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AdvancED Application for Approval

as an Accrediting Agency for Tutoring and Remedial Centers

State of Pennsylvania

Department of Education

April 8, 2016

<u>**Submitted to:**</u>

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AdvancED

AdvancED Application for Expanded Scope

5. List accrediting applicant affiliations and relationships to operations in Pennsylvania. *List any current AdvancED employees or members of the AdvancED Board of Directors who are current or former employees of tutoring centers in Pennsylvania or other states including, but not limited to: central offices and/or franchises of the Huntington Learning Centers, Sylvan Learning Centers, Kumon Math and Reading Centers, Lindamood-Bell Learning Centers, and Mathnasium. Provide assurance that any such individuals involved in the accreditation process are free from conflicts of interest.*

We are not involved with any other accrediting applicant affiliations in Pennsylvania.

As of April 8, 2016, there are no employees or board members of AdvancED who are current or former employees of any tutoring centers in Pennsylvania.

7. Provide a description of any prior experience the applicant has in accrediting schools in Pennsylvania or other states, including state, number of years of operation, number of schools, types of programs, etc. *Describe any experience AdvancED has in accrediting tutoring, educational testing and remedial centers in other states, to include any of the franchising operations or individually franchised centers named in Question 5 above.*

AdvancED currently has 147 special purpose schools across the nation and abroad that are either accredited or in the process of becoming accredited. AdvancED's category of special purpose schools includes not only tutoring centers but institutions related to educational testing and reading centers. These accredited tutoring centers can be found in multiple states across the U.S., Canada, England, and Australia.

Within the Northeast Region, AdvancED accredits 11 special purpose centers; one specifically located in Pennsylvania. The Lindamood-Bell Learning Processes is accredited by AdvancED and is located in Bryn Mawr, Pennsylvania. This center was accredited in January 2014 through the systems accreditation process.

In the United States and abroad, nearly 32,000 institutions are accredited under our various accreditation protocols (which include schools, school systems, digital learning, early learning, corporations, and special purpose). Special purpose tutoring, remedial, educational learning/testing centers have been accredited through the various divisions of AdvancED since 1991. For a list of special purpose institutions currently accredited or in the process of seeking AdvancED accreditation, please see **Appendix A.**

8. Provide a brief description of current and anticipated staff. Professional credentials of personnel must be included. *Provide an update to the staffing description provided in AdvancED's application for approval as an accrediting body for Pre-K (Nursery), Kindergarten, Elementary and Secondary schools, which culminated in its approval by the State Board of Education on November 17, 2014. Specifically include those staff who would work on the accreditation of tutoring centers, educational testing and remedial centers. Also describe how AdvancED would assemble and draw on a pool of peer reviewers with the expertise needed to evaluate tutoring centers, educational testing and remedial centers for the purpose of accreditation in lieu of licensure. Specifically with respect to educational testing and remedial centers, substantiate that AdvancED peer reviewers would possess the expertise needed to accredit reading centers and psycho-educational centers in accordance with 22 Pa. Code § 63.*

Staff that will work directly with tutoring, remedial and educational testing centers will include current staff as well as field consultants who are equipped with the appropriate credentials. Those involved include individuals with expertise in administration, supervision, finances, reading specialists, as well as psycho-educational experts and individuals with multiple years of experience in accrediting tutorial, educational testing and remedial centers. In addition to personnel identified in AdvancED's original application, the following individuals will work with tutoring centers, educational testing and remedial centers:

Current/ Anticipated Staff	Professional Credentials
Dr. Clair G. Brown	• Former superintendent of Upper Dublin School District (Upper Dublin, Penn.) • B.A. in Elementary Education; M.A. in Psychology of Reading · • Doctorate in Psychology and Educational Psychology • Holds certification in Penn. for district/county superintendent • Elementary education reading supervisor
Mr. John Fanelli	• Graduate of Siena College, NY; Masters from Seton Hall University, NJ • Director of Guidance • Director of Academic Services • Director of Technology on the system level • Past responsibilities include educational technology, student information systems, assessment and data analysis on system level • Current AdvancED Field Consultant, Lead Evaluator • Serves on Northeast Advisory Council
Dr. Ruth Connolly	• Previously Title 1 advisor and evaluator for Commonwealth of Pennsylvania • Created and administered $500,000 U.S. Department of Education mentoring program for middle and high school students • B.S., M.S. and Ed.D. in Administration and Supervision • Fordham University Publications: Changing Teachers, Teachers Changing
Dr. Kathie Estock	• Former assistant superintendent, Garnet Valley School District, Glen Mills, PA • Ed.D. from Immaculata College of Educational Leadership and Administration • Letter of Eligibility from University of Pennsylvania • Administrative Certificate & Masters in Education, Penn State University • B.S. in Secondary Education Mathematics from Shippensburg University • High school mathematics and computer teacher • Assistant Principal • Federal Programs Coordinator

AdvancED has a significant number of available volunteers from across the region and the nation who can be invited to serve as team members and with special training, serve as Lead Evaluators. AdvancED ensures that the experience and expertise of those serving on teams reflect the cultural competency to appropriately assess the institution. All team members are required to complete specific training on becoming an effective team member. Certification on the observation tool employed during the External Review is required.

11. Provide policies relative to the accrediting process. These shall include complaint and disclosure procedures. *Describe any specific policies relative to the accrediting process and complaint and disclosure procedures that relate specifically to tutoring centers, educational testing and remedial centers.*

The AdvancED Policies and Procedures ("Policies") apply to all institutions seeking accreditation from AdvancED including tutoring centers, educational testing and remedial centers. The Policies address the process of applying for and maintaining accreditation, requirements for on-site visits and progress monitoring, as well as the process for complaints and appeals. Below please find provisions related to AdvancED's complaint procedure taken from Policy VI: Procedures Regarding Complaints By and About Accredited Schools/ School Systems. A copy of the Policies is included in **Appendix B**.

Complaints About Accredited Programs. Isolated and individual grievances between an accredited institution and person are not adjudicated. Complaints of that nature, documented and signed by the person initiating the complaint, will be forwarded to the institution. The institution must respond to the complaint within thirty (30) days. A copy of the complaint and the institution's response will be retained by AdvancED. If several individual complaints against an institution suggest a particular violation or pattern of violations which might affect the institution's ability to meet *AdvancED Standards for Quality Special Purpose Institutions* ("AdvancED Standards") or Policies, further investigation may be authorized and will occur within a reasonable timeframe.

Any complaint that identifies potential child abuse, sexual harassment, or discrimination on the part of a student or staff member will be forwarded immediately to the appropriate agency authorized to investigate such complaints. Unsigned complaints concerning potential child abuse, sexual harassment, or discrimination will be forwarded to the principal and the superintendent or other similar official in the institution's organization. Findings by the appropriate agency may result in action by the AdvancED Accreditation Commission.

Any complaints submitted by and about an accredited institution must be submitted in writing. Complaints must include the following information to allow for proper review and if determined, in the sole discretion of AdvancED's Operations Division, appropriate investigation:

- The name, address, phone number and other pertinent contact information of the complainant;
- A description of the circumstances or events and any relevant documentation that support the complaint;
- A statement of relationship with the individual involved, if the complainant is not the aggrieved individual; complaints concerning individual students will only be investigated or sent to the institution if the complaint is made or authorized by a student of majority age or by an individual that has the legal authority and right to represent the student;
- The name, address and other contact information for the individual at the accredited institution that has been contacted by the complainant to resolve the problem or situation;
- Permission for representatives of AdvancED to access any records concerning the complainant if such records are not available to the public.

Complaints that are determined by AdvancED to sufficiently identify potential violations of AdvancED Standards or Policies will be investigated. A determination of whether sufficient grounds exist to begin an investigation is in the sole discretion of AdvancED. If the investigating body believes that an institution's response to a complaint does not address the complaint or if the institution fails to address the complaint in a timely manner, the information about the complaint will be shared with the External Review Team scheduled for the next review of the institution or with representatives of a special investigation team being sent to the institution to conduct a special review into the complaint and empowered to make a recommendation as to the accreditation status of the institution. The Special Review Team will be charged with investigating the complaint, as well as investigating the possible violation of any other AdvancED Standards and Policies that may be discovered through the investigation.

The findings from an investigation of a complaint may result in changes to an institution's accreditation status. The AdvancED Accreditation Commission and AdvancED Board of Trustees do not have civil authority to impose any order of settlement on an institution or its representatives. Complainants seeking a settlement, payment, or compensation should pursue their concern through the proper channels.

12. Provide a fee schedule. *Provide the fee schedule applicable to tutoring centers, educational testing and remedial centers. Explain if there is a separate fee for corporate central office franchising model review vs. the fee applicable to individual center review.*

Please see Section II, page 8 for the fee schedule.

Section II

Please address any and all items as they relate specifically to the accreditation of tutoring centers, educational testing and remedial centers. Ensure that all of the following issues are addressed under the most appropriate item heading.

(1) Explain AdvancED's review process for tutoring center corporate or central office operations vs. individual franchised tutoring centers. Explain the fees applicable to each, the scope of review applicable to each, and the periods of accreditation applicable to each.

