no work on school improvement efforts is collaborative, and stakeholders have little or no opportunity for leadership. School leaders' efforts result in limited or no stakeholder participation and engagement in the school.

Examples of Evidence

- Survey responses
- Copies of surveys or screenshots from online surveys
- Communication plan
- Minutes from meetings with stakeholders
- Involvement of stakeholders in a school improvement plan

Standard 2: Governance and Leadership

INDICATOR 2.6

Leadership and staff supervision and evaluation processes result in improved professional practice and student success.

- Level 4** The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.
- Level 3** The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.
- Level 2** The criteria and processes of supervision and evaluation include references to professional practice and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.
- Level 1** The criteria and processes of supervision and evaluation have little or no focus on improving professional practice or student success. Supervision and evaluation processes are randomly implemented, if at all. Results of the supervision and evaluation processes, if any, are used rarely or never.

Examples of Evidence

- Job-specific criteria
- Supervision and evaluation documents with criteria for improving professional practice and student success noted
- Representative supervision and evaluation reports
- Governing body policy on supervision and evaluation
- Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation

Standard 3

Teaching and Assessing for Learning

The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.

INDICATOR 3.1

The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.

Level 4 Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.

Level 3 Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.

Level 2 Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.

Level 1 Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills. There is no evidence to indicate how successful students will be at the next level. Like courses/classes do not always have the same learning expectations. No individualization for students is evident.

Examples of Evidence

- Descriptions of instructional techniques
- Enrollment patterns for various courses
- Graduate follow-up surveys
- Course descriptions
- Course schedules
- Learning expectations for different courses
- Representative samples of student work across courses
- Posted learning objectives
- Lesson plans
- Survey results

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.2

Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

Level 4 Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction and assessment.

Level 3 Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction and assessment.

Level 2 School personnel monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction and assessment.

Level 1 School personnel rarely or never monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment or alignment with the school's goals for achievement and instruction and statement of purpose. No process exists to ensure alignment when curriculum, instruction and/or assessments are reviewed or revised. There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school's purpose in curriculum, instruction and assessment.

Examples of Evidence

- Curriculum writing process
- A description of the systematic review process for curriculum, instruction and assessment
- Curriculum guides
- Lesson plans aligned to the curriculum
- Products – scope and sequence, curriculum maps
- Common assessments
- Surveys results
- Standards-based report cards

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.3

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Level 4 Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.

Level 3 Teachers plan and use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.

Level 2 Teachers sometimes use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.

Level 1 Teachers rarely or never use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Teachers seldom or never personalize instructional strategies. Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.

Examples of Evidence

- Teacher evaluation criteria
- Findings from supervisor walkthroughs and observations
- Student work demonstrating the application of knowledge
- Examples of teacher use of technology as an instructional resource
- Examples of student use of technology as a learning tool
- Interdisciplinary projects
- Authentic assessments
- Professional development focused on these strategies
- Agenda items addressing these strategies
- Surveys results

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.4

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

Level 4 School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific standards of professional practice.

Level 3 School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific standards of professional practice.

Level 2 School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific standards of professional practice.

Level 1 School leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific standards of professional practice.

Examples of Evidence

- Supervision and evaluation procedures
- Curriculum maps
- Peer or mentoring opportunities and interactions
- Recognition of teachers with regard to these practices
- Administrative classroom observation protocols and logs
- Examples of improvements to instructional practices resulting from the evaluation process
- Documentation of collection of lesson plans and grade books
- Surveys results

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.5

Teachers participate in collaborative learning communities to improve instruction and student learning.

- Level 4** All teachers participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Teachers implement a formal process that promotes productive discussion about student learning. Learning from, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching are a part of the daily routine of teachers. Teachers can clearly link collaboration to improvement results in instructional practice and student performance.
- Level 3** All teachers participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Teachers have been trained to implement a formal process that promotes discussion about student learning. Learning from, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching occur regularly among most teachers. Teachers indicate that collaboration causes improvement results in instructional practice and student performance.
- Level 2** Some teachers participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Teachers promote discussion about student learning. Learning from, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching sometimes occur among teachers. Teachers express belief in the value of collaborative learning communities.
- Level 1** Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across grade levels and content areas. Teachers rarely discuss student learning. Learning from, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching rarely occur among teachers. Teachers see little value in collaborative learning communities.