A tutoring center corporation has two options for completing the requirements for AdvancED accreditation:
- Utilize the AdvancED Protocol as a corporation separate from the individual tutoring centers
  - Protocol is based on the *AdvancED Standards for Quality Corporations* which is attached in **Appendix C.**
- Utilize the AdvancED Corporation Systems Protocol – involving the corporate operations and each of the tutoring/remedial/educational testing centers
  - Protocol is based on the *AdvancED Standards for Quality Corporations* (central operations) and the *AdvancED Standards for Quality Special Purpose Institutions* (individual sites) which is attached in **Appendix D.**

An individual franchised tutoring center completes the accreditation protocol using the *AdvancED Standards for Quality Special Purpose Institutions.*

To clarify further, a corporation seeking accreditation as an individual entity completes the protocol specifically designed for corporations which includes a Self Assessment of the institution's performance in relation to the Corporation Standards and Indicators, Stakeholder Feedback and Student Performance Diagnostics, Assurances, Improvement Plan and host an External Review Team.

A corporation seeking system accreditation completes the protocol specifically designed for corporation systems which includes the corporation and each of the centers. The corporation and the tutoring centers complete a Self Assessment of the site's performance in relation to the Corporation Standards (for the corporation) and Standards for Quality Special Purpose Schools (for the tutoring centers), Stakeholder Feedback and Student Performance Diagnostics, Assurances, Improvement Plans and host an External Review. A single External Review Team conducts the review for the corporation and the tutoring centers.

A tutoring center seeking accreditation as an individual entity completes the protocol specifically designed for Special Purpose Institutions which includes a Self Assessment of the institution's performance in relation to the Standards for Quality Purpose Schools and Indicators, Stakeholder Feedback and Student Performance Diagnostics, Assurances, Improvement Plan and host an External Review Team.

The accreditation processes for corporations and special purpose institutions (individual tutoring centers) are grounded in the educationally research-based AdvancED standards for corporations and the standards for special purpose institutions. As noted, a corporation could apply as a single entity and pursue accreditation or apply to utilize the systems process wherein each of the tutoring centers and the corporate operations would complete self assessments using the appropriate standards to pursue accreditation and host a single External Review Team.

The steps in the process for a single tutoring center or a single corporate center (seeking accreditation separate from its tutoring centers) are as follow:

- **Application** - Entity submits application form and required fees.

- **Self Assessment of Readiness** - Entity completes a self assessment of its performance in response to the appropriate set of *AdvancED Standards*, briefly reports on its students' performances and results of surveys that may have been distributed.

- **Readiness Visit** – Entity hosts a one-day readiness visit during which the results of the institution's self assessment are discussed, evidence is presented by the institution to support its evaluation ("Meets or Needs Improvement") and recommendations are made by the visitor on what needs to be accomplished prior to becoming a candidate for accreditation. The purpose of the Readiness Visit is to determine the capacity of the institution to be successful in the process. The AdvancED representative conducting the Readiness Visit completes his/her written report and offers a recommendation on whether the institution should be offered candidacy or remain an applicant. The report is reviewed and a determination is made regarding whether to offer candidacy to the institution.

- **Candidacy Status** – Upon achievement of candidate status, the center completes the Self Assessment, as well as other required documents and prepares for the External Review.

- **Internal Review** - The corporate or single tutoring center completes a self assessment, gathers, analyzes and reports on student performance and stakeholder feedback, certifies assurances (required), and formulates an improvement plan.

- **External Review** – The External Review Team conducts its visit to:
  - Evaluate the institution's adherence to the *AdvancED Standards for Quality Corporations or Special Purpose Institutions;*
  - Assess the efficacy and impact of the school's improvement process;
  - Assess the effectiveness of the school's methods for quality assurance;
  - Identify Improvement Priorities to improve the school; and
  - Make an accreditation recommendation for review by the AdvancED State/Regional Council and ratification by the AdvancED Accreditation Commission.

- **Continuous Improvement** – The center engages in continuous improvement, especially focused on Improvement Priorities.

- **Accreditation Progress Report** – The center submits a report to AdvancED demonstrating the progress made on the Improvement Priorities within two years.

- **Five-year Cycle** – Every five years, the center hosts an External Review.

The corporation that selects the systems protocol implements a process utilizing the *AdvancED Standards for Quality Corporations* while each of its centers completes the protocol using the *AdvancED Standards for Special Purpose Institutions.* The steps in the process are the same. The differences lie in how some of the steps are implemented.

- **Application** – In the corporation systems protocol, the central office submits application for each of its tutoring centers and its operations, bundles the applications and submits one application fee for all of the centers.

- **Self Assessment of Readiness** – This is completed by the corporate office only.

- **Readiness Visit** – The AdvancED representative spends his/her on-site time at the corporate office.

- **Candidacy Offer** – If offered candidacy, all of the corporation with its centers become candidates for accreditation.

- **Candidacy Status and Internal Reviews** – Each tutoring center and the corporation complete the Self Assessment, as well as other required documents, and prepare for the External Review.

- **External Review** – Team members visit individual tutoring centers and review their documents, as well as the corporate office's documents. Time is spent during the visit primarily in the central office but also on individual sites. On occasion, local sites are visited prior to the full External Review. The purpose of the External Review Team Visit is the same.

- **External Review Report** – The report focuses primarily on the system.

- **Accreditation** - If awarded, accreditation is granted for the entire system.

- **Annual Progress Report** – This report is submitted by the corporate office.

- **Five-year Cycle** – Every five years, the center hosts an External Review.

Applicable Fees

Current Costs for Individual Tutoring Centers Applying as Single Entities	
Application Fee	$500
Annual Fee	$750
Technology Maintenance Fee	$25 (2015-2016)
	$75 (2016-2017)
	$150 (2017-2018)
Readiness Review/ Visit	$325
External Review	$750 (plus costs to host External Review Team)

Current Costs for Corporations Applying as a Single Entity	
Application Fee	$500
Annual Fee	$2,500
Technology Maintenance Fee	$25 (2015-2016)
	$75 (2016-2017)
	$150 (2017-2018)

Current Costs for Corporations Using the Corporation Systems Process	
Application Fee	$500
Annual Fee	$750 for each school and central operations
Technology Maintenance Fee	$25 (2015-2016)
	$75 (2016-2017)
	$150 (2017-2018)
Readiness Review/ Visit	$325
External Review	Varies based on number of centers

The scope of all the reviews includes meetings with parents, board and community members, leadership, staff, and students in addition to comprehensive reviews by each team member of the institution(s)' documents and evidence gathered to substantiate its ratings. Classroom observations are conducted with single tutoring centers using both the corporation systems model and single entity protocol.

All institutions that are awarded accreditation by AdvancED hold a five-year term of accreditation.

The *AdvancED Standards for Quality Special Purpose Institutions* are significantly focused on teaching and learning.They incorporate 21st century skills and embed high expectations for professional practice. Institutions are required to assess their performance in response to these standards and their respective indicators. They are also required to provide quality evidence that supports their assessments.

Standard 4
Standard 4 purports that the institution has resources and provides services that support its purpose and direction to ensure success for all students.

Indicator 4.1 states: Qualified professional and support personnel are sufficient in number to fulfill their roles and responsibilities necessary to support the institution's purpose and direction and student success. Evidence to support the institution's ratings include policies, processes and procedures and other documentation related to hiring, placement and retention of professional personnel, documentation of highly qualified personnel, student-teacher ratios, etc.

Evidence to support the institution's assessments could include policies and procedures and other documentation related to the hiring, placement and retention of professional and support personnel, the institution's budgets for the last three years, documentation of highly qualified personnel, documentation of student to teacher ratios, assessments of staffing needs, and survey results.

Standard 3
Indicator 3.4 states: Leaders monitor and support the improvement of instructional practices of teachers to ensure student success. Leaders are challenged to formally and consistently monitor instructional practices through supervision and evaluation procedures beyond learning environment observations.

Evidence to support the institution's assessments could include supervision and evaluation procedures, reports containing classroom evaluation data, classroom observation and protocols, and logs, etc.

The protocol calls for interviews to be held with the administration and personnel. Classroom observations and a comprehensive review of documentation provided in the institution's accreditation report or as evidence also contribute to the External Review Team's assessment. Opportunities for improvement and improvement priorities (which must be addressed by the institution) are given to the institution for its ongoing school improvement as a result of the External Review.

(3) Explain how AdvancED's process of accreditation assures that assessments used in tutoring centers to determine student progress are valid and reliable indicators of student progress in relation to the Pennsylvania Academic Standards or Pennsylvania Core Standards in Math and English Language Arts for various grade levels, or another generally recognized set of standards that serve as appropriate reference points to gauge student progress.

The AdvancED process of accreditation requires all schools, centers and corporations to complete a Student Performance Diagnostic. The protocol includes formulating a data document, assessing performance relative to the Student Performance Evaluative Criteria and responding to the Diagnostic Questions.

The institution initially formulates a data document that serves as a "summary" of the data the institution uses for decision-making. This brief summary can be used to provide student performance data in a meaningful way to various stakeholder groups. It provides the External Review Team with a summary of student performance at the institution prior to the on-site portion of the AdvancED External Review. The summary also provides the External Review Team with a better understanding of the institution's responses to the Student Performance Diagnostic.

The data document includes
- A brief description about how results from the institution's assessments prove that:
  1) The assessments used are aligned to the center's curriculum; and
  2) All instruction is based on high priority curricular needs.
- Descriptions about the degree to which the summative assessments are valid, reliable, and unbiased.
- Descriptions about how the center ensures all assessments are administered with complete fidelity to administrative procedures, how the students to whom these assessments are administered are accurately representative of the students served, and how accommodations are made so that good decisions can be made from the data.
- Assessment results in tables, graphs or other depictions that offer summative assessment data with longitudinal results that are disaggregated by appropriate subgroups for the institution.

The institution uses its data document and assesses its performance using a four-level performance rubric relative to four criteria:

Criteria 1: Assessment Quality
(Example of performance level 3 within the rubric)

Level 3: The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.

Evidence: Documentation is reported in the institution's data document that verifies how results from its assessments are aligned to its curriculum and that all instruction is based on high priority curricular needs. Evidence is provided describing the degree to which all of the summative assessments are valid, reliable, and unbiased.

Criteria 2: Test Administration
(Example of performance level 3 within the rubric)

Level 3: Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each

assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' statuses with respect to most of the institution's targeted curricular outcomes.

Evidence: The institution provides documentation that describes how they ensure all assessments are administered with complete fidelity to administrative procedures. Descriptions are included in the data document on how the students to whom these assessments were administered are accurately representative of the students served, and how accommodations are made so that good decisions can be made from the data.

Criteria 3: Quality of Learning
(Example of performance level 3 within the rubric)

Level 3: Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' statuses, and improvement and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.

Evidence: The institution provides assessment results in tables, graphs or other depictions that provide summative assessment data with longitudinal results that are disaggregated by appropriate subgroups for the institution.

Criteria 4: Equity of Learning
(Example of performance level 3 within the rubric)

Level 3: Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.

Evidence: The institution utilizes the same evidence provided to support the assessment of the Quality of Learning Criteria - assessment results in tables, graphs or other depictions that provide summative assessment data with longitudinal results that are disaggregated by appropriate subgroups for the institution.

Institutions are required to respond to Diagnostic Questions that focus on the following:

Areas of Notable Achievement
1. Which area(s) are above the expected levels of performance?
2. Describe the area(s) that show a positive trend in performance.
3. Which area(s) indicate the overall highest performance?
4. Which subgroup(s) show a trend toward increasing performance?
5. Between which subgroup is the achievement gap closing?
6. Which of the above reported findings are consistent with findings from other data sources?

Areas in Need of Improvement
1. Which area(s) are below the expected levels of performance?
2. Describe the area(s) that show a negative trend in performance.
3. Which area(s) indicate the overall lowest performance?
4. Which subgroup(s) show a trend toward decreasing performance?
5. Between which subgroup is the achievement gap becoming greater?
6. Which of the above reported findings are consistent with findings from other data sources?

(4) Explain how AdvancED's accreditation process for tutoring centers follows a peer review model consisting of multiple team members, each of whom are qualified to evaluate key areas of tutoring center operations such as curriculum and instruction, assessment, instructional technology, business operations and financial solvency, physical plant and security.

The education requirement of an External Review Team member aligns with the expertise the team member is expected to provide in his/her role on the team and reflects the rationale for inviting that person to serve on the team. Extreme care is given when staffing External Review Teams. For example, a team member invited due to his/her expertise in identifying, hiring, and retaining leadership in the levels of the school being reviewed must meet the administrative qualifications as provided in AdvancED Policy or further defined in the AdvancED Educational Practices Reference Guide. Likewise, AdvancED recognizes the importance of the breadth and depth of expertise that individuals bring to the overall scope of best practices in education that are commensurate with the grade levels or purpose and direction of the education institution. For example, a college instructor or state department of education professional with expertise in best practices in education, curriculum development, common core or state standards, instructional strategies, assessment literacy, data analysis, and/or state or common core standards may be invited to serve on the team. In such cases, AdvancED would require the person to have the corresponding education credentials commensurate with his/her professional assignment. In addition, a person with expertise and appropriate education and qualifications that are aligned to the school's improvement goals and plans may also be invited to serve on the team. AdvancED paid staff may serve on the External Review Team. The qualifications described above also apply to AdvancED paid staff. AdvancED ensures a well-balanced representation of team members assigned to each External Review.

The External Review Team Members work collaboratively to achieve the purposes of the External Review, which include:

1. Evaluating the school's adherence to the *AdvancED Standards for Quality Special Purpose Institutions*
2. Assessing the efficacy and impact of the school's improvement process
3. Assessing the effectiveness of the school's methods for quality assurance
4. Identifying promising practices and providing Improvement Priorities to improve the school
5. Contributing to a written report that reflects the team's observations, findings, and recommendations
6. The Lead Evaluator (Team Chair) delivers a brief exit report to the education institution's officials and other school community representatives as invited by the head of the institution and prepares a written report that reflects the team's observations and recommendations
7. Making an accreditation recommendation for review by the AdvancED State/Regional Council and the AdvancED Accreditation Commission.

Each member of the External Review Team has key roles and responsibilities that contribute to achieving the overall purposes as listed above. For example, each team member or pairs of team members may have primary responsibility for a given Standard(s), Improvement Goal(s), and/or area of priority. All findings and recommendations are reflective of team consensus.

The AdvancED External Review process is substantially based on peer review by qualified persons who are volunteers. All persons who lead (Lead Evaluators) or serve on External Review Teams must pass AdvancED training specific to serving on an External Review Team or serving in the capacity of Lead Evaluator (Chairperson). Additionally, each team member must pass the AdvancED

assessment on the Effective Learning Environment Observation Tool (eleot™). Volunteers and paid AdvancED staff must pass team member training; eleot training; and in the case of the Lead Evaluator, the training specific to serving as Lead Evaluator of AdvancED External Review Teams. All Lead Evaluators and team members must update their training according to any prescribed requirements of AdvancED.

AdvancED recruits qualified persons to volunteer and serve on External Review teams. The recruiting process occurs in a variety of ways, including the acceptance of self-nomination or recommendation by peers or other professionals. AdvancED paid staff reviews and ensures proper qualifications prior to extending an invitation to serve on an External Review Team, including the passing of team member training and eleot certification. New team members are introduced to External Review Teams comprised of experienced team members. AdvancED is not required to accept all persons into the External Review Team process who volunteer to serve on an External Review Team. As previously discussed, team members must hold proper qualification to serve on a team.

(5) Describe the process by which tutoring centers, educational testing and remedial centers apply for accreditation by AdvancED, and are then granted a term of candidacy, followed by a term of full accreditation, and subsequent term of renewed accreditation. Explain the timeline applicable to each, the terms of accreditation and fees applicable to each status.

In order to earn and/or maintain AdvancED Accreditation, a tutoring center, educational testing and/or remedial center must:
1) Meet the accreditation standards, policies and procedures of AdvancED;
2) Host an External Review Team at least once every five years;
3) Engage in continuous improvement;
4) Submit all required accreditation reports; and
5) Pay all required accreditation fees.

Tutoring, educational testing and/or remedial centers seeking initial accreditation must demonstrate that they have the capacity to support the center's improvement and are committed to growth in student learning and organizational effectiveness.

Application Process
The center must complete and submit all required application materials, including an application form and annual fees.

The application fee applies to any new center that is making application as a single institution. Centers that apply as part of a group of centers at the same time (such as two or more centers from a school system or tutoring corporation) pay one application fee for the full group.

For example, a corporation that wishes to submit applications for multiple centers pays only one application fee as long as all of the centers' applications are submitted at the same time. An institution may remain an applicant for two years.

Readiness Review and Candidacy Status:
Upon receipt of completed application materials, the appropriate AdvancED Operations Office coordinates a Readiness Visit with the center.

The purpose of the visit is to:
a. Determine if the center has the capacity and integrity to meet and adhere to the *AdvancED Standards* and Policies;
b. Determine if the center has the capacity to support continuous center improvement; and
c. Determine if the center should become a candidate for accreditation or remain as an applicant.

Upon achievement of candidate status, the center completes the Self Assessment as well as other required documents and prepares for the External Review. An institution may remain a candidate for two years.

External Review and Accreditation Recommendation
The candidate center hosts an External Review within two years of receiving candidacy status. The External Review Team makes an accreditation recommendation that is reviewed, along with other documentation, by the Operations Office, the AdvancED Council which grants the final accreditation status and the AdvancED Accreditation Commission or successor board/commission which reviews and ratifies the final accreditation actions.

Earning Accredited Status
Upon achieving accredited status, the center/corporation engages in the tasks required of all institutions to maintain their accredited status.

Remaining in Candidacy Status
If accreditation is not conferred on the center/corporation, the single center or corporation remains as a candidate for accreditation. To achieve accreditation, the center or corporation must meet the requirements specified in the External Review Report within one year. It must submit documentation to its respective AdvancED Operations Office which will make an accreditation recommendation for review and approval by the appropriate governing authority. If the center or corporation fails to meet the requirements specified in the External Review Report, its candidacy status will be removed.

Applicable Fees

Current Costs for Individual Tutoring Centers Applying as Single Entities		
Application Fee	$500	(one-time fee)
Annual Fee	$750	
Annual Technology Maintenance Fee	$25	(2015-2016)
	$75	(2016-2017)
	$150	(2017-2018)
Readiness Review/ Visit	$325	(one-time fee)
External Review	$750	(plus costs to host External Review Team on-site; incurred every five years)

Current Costs for Corporations Applying as a Single Entity		
Application Fee	$500	(one-time fee)
Annual Fee	$2,500	
Annual Technology Maintenance Fee	$25	(2015-2016)
	$75	(2016-2017)
	$150	(2017-2018)

Current Costs for Corporations Using the Corporation Systems Process	
Application Fee	$500 (one-time fee)
Annual Fee	$750 for each school and central operations
Technology Maintenance Fee .	$25 (2015-2016)
	$75 (2016-2017)
	$150 (2017-2018)
Readiness Review/ Visit	$325 (one-time fee)
External Review	Varies based on number of centers

The accreditation term is on a five-year cycle. After completion of a successful External Review, an institution is accredited for another five years until the next review takes place.