Examples of Evidence

- Agendas and minutes of collaborative learning committees
- Calendar/schedule of learning community meetings
- Common language, protocols and reporting tools
- Examples of improvements to content and instructional practice resulting from collaboration
- Examples of cross curricular projects, interdisciplinary instruction and classroom action research project
- Peer coaching guidelines and procedures
- Survey results

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.6

Teachers implement the school's instructional process in support of student learning.

Level 4 All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.

Level 3 All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.

Level 2 Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.

Level 1 Few teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.

Examples of Evidence

- Samples of exemplars used to guide and inform student learning
- Examples of learning expectations and standards of performance
- Examples of assessments that prompted modification in instruction
- Survey results

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.7

Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

Level 4 All school personnel are engaged in systematic mentoring, coaching and induction programs that are consistent with the school's values and beliefs about teaching, learning and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

Level 3 School personnel are engaged in mentoring, coaching and induction programs that are consistent with the school's values and beliefs about teaching, learning and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.

Level 2 Some school personnel are engaged in mentoring, coaching and induction programs that are consistent with the school's values and beliefs about teaching, learning and the conditions that support learning. These programs set expectations for school personnel.

Level 1 Few or no school personnel are engaged in mentoring, coaching and induction programs that are consistent with the school's values and beliefs about teaching, learning and the conditions that support learning. Limited or no expectations for school personnel are included.

Examples of Evidence

- Descriptions and schedules of mentoring, coaching and induction programs with references to school beliefs and values about teaching and learning
- Professional learning calendar with activities for instructional support of new staff
- Personnel manuals with information related to new hires including mentoring, coaching and induction practices
- Records of meetings and walkthroughs/feedback sessions
- Survey results

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.8

The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

- Level 4** Programs that engage families in meaningful ways in their children's education are designed, implemented and evaluated. Families have multiple ways of staying informed of their children's learning progress.
- Level 3** Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.
- Level 2** Programs that engage families in their children's education are available. School personnel provide information about children's learning.
- Level 1** Few or no programs that engage families in their children's education are available. School personnel provide little relevant information about children's learning.

Examples of Evidence

- Volunteer program with variety of options for participation
- Parental/family/caregiver involvement plan including activities, time frames and evaluation process
- Calendar outlining when and how families are provided information on child's progress
- List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days
- Survey results

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.9

The school has a formal structure whereby each student is well-known by at least one adult advocate in the school who supports that student's educational experience.

- Level 4** School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills and life skills.
- Level 3** School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills and life skills.
- Level 2** School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills and life skills.
- Level 1** Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills and life skills.

Examples of Evidence

- Description of formal adult advocate structures
- List of students matched to adult advocate
- Curriculum and activities of formal adult advocate structure
- Master schedule with time for formal adult advocate structure
- Survey results

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.10

Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

Level 4 All teachers consistently use common grading and reporting policies, processes and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes and procedures. The policies, processes and procedures are formally and regularly evaluated.

Level 3 Teachers use common grading and reporting policies, processes and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes and procedures. The policies, processes and procedures are regularly evaluated.

Level 2 Most teachers use common grading and reporting policies, processes and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes and procedures. The policies, processes and procedures may or may not be evaluated.

Level 1 Few or no teachers use common grading and reporting policies, processes and procedures. Policies, processes and procedures, if they exist, are rarely implemented across grade levels or courses, and may not be well understood by stakeholders. No process for evaluation of grading and reporting practices is evident.

Examples of Evidence

- Policies, processes and procedures on grading and reporting
- Sample communications to stakeholders about grading and reporting
- Sample report cards for each grade level and for all courses
- Evaluation process for grading and reporting practices
- Survey results

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.11

All staff members participate in a continuous program of professional learning.

Level 4 All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.

Level 3 All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.

Level 2 Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.

Level 1 Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.

Examples of Evidence

- Crosswalk between professional learning and school purpose and direction
- Brief explanation of alignment between professional learning and identified needs
- Evaluation tools for professional learning
- Results of evaluation of professional learning program
- Survey results

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.12

The school provides and coordinates learning support services to meet the unique learning needs of students.