(6) Explain the process used to investigate complaints and the process by which individual centers would be placed on probation, and accreditation removed (if appropriate), based on substantiated findings (if different from the process that was explained in AdvancED's initial application for approval applicable to Pre-K (Nursery), Kindergarten, Elementary and Secondary schools.

Complaint Received
Upon receiving a complaint about a tutoring, remedial center the complaint is reviewed by the Operations Office with direct oversight of the institution, and the Vice President for Operations overseeing Special Reviews. These individuals review and assess the nature of the complaint and determine the proper course of action using a process flow chart, and information about the institution's accreditation timeline. All legal issues are referred to the Chief Legal Officer.

Acknowledge Receipt of Complaint
After receiving a complaint, the appropriate Operations Office will notify the complainant that the complaint was received and that it will be reviewed in accordance with our complaint policies and procedures.

Review and Assess the Nature of the Complaint
The Operations Office and the Regional Vice President will determine the nature of the complaint and take appropriate action based on the type of complaint received.
- Individual grievances, as outlined in Policy 6.03 (stated below) of the AdvancED Accreditation Policies, are forwarded to the head of the center, and require a response within 30 days.
- Any complaints regarding child abuse, sexual harassment, or discrimination are forwarded immediately to the center as well as the appropriate governmental agency authorized to cause the investigation of such complaints as outlined in Policy 6.02.
- Any legal complaints or contacts from attorneys are referred to the AdvancED Chief Legal Officer.
- Any complaints that strongly suggest a violation of the AdvancED Standards/Indicators or accreditation policies require next steps.

Possible Violation of Standards/Policies
If a complaint suggests a possible violation of AdvancED Standards/Indicators or accreditation policies, the complaint team is notified to determine next steps. Possible actions by the complaint team are:
- Contact the institution head to discuss the nature of the complaints

- Send the institution head written notification of the complaints, not requiring a response
- Send the center head a letter of concern requesting action or additional information
- Notify the center of the specifics of the complaint and request a written response by the center within 30 days.

Review School/System Response to Complaint on Standards/Policies Violation(s)
For complaints regarding Standards/Policies violation(s), the response of the center to the complaint is reviewed by the complaint team.
If the response and any provided documentation adequately address the complaint, both the complainant and the center are notified that no further action is necessary.
If the response to the complaint is inadequate, the complaint team should determine the appropriate next steps:
- Should the center be hosting an External Review within the next six months, the institution will be notified that the External Review Team will review the circumstances and may request additional information prior to the External Review. Further, the External Review Team will be made aware of the concerns and complaints and consider those as part of its review of the institution.
- Should the institution's response provide some, but not complete, information or steps to resolve the complaint, a request for additional steps or information could be sent prior to the deployment of a Special Review Team.
- If the circumstances clearly dictate (as determined by the Chief Accreditation Officer and the complaint team), a Special Review Team will be deployed to the school/school system.

Conducting the Special Review
If it is determined that a Special Review should be held, the following steps are taken:
- The center is notified of the Special Review date and a contact person is identified. The notification includes the nature of the Special Review and a summary of the issues leading to the review.
- The center is expected to accommodate and support all aspects of the Special Review including:
  - Prepare and submit any documents or information requested by the AdvancED Operations Office or Lead Evaluator;
  - Host the Special Review Team on the date assigned;
  - Assist in arranging all interviews and observations;
  - Make available artifacts identified by the Lead Evaluator and Operations Office;
  - Make available the head of center, governing body members and/or others to meet with the team while on site.
- The Lead Evaluator and team members are selected from the cadre of trained Special Review personnel.
- The Special Review Team conducts the review using the AdvancED process for Special Reviews and makes a recommendation for accreditation status. The AdvancED State Council and the AdvancED Accreditation Commission review the findings of the team and act on the recommendation.
- Following action by the AdvancED Council and Accreditation Commission, the center is provided with a Special Review report outlining the findings of the team and identifying required actions that must be addressed. The report will include information regarding necessary follow-up, including the requirement to host an on-site Monitoring Review (if necessary), and the time frame for which the center must respond to the Improvement Priorities.

For additional details, see the AdvancED Accreditation Policies, Policy VI **(Appendix B)**.

(7) Explain how AdvancED's accreditation process will assure that qualified reading specialists and educational testing specialists are available to serve students in reading centers and psycho-educational centers, that teachers in such centers are qualified to teach corrective, remedial or developmental reading, and that they are otherwise qualified to remediate students in specific subjects (see 22 Pa. Code § 63).

AdvancED employs the same approach to ensure qualified reading specialists and educational testing specialists as it does to ensure that qualified personnel are available to serve students in reading centers and psycho-educational centers (see response to Section I: Question 8).
The *AdvancED Standards for Quality Special Purpose Institutions* are uniquely focused on teaching and learning. They incorporate 21st century skills, embed high expectations for professional practice; and focus on rigor, equity, student engagement, and depth and application of knowledge.

Institutions are required to assess their performance in response to these standards and their respective indicators. They are also required to provide quality evidence that supports their assessments.

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Appendix A
Special Purpose Institutions
(Currently accredited or in the process of seeking AdvancED accreditation)

Centers	Location	Initial Accreditation
Learning Disabilities Clinic, Inc.	Michigan	4/8/2002
Huron Learning Center	Michigan	1/22/2015
Tennessee Aquarium	Tennessee	12/31/2001
Lindamood-Bell Learning Processes Westwood	California	1/23/2014
Cincilingua, Inc.	Ohio	1/15/2003
Lindamood-Bell Learning Processes San Francisco	California	1/23/2014
Sylvan Learning Center #00104	Oregon	6/30/2004
Air Force Junior Reserve Officer Training Corps (AFJROTC)	Alabama	11/29/2005
Sylvan Learning Center #02700	Alaska	8/1/1997
Bowie Reading and Learning Center	Tennessee	12/31/2007
The Learning Lab	Arizona	4/8/2002
Learning Systems, LLC dba Sylvan Learning Center	Alaska	3/15/2000
Freedom Acres School	Michigan	6/25/2015
Clare-Gladwin Area School	Michigan	Candidate
Sylvan Learning Center #00223	Washington	10/5/2005
Concordia Language Villages	Minnesota	2/7/2006
Sylvan Learning Center #04400	South Dakota	4/29/2003
Southgate School at Cedar Springs Hospital	Colorado	4/1/2006
East Side University Community Learning Center	Texas	12/31/2007
Saint Jude School Program	Tennessee	12/31/2007
Sylvan Learning Center #00200	Washington	7/1/1995
Monroe County Educational Center	Michigan	1/23/2016
Learning Resource Center of Polk County, Inc.	Florida	12/31/1999
ACE Charter High School	Arizona	3/3/1999
Monroe County Transition Center	Michigan	1/23/2016
New Way Academy	Arizona	6/23/2009
A+ Academic Services	Alabama	2/1/1998
Larson's Language Center	Arkansas	1/25/2012
Sylvan Learning Center #00205	Washington	3/2/2006
Milton C. Porter Education Center	Michigan	Candidate
Seiter Education Service Center	Michigan	Applicant

Centers *(continued)*	Location	Initial Accreditation
AZ Opportunity Industrial Center	Arizona	7/5/2000
Best Academy	Virginia	2/12/2008
Highland Pines School	Michigan	4/1/1998
Sylvan Learning Center #03702	Montana	10/12/2005
Sylvan Learning Center #00214	Washington	10/5/2005
Horizon Alternative School	Michigan	1/22/2015
Illinois Center for Rehabilitation and Ed-Roosevelt	Illinois	4/1/1991
San Pedro Valley Academy	Arizona	8/19/2008
Lyle A. Torrant Center	Michigan	Candidate
Sylvan Learning Center #00112	Oregon	6/20/2006
Hillside Learning and Behavior Center	Michigan	1/23/2016
US Army Jr Reserve Officer Training Corps	Kentucky	5/24/2005
Shiawassee RESD - Student Learning Center – West	Michigan	Applicant
Sylvan Learning Center #01509	Kansas	12/17/2003
Youth Home- Jackson ISD	Michigan	Candidate
Sylvan Learning Center #03701	Montana	10/12/2005
Iowa Braille & Sight Saving School	Iowa	4/1/1977
Devereux Arizona	Arizona	4/1/1991
Sylvan Learning Center #00208	Washington	3/15/2000
Sylvan Learning Center #04509	Utah	10/5/2005
Excel Achievement Center	South Dakota	6/23/2009
Sylvan Learning Center #03023	Georgia	7/11/2006
Center for Talent Development	Illinois	4/4/2002
Marine Corps Jr. Reserve Officers' Training Corps Program	Virginia	4/21/2004
Navy Jr Reserve Officer Training Corps	Florida	11/28/2006
Sylvan Learning Center #00911	Oklahoma	7/11/2006
Sylvan Learning Center #02603	Alabama	4/1/1998
HillSprings Academy	Colorado	6/21/2011
John H. Martyn-Deckbar Alternative School	Louisiana	1/26/2010
Westbank Community School	Louisiana	1/26/2010
McCully's Educational Resource Center	Michigan	6/23/2012
Jackson ISD Local Based Special Education Programs	Michigan	Candidate
Monroe County ISD - Local Based Special Education	Michigan	1/23/2016
Armada Continuing Education Center	Michigan	6/25/2015
CanDoTech Services, Inc.	Florida	1/23/2016
Big Brains Education Enrichment	Washington	7/1/2003
Ano's Art	Oregon	7/1/2009
Portland Chinese School	Oregon	7/1/2010
K School	Washington	7/1/2010
Dolan Academy & Learning Center	Washington	7/1/2011