- Level 4** School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.
- Level 3** School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.
- Level 2** School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.
- Level 1** School personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel provide or coordinate some learning support services to students within these special populations.

Examples of Evidence

- List of learning support services and student population served by such services
- Data used to identify unique learning needs of students
- Training and professional learning related to research on unique characteristics of learning
- Survey results

Standard 4

Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

INDICATOR 4.1

Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction and the educational program.

Level 4 Clearly defined policies, processes and procedures ensure that school leaders have access to, hire, place and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.

Level 3 Policies, processes and procedures ensure that school leaders have access to, hire, place and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.

Level 2 Policies, processes and procedures describe how school leaders are to access, hire, place and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.

Level 1 Policies, processes and procedures are often but not always followed by school leaders to access, hire, place and retain qualified professional and support staff. School leaders attempt to fill the roles and responsibilities necessary to support the school purpose, educational programs and continuous improvement. Sustained fiscal resources rarely are available to fund positions critical to achieve the purpose and direction of the school.

Examples of Evidence

- Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff
- School budgets for the last three years
- Documentation of highly qualified staff
- Assessments of staffing needs
- Survey results

Standard 4: Resources and Support Systems

INDICATOR 4.2

Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school.

Level 4 Instructional time, material resources and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.

Level 3 Instructional time, material resources and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.

Level 2 Instructional time, material resources and fiscal resources are sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.

Level 1 Little or no link exists between the purpose of the school and instructional time, material resources and fiscal resources. Protection of instructional time is not a priority. School leaders use available material and fiscal resources to meet the needs of students. School leaders spend little or no effort allocating instructional time, material resources and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations rarely or never include achievement of the school's purpose and direction.

Examples of Evidence

- School calendar
- School schedule
- Examples of efforts of school leaders to secure necessary material and fiscal resources
- Alignment of budget with school purpose and direction
- Survey results

Standard 4: Resources and Support Systems

INDICATOR 4.3

The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.

- Level 4** School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness and a healthy environment and have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.
- Level 3** School leaders have adopted or created clear expectations for maintaining safety, cleanliness and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.
- Level 2** School leaders have some expectations for maintaining safety, cleanliness and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.
- Level 1** School leaders have few or no expectations for maintaining safety, cleanliness and a healthy environment. Stakeholders are generally unaware of any existing definitions and expectations. Little or no accountability exists for maintaining these expectations. Few or no measures that assess these conditions are in place. Few or no personnel work to improve these conditions.

Examples of Evidence

- Maintenance schedules
- Records of depreciation of equipment
- System for maintenance requests
- Safety committee responsibilities, meeting schedules and minutes
- Documentation of compliance with local and state inspections requirements
- Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures
- Survey results

Standard 4: Resources and Support Systems

INDICATOR 4.4

Students and school personnel use a range of media and information resources to support the school's educational programs.

- Level 4** All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.
- Level 3** Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.
- Level 2** Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.
- Level 1** Students and school personnel have access to limited media and information resources necessary to achieve most of the educational programs of the school. Limited assistance may be available for students and school personnel to learn about the tools and locations for finding and retrieving information.

Examples of Evidence

- Data on media and information resources available to students and staff
- Schedule of staff availability to assist students and school personnel related to finding and retrieving information
- Budget related to media and information resource acquisition
- Survey results

Standard 4: Resources and Support Systems

INDICATOR 4.5

The technology infrastructure supports the school's teaching, learning and operational needs.

- Level 4** The technology infrastructure is modern, fully functional and meets the teaching, learning and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.
- Level 3** The technology infrastructure meets the teaching, learning and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.
- Level 2** The technology infrastructure meets the teaching, learning and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.
- Level 1** The technology infrastructure meets the teaching, learning and operational needs of few stakeholders. A technology plan, if one exists, addresses some technology services and infrastructure needs.

Examples of Evidence

- Technology plan and budget to improve technology services and infrastructure
- Assessments to inform development of technology plan
- Policies relative to technology use
- Survey results

Standard 4: Resources and Support Systems

INDICATOR 4.6

The school provides support services to meet the physical, social and emotional needs of the student population being served.

Level 4 School personnel implement a clearly defined process to determine the physical, social and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.