Centers (continued)	Location	Initial Accreditation
Taisei	Oregon	7/1/2011
Goodtime Chinese School	Oregon	1/22/2015
The Study LLC	Alaska	6/30/2017
Center for Applied Second Language Studies	Oregon	6/18/2012
De Paul Alternative School	Oregon	7/1/2007
Evergreen Chinese Academy	Washington	7/1/2006
Aurora Day School	Arizona	6/26/2014
C.A.R.E.S. Treatment	Florida	Candidate
Lindamood-Bell Learning Processes San Luis Obispo	California	1/23/2014
Lindamood-Bell Learning Processes Rolling Hills Estates	California	1/23/2014
Lindamood-Bell Learning Processes Scottsdale	Arizona	1/23/2014
Lindamood-Bell Learning Processes San Rafael	California	1/23/2014
Lindamood-Bell Learning Processes Monterey	California	1/23/2014
Lindamood-Bell Learning Processes Jacksonville	Florida	1/23/2014
Lindamood-Bell Learning Processes Birmingham-AL	Alabama	1/23/2014
Lindamood-Bell Learning Processes Englewood	Colorado	1/23/2014
Lindamood-Bell Learning Processes Coral Gables	Florida	1/23/2014
Lindamood-Bell Learning Processes Berkeley	California	1/23/2014
Lindamood-Bell Learning Processes Weston	Florida	1/23/2014
Lindamood-Bell Learning Processes Santa Barbara	California	1/23/2014
Lindamood-Bell Learning Processes Newport Beach	California	1/23/2014
Lindamood-Bell Learning Processes Tampa	Florida	1/23/2014
Lindamood-Bell Learning Processes Atlanta	Georgia	1/23/2014
Lindamood-Bell Learning Processes Johns Creek	Georgia	1/23/2014
Lindamood-Bell Learning Processes Scarsdale	New York	1/23/2014
Lindamood-Bell Learning Processes Charlotte	North Carolina	1/23/2014
Lindamood-Bell Learning Processes Los Gatos	California	1/23/2014
Baltimore Area Learning Center	Maryland	1/23/2014
Lindamood-Bell Learning Processes Arlington	Massachusetts	1/23/2014
Lindamood-Bell Learning Processes Double Bay	State of New South Wales	1/23/2014
Lindamood-Bell Learning Processes London	England	1/23/2014
Lindamood-Bell Learning Processes Pasadena	California	1/23/2014
Lindamood-Bell Learning Processes Oak Park	Illinois	1/23/2014
Lindamood-Bell Learning Processes Deerfield	Illinois	1/23/2014
Lindamood-Bell Learning Processes Darien	Connecticut	1/23/2014
Lindamood-Bell Learning Processes New York	New York	1/23/2014
Lindamood-Bell Learning Processes Las Vegas	Nevada	1/23/2014
Lindamood-Bell Learning Processes Bryn Mawr	Pennsylvania	1/23/2014
Lindamood-Bell Learning Processes Bellevue	Washington	1/23/2014

Centers *(continued)*	Location	Initial Accreditation
Lindamood-Bell Learning Processes Carmel	Indiana	1/23/2014
Lindamood-Bell Learning Processes Norwell	Massachusetts	1/23/2014
Lindamood-Bell Learning Processes Morristown	New Jersey	1/23/2014
Lindamood-Bell Learning Processes Del Mar	California	1/23/2014
Lindamood-Bell Learning Processes Edina	Minnesota	1/23/2014
Lindamood-Bell Learning Processes Roslyn	New York	1/23/2014
Lindamood-Bell Learning Processes Sacramento	California	1/23/2014
Lindamood-Bell Learning Processes Walnut Creek	California	1/23/2014
Lindamood-Bell Learning Processes West Lakes Hills	Texas	1/23/2014
Lindamood-Bell Learning Processes Birmingham	Michigan	1/23/2014
Lindamood-Bell Learning Processes Dallas	Texas	1/23/2014
Lindamood-Bell Learning Processes Mobile	Alabama	1/23/2014
Lindamood-Bell Learning Processes Memphis	Tennessee	1/23/2014
Lindamood-Bell Learning Processes Menlo Park	California	1/23/2014
Lindamood-Bell Learning Processes Washington	District of Columbia	1/23/2014
Lindamood-Bell Learning Processes Westlake Village	California	1/23/2014
Mathmobile Tutorials	Texas	1/22/2015
Idaho Youth Challenge Academy	Idaho	6/25/2015
Lindamood-Bell Learning Processes Pacific Palisades	California	1/23/2014
Lindamood-Bell Learning Processes Bellaire	Texas	1/23/2014
Lindamood-Bell Learning Processes Fairfax	Virginia	1/23/2014
Lindamood-Bell Rancho Cucamonga	California	1/23/2014
Lindamood-Bell Learning Processes Ann Arbor	Michigan	1/23/2014
Lindamood-Bell Learning Processes Chatswood	New South Wales	1/23/2014
Lindamood-Bell Learning Processes Washington, DC LCOC	District of Columbia	1/23/2014
Bridgeway House	Oregon	Candidate
Academics West	New York	1/28/2016
Champions - Loveland Primary	Ohio	Candidate
The Military Historical Association	Washington	Candidate
Lindamood-Bell Learning Processes Portland	Oregon	Applicant
Lindamood-Bell Learning Processes St. Louis	Missouri	Applicant
Lindamood-Bell Learning Processes Manhattan Beach	California	Applicant
Lindamood-Bell Learning Processes Toronto	Province of Ontario	Applicant
Lindamood-Bell Learning Processes Athens	Georgia	Applicant
Lindamood-Bell Learning Processes Naperville	Illinois	Applicant
Lindamood-Bell Learning Processes Melbourne	State of Victoria	Applicant
Lindamood-Bell Learning Processes Palm Beach County	Florida	Applicant
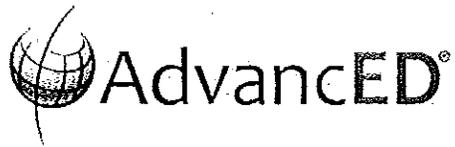
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Appendix B
AdvancED Accreditation Policies and Procedures
(Updated June 30, 2015)

The AdvancED accreditation policies and procedures outlined in this document represent the unified policies and procedures for accreditation from AdvancED and its Accreditation Divisions: North Central Association Commission on Accreditation and School Improvement (NCA CASI), Northwest Accreditation Commission (NWAC), and Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), herein collectively referred to as AdvancED.

These policies and procedures apply to all schools/school systems seeking AdvancED accreditation.

For the purposes of these policies, the term school system includes school districts, systems of schools, corporations, and education service agencies.

POLICY I: ACCREDITATION

1.01   Accreditation. In order to earn and/or maintain AdvancED accreditation, a school or school system must: 1) meet the accreditation standards, policies, and procedures of AdvancED; 2) host an external review team at least once every five years; 3) engage in continuous improvement; 4) submit all required accreditation reports; and 5) pay all required accreditation fees. The revision and adoption of the accreditation policies and procedures of AdvancED shall be the responsibility of the AdvancED Accreditation Commission with ratification from the AdvancED Board of Trustees.

POLICY II: TERM AND REQUIREMENTS OF ACCREDITATION

2.01   Term. A school/school system is accredited for a five year term, as long as the school/school system continues to satisfy the conditions for accreditation:
a. The school/school system adheres to the AdvancED accreditation standards and policies and authentically engages in the AdvancED process and procedures for continuous improvement to achieve results.
b. Between twelve months and four weeks prior to the External Review the school/school system completes and submits the AdvancED Self Assessment and other documentation required for the External Review.
c. The school/school system hosts an External Review at least once every five years.
d. No later than two years following the External Review, the school/school system completes a progress report on the team's Improvement Priorities. (A school/school

system placed on Accredited Under Review, if required, must submit more frequent progress reports.)

e. The school/school system pays accreditation fees as required.

2.02 **Additional Requirements.** In addition to satisfying the conditions outlined in 2.01, a school/school system must adhere to the following:

a. **Compliance with Applicable Governmental Requirements.** The school/school system must comply with all applicable governmental requirements, including any requirements for governmental approval, recognition, or accreditation. A school's/school system's loss of its governmental approval, recognition, or accreditation may be grounds for an accreditation review and monitoring review that may result in a change in accreditation status in accordance with the procedures outlined in this document.

b. **Non-discriminatory Admission of Students.** Schools and school systems accredited through AdvancED shall not discriminate on the basis of race, creed, color, sex, national or ethnic origin, age, or disabilities or act unlawfully in the administration of their educational policies, scholarship, admission, and loan programs.

c. **Records Retention.** Schools/school systems are required to maintain and implement a records retention system that meets applicable government requirements for all operating, financial, personnel, and student records. The records retention system applies to paper and electronic records, includes appropriate back-up systems, and details consistent processes for records destruction. Schools/school systems must identify processes for the ongoing access and maintenance of all relevant records in the event of school/district closure.

d. **Institutional Integrity.** A school/school system is required to represent itself accurately in all aspects of the accreditation process. If a school/school system misrepresents itself, including accreditation status, to the public; has any condition that may be detrimental to the clientele of the school/school system; or falsely reports its compliance with the policies and standards for accreditation; the school's/school system's accreditation can be dropped. If a school's/school system's accreditation is recommended to be dropped, the school/school system shall be afforded due process in consideration of such action.

e. **Substantive Change.** A school/school system must report to AdvancED within sixty (60) days of occurrence any substantive change in the school/school system, which changes the scope and/or has an impact on the school's/school system's ability to meet the AdvancED standards and policies. The report of a substantive change must describe the change itself as well as detail the impact of the change on the quality of education in the school/school system. Substantive change areas include, but are not limited to, the following:
   - Consolidation or reorganization of the school
   - Mission and purpose of the institution
   - Governance structure of the school/school system including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership
   - Grade levels served by the school/school system

- Staffing, including administrative and other non-teaching professional personnel
- Available facilities, including upkeep and maintenance
- Level of funding
- School day or school year
- Establishment of an additional location geographically apart from the main campus
- Student population that causes program or staffing modification(s)
- Available programs, including fine arts, practical arts and student activities

School/school system failure to submit a substantive change may result in changes to the school's/school system's accreditation status and/or loss of accreditation.

f. **Credits or Grade Placement.** An AdvancED school shall accept and classify transfer credits earned or grade placement from schools that are accredited by a recognized national, regional,[1] or state accrediting agency without further validation based on the school's policies and procedures governing such offerings. The school's policies and procedures should be designed to ensure proper academic placement of the student.

A school may accept credits or grade placement from non-accredited schools when validated by one or more of the following procedures: a review of the student's academic record, an analysis of a sending school's curriculum, a review of a portfolio of student work, or through an assessment of scholastic performance. The receiving school must maintain policy and procedures to govern the acceptance of credit or grade placement from non-accredited sources.

A school should provide prompt and accurate transcript services for students entering or leaving the school in accordance with local policy.

[1] Recognized regional accrediting agencies include the Southern Association of Colleges and Schools, Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Accreditation Commission, and the Western Association of Schools and Colleges.

2.03 **AdvancED Responsibilities.** AdvancED is responsible for ensuring school/school system adherence to the AdvancED standards and policies, conducting an External Review to every school/district at least once every five years, reviewing all school/school system reports, granting accreditation status for all schools/school systems, responding to complaints by and about schools/school systems, and maintaining accurate, complete, and timely records.

a. **Codes of Conduct.** In performing the responsibilities outlined above, all agents of AdvancED shall adhere to the AdvancED Code of Ethics, AdvancED Conflict of Interest Policy, and AdvancED Confidentiality Statement including Family Educational Rights and Privacy Act (FERPA) Compliance.

b. **Gifts.** Members of External Review teams and other agents of AdvancED who provide services to schools/school systems are prohibited from accepting gifts, other than school/school system logo items of minimal value, from schools/school systems.

c. **Investigations.** In performing its duties, AdvancED may investigate an accredited school/school system on any matter related to possible violations of AdvancED standards and policies at any time. AdvancED shall use its judgment and discretion in

determining if a complaint rises to a level justifying and investigation. Investigations will only be initiated when supported by substantial evidence and when they involve matters that could seriously hinder or disrupt the educational effectiveness of the institution and ability of the institution to meet the AdvancED Accreditation standards or policies. All investigations shall be conducted with proper attention to due process, and procedures shall be followed to protect the rights of all parties. The accreditation status of an accredited school/school system may be changed as deemed appropriate through the investigative process, and timelines set forth in Policy III may not necessarily apply to special investigations and subsequent monitoring reviews. When warranted by a change of status recommendation, the results of an investigation shall be reported to the appropriate AdvancED Council or AdvancED Accreditation Commission or successor board/commission for appropriate action.

d. **Maintenance of and Public Access to School/District Records.** AdvancED maintains a record retention system that includes procedures for maintenance and access to school/school system records. AdvancED retains all school/school system final accreditation reports and official correspondence for a 10-year period, documenting two full terms of accreditation. AdvancED makes available for public access the school's/school system's accreditation status, school's/school system's term of accreditation, and school's/school system's date of initial accreditation. AdvancED reserves the right to make available for public access the school's/school system's Executive Summary, External Review Report, Accreditation Progress Report, and any special or interim accreditation reports.

e. **Confidentiality Statement.** As part of the accreditation process, schools/school systems/education providers submit to AdvancED information considered to be of a proprietary and confidential nature. Other than granting a limited license to use said information for the purposes of providing accreditation and school improvement services to the school/school system/education provider, AdvancED recognizes that the submission of information does not transfer ownership of said property to AdvancED. AdvancED retains all rights, title and interest in the work product produced, including but not limited to supporting notes, analyses, interpretations and impressions compiled by agents of AdvancED as part of the accreditation and school improvement process. Any and all information provided to or collected by AdvancED as part of the accreditation process shall be safeguarded in a manner comparable to a standard of reasonable care exercised by other agencies engaged in accreditation and school improvement activities. AdvancED will maintain the documentation and evidence submitted by the school/school system/education provider in a password controlled, access restricted environment.

In addition, AdvancED, as well as all agents of AdvancED, will be required to adhere to the AdvancED Code of Ethics, AdvancED Conflict of Interest Policy, and AdvancED Confidentiality Statement including Family Educational Rights and Privacy Act (FERPA) Compliance. If AdvancED is required by legal, judicial or administrative process to disclose information beyond the school/school system/education provider's Executive Summary, External Review Report, Accreditation Progress Report and any special or interim accreditation reports, AdvancED shall promptly notify the school/school system/education provider and allow the school/school system/education provider a time to oppose such process. Nothing contained herein shall obligate AdvancED to

oppose such process and all cost incurred in opposing said process shall be the responsibility of the school/school system/education provider seeking protection.

Information shall not be deemed confidential or proprietary for purposes of this policy, if said information: (a) is already known to AdvancED at the time of disclosure; (b) is or becomes publicly known through no wrongful act of AdvancED or its agents; or (c) is disclosed by the actions of a non-restricted third party. Nothing contained herein shall interfere with the legal obligation of AdvancED to report instances of child abuse, sexual harassment or discrimination or any other affirmative reporting requirements under any applicable laws and/or governmental regulations.

POLICY III: ACCREDITED AND NON-ACCREDITED STATUSES

3.01 **Accredited Status.** There are two accreditation statuses that may be conferred on a school/school system as a result of an External Review. The accreditation status is based on the performance of a school/school system in areas related to the accreditation standards, policies, assurances, student performance results, and stakeholder feedback. No provisions in Policy III prevent a school's/school system's accreditation status from being changed upon a different timeline established due to the findings of a special investigation and/or possible subsequent monitoring reviews.

    a. Accredited
    b. Accredited Under Review

3.02 **Non-accredited Status.** There are three non-accredited statuses that may be conferred on a school/school system.

    a. **Applicant.** The school/school system has submitted formal application for accreditation but has not yet hosted the Readiness Review. A school/school system may also be in the applicant category if it has submitted formal application, hosted the Readiness Review, and been found by the Readiness Review Team and AdvancED Operations Office to not have the capacity to meet the standards required to earn accreditation. A school may remain an applicant for no more than two years. Permission to extend this time period may be granted by the AdvancED Operations Office. If the school/school system fails to achieve accredited status within the time period allotted, said school/school system must wait two years and begin the process anew.

An applicant school/school system may not project future or expected accreditation status. All applicant schools/school systems are not accredited until such status is officially granted. In any public announcements regarding the school's/school system's pursuit of accreditation, the applicant school/school system must avoid any implication that applicant status equates with accreditation or automatically leads to accreditation. AdvancED's Accreditation Divisions shall have full authority and discretion to deny accreditation status to any school/school system determined by AdvancED to be in violation of this policy. While an applicant, the school/school system pays full accreditation fees.

    b. **Candidate.** The school/school system has submitted formal application and has hosted the Readiness Review. The Readiness Review Team and AdvancED Operations Office

find that the school/school system has the capacity to meet the standards required to earn accreditation, but the school/school system has not yet hosted an External Review Team. A school/school system may remain in candidacy for no more than two years. This status may be extended upon approval by the AdvancED Operations Office. During candidacy, the school/school system pays full accreditation fees.

A candidate school/school system may not project future or expected accreditation status. All candidate schools/school systems are not accredited until such status is officially granted. In any public announcements regarding the school's/school system's pursuit of accreditation, the candidate school/school system must avoid any implication that candidacy status equates with accreditation or automatically leads to accreditation. AdvancED's Accreditation divisions shall have full authority and discretion to deny accreditation status to any school/school system determined by AdvancED to be in violation of this policy.

c. **Dropped.** The school/school system:
   1. Does not meet the Standards or requirements of the accreditation process; or
   2. Finds it is no longer able to meet the AdvancED Standards and/or accreditation policies and notifies the respective AdvancED Operations Office that it wishes to have its accredited status dropped; or
   3. Has been Accredited Under Review and fails to make substantial progress on the Improvement Priorities within the timeframe established by AdvancED policies and procedures or review team recommendation; or
   4. Has been found by an investigative team to no longer adhere to the Standards and accreditation requirements or procedures (refer to section 6.04); fails to cooperate with any accreditation team investigation or request for information; or
   5. Fails to pay accreditation fees.