Level 3 School personnel implement a process to determine the physical, social and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.

Level 2 School personnel endeavor to determine the physical, social and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.

Level 1 School personnel attempt to determine the physical, social and emotional needs of some students in the school. School personnel sometimes provide or coordinate programs to meet the needs of students. School personnel rarely or never evaluate programs. Improvement plans related to these programs are rarely or never developed.

Examples of Evidence

- List of support services available to students
- Student assessment system for identifying student needs
- Agreements with school community agencies for student-family support
- Schedule of family services, e.g., parent classes, survival skills
- Social classes and services, e.g., bullying, character education
- Survey results

Standard 4: Resources and Support Systems

INDICATOR 4.7

The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students.

- Level 4** School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.
- Level 3** School personnel implement a process to determine the counseling, assessment, referral, educational and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.
- Level 2** School personnel endeavor to determine the counseling, assessment, referral, educational and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.
- Level 1** School personnel attempt to determine the counseling, assessment, referral, educational and career planning needs of some students in the school. School personnel sometimes provide or coordinate programs to meet the needs of students. School personnel rarely or never evaluate programs. Improvement plans related to these programs are rarely or never developed.

Examples of Evidence

- List of services available related to counseling, assessment, referral, educational and career planning
- Description of referral process
- Description of IEP process
- Budget for counseling, assessment, referral, educational and career planning
- Survey results

Standard 5

Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

INDICATOR 5.1

The school establishes and maintains a clearly defined and comprehensive student assessment system.

- Level 4** School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning and the conditions that support learning.
- Level 3** School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning and the conditions that support learning.
- Level 2** School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.
- Level 1** School personnel maintain an assessment system that produces data from assessment measures about student learning and school performance. The system provides a limited degree of consistent measurement across classrooms and courses. Assessments are seldom proven reliable and bias free. The system is rarely or never evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.

Standard 5: Using Results for Continuous Improvement

INDICATOR 5.1

The school establishes and maintains a clearly defined and comprehensive student assessment system.

Examples of Evidence

- Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance
- Evidence that assessments are reliable and bias free
- Documentation or description of evaluation tools/protocols
- Survey results

Standard 5: Using Results for Continuous Improvement

INDICATOR 5.2

Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation and organizational conditions.

- Level 4** Systematic processes and procedures for collecting, analyzing and applying learning from all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs and the conditions that support learning. All school personnel use data to design, implement and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs and organizational conditions.
- Level 3** Systematic processes and procedures for collecting, analyzing and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs and the conditions that support learning. School personnel use data to design, implement and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs and organizational conditions.
- Level 2** Some processes and procedures for collecting, analyzing and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs and organizational conditions. School personnel use data to design, implement and evaluate continuous improvement plans.
- Level 1** Few or no processes and procedures for collecting, analyzing and applying learning from data sources are used by professional and support staff. Data sources include little or no comparison and trend data about student learning, instruction, the effectiveness of programs and organizational conditions. School personnel rarely use data to design and implement continuous improvement plans.

Examples of Evidence

- Written protocols and procedures for data collection and analysis
- List of data sources related to student learning, instruction, program effectiveness and conditions that support learning
- Examples of use of data to design, implement and evaluate continuous improvement plans and apply learning
- Survey results

Standard 5: Using Results for Continuous Improvement

INDICATOR 5.3

Professional and support staff are trained in the evaluation, interpretation and use of data.

Level 4 All professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation and use of data.

Level 3 All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation and use of data.

Level 2 Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation and use of data.

Level 1 Few or no professional and support staff members are trained in the evaluation, interpretation and use of data.

Examples of Evidence

- Training materials specific to the evaluation, interpretation and use of data
- Documentation of attendance and training related to data use
- Professional learning schedule specific to the use of data
- Policies specific to data training
- Survey results

Standard 5: Using Results for Continuous Improvement

INDICATOR 5.4

The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

- Level 4** Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and consistently use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.
- Level 3** Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.
- Level 2** A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.
- Level 1** An incomplete or no process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate no improvement, and school personnel rarely use results to design and implement continuous improvement action plans related to student learning, including readiness for and success at the next level.