The dropped status is effective on the date set by the AdvancED Accreditation Commission. A school/school system that has been dropped from accreditation must remove all references to its accredited status from school/school system diplomas, certificates, websites, buildings, literature, and the like.

A dropped school/school system may seek reinstatement within one year of receiving the dropped status. After one year, the dropped school/school system must reapply and follow the same procedures as new schools/school systems.

3.03 **Ongoing Monitoring.** The accredited/non-accredited status of a school/school system is regularly monitored by AdvancED's Accreditation Divisions and Operations Offices and may be changed based on new or corrected information provided by the school/school system, External Review Team reports, reports from Special Reviews, complaints submitted, or other sources.

3.04 **Reinstatement.** Schools/school systems may request reinstatement of their accredited status with their original date of accreditation if they were dropped from accredited status in the prior year. The steps for reinstatement are as follows:

a. School contacts the AdvancED Operations Office to obtain the Request for Reinstatement form.

b. School completes the Request for Reinstatement form and submits its current accreditation fees, which include annual fees and reinstatement fee, to the Finance Department.

c. The AdvancED Accreditation Division Office contacts the school to confirm receipt of the request and notifies the AdvancED Operations Office.

d. The AdvancED Accreditation Division Office includes the Request for Reinstatement form with its accreditation actions/recommendations for review by the appropriate AdvancED Council with final action by the AdvancED Accreditation Commission.

The school's accreditation term continues. The school is reinstated in its original accreditation term. The school must satisfy all requirements of the accreditation term in which it is being reinstated. A school that dropped in its fifth year of the accreditation term and reinstates must host an External Review upon reinstatement.

POLICY IV: PROCEDURES FOR INITIAL ACCREDITATION

4.01 **Overview.** Schools/school systems seeking initial accreditation must demonstrate that they meet the AdvancED Standards and policies, have the capacity to support school/school system improvement, and are committed to growth in student learning and organizational effectiveness.

4.02 **General Guidelines.** Following are general guidelines for all schools/school systems seeking initial accreditation:

a. A school/school system must be in operation for at least two years with demonstrated financial stability before it may be accredited.

b. A school/school system must certify that it possesses the appropriate licenses to operate if licensing is required by local or state statutes.

c. A school/school system must host a readiness review within two years after applying or within the time period allotted by the AdvancED Operations Office.

d. A school/school system must host an External Review within two years after becoming a candidate or within the time period allotted by the AdvancED Operations Office.

e. A school/school system that does not host the Readiness Review or External Review within the prescribed time period must re-apply.

4.03 **Application Process.** The school/school system must complete and submit all required application materials, including application dues/fees.

The new school application fee applies to any new school that is making application as a single school. Schools that apply as part of a group of schools at the same time (such as two or more schools from a school system or diocese) pay one application fee for the full group. For example, a school system that wishes to submit applications for multiple schools pays

only one application fee as long as all of the schools' applications are submitted at the same time.

4.04 **Readiness Review and Candidacy Status.** Upon receipt of completed application materials, the appropriate AdvancED Operations Office coordinates a readiness review to the school/school system. The purpose of the review is to:

a. Determine if the school/school system has the capacity and integrity to meet and adhere to the AdvancED Standards and policies.

b. Determine if the school/school system has the capacity to support continuous school improvement.

c. Make a determination if the school/school system should become a candidate for accreditation or remain as an applicant.

Upon achievement of candidate status, the school/school system completes the Self Assessment as well as other required documents and prepares for the External Review.

4.05 **External Review and Accreditation Recommendation.** The candidate school/school system hosts an External Review within two years of receiving candidacy status. The External Review Team makes an accreditation recommendation that is reviewed, along with other documentation, by the Operations Office, the AdvancED Council which grants the final accreditation status, and the AdvancED Commission or successor board/commission which reviews and ratifies the final accreditation actions.

4.06 **Earning Accredited Status.** Upon achieving accredited status, the school/school system engages in the tasks required of all schools/school systems to maintain their accredited status.

4.07 **Remaining in Candidacy Status.** If accreditation is not conferred on the school/school system, the school/school system remains as a candidate for accreditation. To achieve accreditation, the school/school system must meet the requirements specified in the External Review report within one year. It must submit documentation to its respective AdvancED Operations Office which will make an accreditation recommendation for review and approval by the appropriate governing authority. If the school/school system fails to meet the requirements specified in the External Review report, its candidacy status will be removed.

4.08 **Schools from a School System that is District Accredited.** Schools applying for initial accreditation that are part of districts or systems that are district accredited use the following procedures.

a. The school completes and submits an application for accreditation.

b. The school system certifies that the school meets AdvancED accreditation Standards and is actively engaged in the school system's process for quality assurance.

c. Upon receiving the school system's certification, the AdvancED Operations Office makes an accreditation recommendation that is submitted for action to the appropriate

AdvancED Council for the relevant jurisdiction with ratification by the AdvancED Accreditation Commission.

d. Upon earning accredited status, the school engages in the school system's approved plan for accreditation.

e. If the school is not recommended for accreditation, the school system must submit a plan for how it will address any noted deficiencies to ensure the school is ready for accreditation within a year.

POLICY V: PROCEDURES FOR CONSOLIDATED, REORGANIZED, AND OTHER SCHOOLS

5.01 Consolidated Schools. With the concurrence of the AdvancED Council, a consolidated school may retain continuing accreditation provided that at least one of the schools involved in the consolidation is accredited by AdvancED at the time of the consolidation. There must be no break in accreditation. The school must submit written notification of consolidation to the appropriate AdvancED Operations Office. The AdvancED Operations Office will review the notification with the appropriate AdvancED Council for concurrence and submit appropriate forms/notification to the AdvancED Accreditation Division office.

5.02 Reorganized Schools. A new school or schools formed by reorganization of an accredited school may retain continuing accreditation with the concurrence of the appropriate AdvancED Council. The reorganized school must submit written notification of its reorganization to the appropriate AdvancED Operations Office. The AdvancED Operations Office will review the notification with the AdvancED Council and determine whether the reorganized school may continue its accreditation or be required to apply as a new school and follow the new school procedures.

5.03. Extension or Branch Campuses. An extension or branch campus of a school can be accredited as part of the main campus provided the following conditions are met:

a. The extension or branch campus is under the direct supervision of the administrative head of the main campus school.

b. The extension or branch campus serves students from the main campus (it does not serve students from more than one school).

c. The extension or branch campus provides a program of services that are a part of the total educational program (it does not duplicate services or programs).

d. The director or supervisor of the extension or branch campus reports directly to the administrative head of the main campus school.

e. The extension or branch campus operates under the same state education agency school number as the main campus.

5.04. Schools within a School. Schools within a school are treated as separate schools and are required to comply with all AdvancED accreditation requirements if the state education agency has provided them with distinct school numbers. If the schools share the same state-provided school number, they may be treated as one school by AdvancED.

POLICY VI: PROCEDURES REGARDING COMPLAINTS BY AND ABOUT ACCREDITED SCHOOLS/SCHOOL SYSTEMS

6.01   **Written complaint.** Any complaints submitted by and about schools/school systems must be submitted in writing, both paper or electronic notices are acceptable. All complaints should include the following information to allow for proper review and if determined, in the sole discretion of AdvancED's Accreditation Divisions, appropriate investigation:

     a.   The name, address, phone number, and other pertinent contact information of the complainant.

     b.   A description of the circumstances or events and any relevant documentation that support the complaint.

     c.   A statement of relationship with the individual involved, if the complainant is not the aggrieved individual. Complaints concerning individual students will only be investigated or sent to the school if the complaint is made or authorized by a student of majority age or by an individual that has the legal authority and right to represent the student.

     d.   The name, address, and other contact information for the individual at the school/school system that has been contacted by the complainant to resolve the problem or situation.

     e.   Permission for representatives of AdvancED to access any records concerning the complainant if such records are not available to the public.

     f.   A statement of first-hand knowledge of the substance of the complaint, unless the complaint is supported by reliable documentation.

6.02.   **Complaints Regarding Child Abuse, Sexual Harassment, or Discrimination.** Any complaint that identifies potential child abuse, sexual harassment, or discrimination on the part of a student or staff member, shall be forwarded immediately to the appropriate agency authorized to investigate such complaints. Unsigned complaints concerning potential child abuse, sexual harassment, or discrimination will be forwarded to the principal and the superintendent or other similar official in the school/school system's organization. Findings by the appropriate agency may result in action by AdvancED's governing board or its successor board/commission if the findings are made available to the governing board.

6.03   **Individual Grievances.** Isolated and individual grievances between a school/school system and person are not adjudicated. Complaints of that nature, documented and signed by the person initiating the complaint, will be forwarded to the school/school system. The school/school system shall respond to the complaint within 30 days. A copy of the complaint and the school/school system's response to it will be retained by the appropriate AdvancED Operations Office. If several individual complaints against a school suggest a particular violation or pattern of violations which might affect the school/school system's ability to meet AdvancED standards or policies, further investigation may be authorized and shall occur within a reasonable period of time.