Examples of Evidence

- Agendas, minutes of meetings related to analysis of data
- Description of process for analyzing data to determine verifiable improvement in student learning
- Evidence of student growth
- Evidence of student readiness for the next level
- Evidence of student success at the next level
- Examples of use of results to evaluate continuous improvement action plans
- Student surveys

Standard 5: Using Results for Continuous Improvement

INDICATOR 5.5

Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders.

Level 4 Leaders monitor comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.

Level 3 Leaders monitor comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.

Level 2 Leaders monitor information about student learning, conditions that support student learning and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.

Level 1 Leaders monitor some information about student learning, conditions that support student learning and the achievement of school improvement goals. Leaders sometimes communicate results to stakeholders.

Examples of Evidence

- School quality control procedures for monitoring information about student learning, conditions that support learning and the achievement of school improvement goals
- Communication plan regarding student learning, conditions that support learning and achievement of school improvement goals to stakeholders
- Samples of communications to stakeholders regarding student learning, conditions that support learning and achievement of school improvement goals
- Executive summaries of student learning reports to stakeholder groups
- Minutes of board meetings regarding achievement of student learning goals
- Survey results

AdvancED Master Glossary

Term	Definition
accreditation	A voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools, and designed primarily to distinguish schools adhering to a set of educational standards
Accreditation Progress Report (APR)	A formal written detailed account of the institution's progress in addressing the required actions from the External Review team
accreditation status	A designation provided by AdvancED that helps further define the meaning of accreditation
action research	An ongoing inquiry process conducted by practitioners to examine problems or challenges in school settings
adult advocate	School-based adult who aids and/or assists a student for the purpose of improving his/her academic progress and personal development by advising and mentoring
authentic assessment	A continuous evaluation of student learning based on pre-determined criteria, such as a rubric, that requires students to demonstrate their understanding of content or acquisition of skills in meaningful or "real-life" contexts
autonomy	The authority to make decisions without input from others
best practices	Classroom instructional and organizational strategies that have been demonstrated and accepted by the professional community to be effective in improving student learning
code of ethics	A written set of principles for members of an organization that prescribes acceptable behaviors that are in accordance with the institution's values
collaboration	Two or more people purposefully working together on a shared goal
collaborative learning community	A practice or strategy whereby a group of students or teachers work together to improve student learning
comprehensive assessment system	A system and process for gathering, managing, analyzing, and disseminating data from multiple measures to guide and inform instructional decisions
content-specific standards of practice	Instructional strategies that are recommended for improved student learning in a certain subject area
continuous improvement	A collaborative and structured process that provides direction for an institution that includes (1) its profile, (2) an identification of goals with measurable performance targets, and (3) an identification of measurable objectives, strategies, activities, resources, and timelines to ensure achievement of goals
critical thinking	Ability to question, analyze, conceptualize, synthesize, and evaluate information
cross-cutting themes	Unifying or dominant ideas
direction	The process or way in which an institution creates and fulfills its purpose

AdvancED Master Glossary

Term	Definition
equitable	Making fair and impartial decisions for students, teachers, and stakeholders in the context of the institution
examination of student work	The careful and close analysis of student work for the purpose of making instructional decisions that result in improved student achievement
exemplar	An example of sample work typically provided by a teacher to guide students during their learning process
External Review	A process that is conducted on-site by a team of qualified and trained educators to evaluate the school's adherence to the AdvancED Standards for Quality; 2) assess the efficacy and impact of the school's continuous improvement process; 3) assess the effectiveness of the school's methods for quality assurance; 4) identify strengths deserving of commendations and provide required actions to improve the school and 5) make an accreditation recommendation for national review
External Review Report	A report generated by the External Review Team based on data gathered from a school or school system's External Review
External Review Team	Nationally qualified and trained volunteer educators who are selected for their expertise and fit to the school to assess the school's adherence to the AdvancED Standards for Quality
formal structure whereby each student is well-known	Structured time or program in which a student meets regularly with an adult advocate to discuss his/her academic progress and individual needs
formative assessments	A continuous process of evaluating student learning to make adjustments in teaching to meet student learning needs
governing body	A group of people responsible for oversight and policy setting in a school or system
horizontal alignment	The coordination and arrangement of the curriculum and assessments for a common grade level
individualized learning	Instructional strategies and learning activities that are modified for a student to meet his/her academic needs
induction	A structured, formalized support system for beginning or new employees to the institution
inquiry practices	A multi-step instructional process in which students define, explore, and discover possible solutions to a problem where the focus is on the process rather than the outcome
intervention	An intentional activity or strategy identified to meet goals for improvement
learning expectation	A competency or skill level students should demonstrate after instruction
learning, thinking and life skills	Competencies such as problem-solving, communicating, collaborating, leading and respecting others that are integrated in the curriculum to prepare students for their success in the future
like courses/classes	The same curriculum, program of study, or content provided for the same level or grade

AdvancED Master Glossary

Term	Definition
multiple assessments	A minimum of two teacher-made, common, and/or standardized forms of evaluations used to gain information about student learning and to inform instruction
organizational condition	The way things are in an institution; often defined by its culture or climate
peer coaching	Planned, collegial interactions between two or more educators who observe and discuss each other's teaching practice in an effort to deepen their understanding and delivery of instructional practices and to improve student learning
Performance Level	A component of the Standards and indicators that serves as a guide to help assess an institution's adherence to the Standards or the institution's current reality
personalization	Custom tailoring of information, instruction, or the curriculum to the individual student
professional staff	System or school-based employees that are required to have a specialized certificate, license, or college degree to function in their positions and who have responsibilities that impact student learning
profile	A description of the institution's students, their performance, school effectiveness and the school and community contexts for learning
protocol	A procedural process, strategy or method for examining, usually collectively, a practice or a product such as student work
purpose	The reason an institution exists as defined by a mission, beliefs, values, philosophy, learning competencies and/ or goals
readiness and success at the next level	The preparation and degree of achievement students must demonstrate for advancement to a subsequent grade level, program, or instructional level
reliability	An assessment's degree of consistency to measure student performance each time it is administered
school	An educational unit including any public, private, proprietary, not-for-profit, pre-K to 12, high school, middle school/junior high, elementary, special purposes, supplementary, charter, distance or international entity
school leadership	The principal, school head, or other persons who contribute toward the purpose and direction of the school and enlist and guide teachers, students, and parents toward achieving common educational goals
school personnel or school staff	Employees of a school who are required to have a specialized certificate, license, or college degree to function in their positions and who have responsibilities that impact student learning
school system	A public or private educational unit of schools administered together for the purpose of providing education

AdvancED Master Glossary

Term	Definition
Self Assessment (SA)	The continuous and collaborative process for an institution to use the standards and indicators as a guide for improvement and a determination of its current reality
stakeholder involvement	Staff, students, parents, community members and others who have engaged in various forms of decision-making in a school or in the system
stakeholders	Staff, students, parents, community members and others who have a vested interest in the institution
Standard statement	Each of the five Standards written as one sentence
standards-based report card	A summary of a student's progress in achieving a stated set of learning criteria
student engagement in learning	The willingness of a student to fully participate in the learning process or instructional activity
support staff	System or school-based employees who provide assistance to the professional staff, students and community members and have responsibilities that do not require a specialized certificate, license, or college degree (e.g., clerical, custodial, school nutrition)
system	An interconnected set of elements that is coherently organized in a way that achieves something; a system must consist of three kinds of things: elements, interconnections and a function or purpose
system personnel or system staff	Employees of a school system who are required to have a specialized certificate, license, or college degree to function in their positions and who have responsibilities that impact student learning
systems thinking	A discipline for seeing whole; a framework for seeing interrelationships, for seeing patterns of change rather than static "snapshots"
technology as instructional resources	The use of a variety of technological media to support instruction, increase student engagement, and improve student achievement
technology as a learning tool	The use of technological media for the purposes of engaging students in the learning process and increasing student achievement
term accreditation	The length of time AdvancED grants for an accreditation cycle
trend data	Factual information, numerical or narrative, that conveys patterns or directions about student learning, instruction, and/or organizational conditions
valid	An assessment's degree of consistency to measure what the assessment was designed to measure, such as specific content or skills
values and beliefs about teaching and learning	Strongly held convictions shared by the institution's staff that guide and inform curricular, instructional and organizational decisions and improvement planning
vertical alignment	The coordination and arrangement of the curriculum and assessments across grade levels



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