6.04 **Investigation of Complaints.** Complaints that are determined by AdvancED to sufficiently identify potential violations of AdvancED Standards or policies will be investigated. Said determination of whether sufficient grounds exist to begin an investigation is in the sole discretion of AdvancED.

    a. If the investigating body believes that a school's/school system's response to a complaint does not address the complaint or if a school/school system fails to address the complaint in a timely manner, the information about the complaint will be shared with the External Review Team scheduled for the next review of the school/school system or with representatives of a special investigation team being sent to the school/school system to conduct a special review into the complaint and empowered with the ability to make a recommendation as to the Accreditation status of the school/school system. The Special Review Team is charged with investigating said complaint, as well as, investigating the possible violation of any other AdvancED standards and policies that may be discovered through a diligent and thorough investigation.

    b. The findings from an investigation of a complaint may result in changes to a school/school system's accreditation status. The AdvancED Councils, AdvancED Accreditation Commission, and AdvancED Board of Trustees do not have civil authority to impose any order of settlement on a school/school system or its representatives. Complainants seeking a settlement, payment, or compensation should pursue their concern through the channels offered by a State Department of Education or other legal authority having jurisdiction over the subject matter.

POLICY VII: APPEAL PROCEDURES

7.01 **Right to Appeal.** A school/school system has the right to appeal a decision made to place the school/system on Accredited Under Review or drop its accreditation. An accredited school/school system remains accredited until the final disposition of the appeal. The accreditation status of the school/school system does not change until all rights of appeal pursuant to the Policy are exhausted. The appellate process shall be carried out in a timely and expeditious manner to ensure protection of the public interest and the institution.

7.02 **Adverse Decision.** The AdvancED Accreditation Office shall, no later than fourteen (14) days after the action is taken to place the school/system on Accredited Under Review or drop the accreditation, notify the school/school system in writing, delivered by overnight service or Certified Mail, Return Receipt Requested. The written notification shall specify the Standards and/or criteria not met. A copy of this Policy shall be provided to the school/school system along with a notice of the adverse decision. After the Council vote for an adverse decision, if no notice intent to appeal is filed as provided in Section 7.04 below, the decision becomes final following ratification by the AdvancED Accreditation Commission.

7.03 **Grounds for Appeal.** The grounds on which an appeal may be taken are (a) departure by the Commission from the procedures established by written policy or agreement or by recognized custom which is of such significance as to affect materially the adverse decision; (b) the citing by the Commission of factually incorrect information as basis for its decision which is of such significance as to affect materially the Commission's adverse action; (c)

bias, as evidenced by a demonstrable intent on the part of evaluators, the Commission, or the Commission's professional staff to prejudice the evaluation or other review of the institution's status of accreditation, such bias being of such significance as to affect materially the Commission's adverse accrediting action; or (d) the adverse action is arbitrary and capricious.

7.04   **Appeal Procedures.** A school/school system wishing to appeal shall do so in accordance with the procedures set forth below:

a. The school/school system shall file its intent to appeal the accreditation decision to place the school/system on Accredited Under Review or drop the accreditation within ten (10) days of receipt of the written notice of the decision for adverse action. See Section 7.03 for grounds for an appeal. A notice of an intent to appeal shall be filed only with the prior authorization of the governing board of the institution.

b. The notice of intent to appeal shall be submitted via overnight service or Certified Mail, Return Receipt Requested to the President/Chief Executive Officer of AdvancED. The notice of intent to appeal shall contain a statement of the ground(s) on which the appeal will be made but need not provide evidence in support of the appeal.

c. The school's/school system's written appeal shall be submitted within twenty (20) days of filing notice of intent to appeal in person or by certified mail, return receipt requested, with President/Chief Executive Officer. The school's/school system's written appeal shall set forth the evidence and its argument as the basis for its appeal. Only evidence previously submitted to AdvancED may be included in the submission. New evidence will not be considered. At the time of filing the written appeal, the school/school system shall advise the President/Chief Executive Officer whether it will present oral arguments at the appeals hearing and, if so, with or without legal counsel. In the event the school/school system determines not to send representatives to the appeals hearing, then AdvancED shall likewise not send representatives to the hearing, and the Appeals Panel will be authorized to decide the appeal based on the written submissions of the parties. Within fifteen (15) days following receipt of the written appeal, the Commission shall submit its response in writing to the President/Chief Executive Officer with a copy to the school/school system.

d. The school/school system shall submit to the President/Chief Executive Officer a bond for costs of the appeal in the amount of twenty-five thousand dollars ($25,000.00) that accompanies the notice of intent to appeal. After the costs of the appeal have been deducted from the amount of the bond, any unused portion of the bond shall be returned to the school/school system. If the costs of the appeal exceed the amount of the bond, the school/school system shall pay the additional costs to AdvancED.

e. A Panel of three impartial evaluators shall be selected by the AdvancED President/Chief Executive Officer, and confirmed by the AdvancED Accreditation Commission, to hear the school/school system's appeal. The Panel shall be selected from a standing appeals body appointed by the AdvancED Accreditation Commission to serve for staggered three year terms. The standing appeals body shall be comprised of educators who are knowledgeable about accreditation requirements but do not hold any other appointed, paid, or elected position with AdvancED. At least one member of the standing appeals body shall be a public member. If the school/school system has good cause to believe

that any member of the standing appeals body should not hear the school's/school system's appeal, it shall notify the President/Chief Executive Officer in writing of the basis for its objection at the time it submits its written appeal. Objections to the composition of the Panel shall be heard and ruled upon by the Chair of the AdvancED Accreditation Commission in consultation with the President/Chief Executive Officer. The President/Chief Executive Officer will promptly notify the school/school system of the names of the members of the Appeals Panel and the date and place of the hearing. The President/Chief Executive office will transmit a copy of the school's/school system's appeal documents and the Commission's response to each member of the Appeals Panel in advance of its meeting.

f. The Appeals Panel will meet within sixty (60) days of receipt of the school/school system's intent to appeal. The school/school system shall not have the right to cross-examine individual agents of AdvancED staff. AdvancED may request that its legal counsel be present to advise the panel members. The school/school system may request that the appeal hearing be transcribed. No audio-taping or video-taping of the appeal is permitted. Evidence in support of the appeal shall be limited to that evidence presented to the Commission prior to making its adverse accrediting action except as hereinafter provided. The Appeals Panel shall consider evidence bearing only upon the grounds specified for the appeal. Additional written materials or evidence not presented to the Commission at the time of its original decision as a part of its review (or of its decision following a remand as provided below) may not be presented to the Appeals Panel. Other than at the appeals hearing, the Appeals Panel shall not meet with representatives of either the school/school system or the Commission.

The decision of the Appeals Panel shall be determined by majority vote. In the event of a tie vote, the appeal shall be deemed denied. The Appeals Panel shall meet in executive session to reach its decision following the close of hearing. Appeals hearings shall not be conducted as if they were judicial proceedings. Rules of evidence, pre-hearing discovery, the right to subpoena witnesses, and the right to cross examine witnesses shall not be permitted, provided however, members of the Appeals Panel may ask questions of the schools/school systems and the Commission's representatives present at a hearing. The school/school system appealing an adverse accrediting action shall bear the burden of proof and may be represented by legal counsel at the hearing to present or assist in the presentation of the school's/school system's appeal. The Commission may be represented by legal counsel at the hearing. The chairperson of the Appeals Panel may limit the presentations of the school/school system and the Commission to one half hour each, provided however, the time for presentations and questioning may be extended to either or both parties as determined in the sole discretion of the chairperson. The order of presentation shall be first, the school/school system and second, the Commission. Within the sole discretion of the chairperson as to time and scope, the Appeals Panel may permit the school/school system to present final comments and/or arguments following the Commission's presentation. Nothing herein shall be deemed to require either the school/school system or the Commission to make any oral presentation at the Appeals Panel hearing and the failure to do so shall have no bearing or relevance in reaching a decision by the Appeals Panel. The Appeals Panel decision shall contain the Panel's ruling together with the reasons therefore as well as any additional information deemed pertinent by the Panel and shall be the only written decision of the Panel.

The Appeals Panel decision shall be filed by the Appeals Panel with the President/Chief Executive Officer on or before the tenth (10th) day following the close of the hearing. The Appeals Panel shall have the authority to affirm, amend, reverse or remand the Adverse Action and will direct the Commission to implement the decision in a manner consistent with the Appeals Panel's decisions or instructions. In a decision to remand the adverse action to the Commission for further consideration, the Appeals Panel must identify specific issues that the Commission must address. The Appeals Panel shall inform the school/school system and the AdvancED Accreditation Commission of its decision within seven (7) days of filing its decision with the President/Chief Executive Officer.

g. All expenses of the appeal, including all expenses of the members of the Appeals Panel, are to be borne fully by the school/school system submitting the appeal.

h. The Appeals Panel can either uphold the decision of the AdvancED Accreditation Commission or remand the decision to the AdvancED Accreditation Commission for reconsideration. If the Appeals Panel upholds the decision of the AdvancED Accreditation Commission, the action is final.

i. If the Appeals Panel remands the decision to the AdvancED Accreditation Commission for further consideration and the Commission adheres to its original decision, the matter shall be considered final.

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AdvancED®
Standards
for Quality

CORPORATE
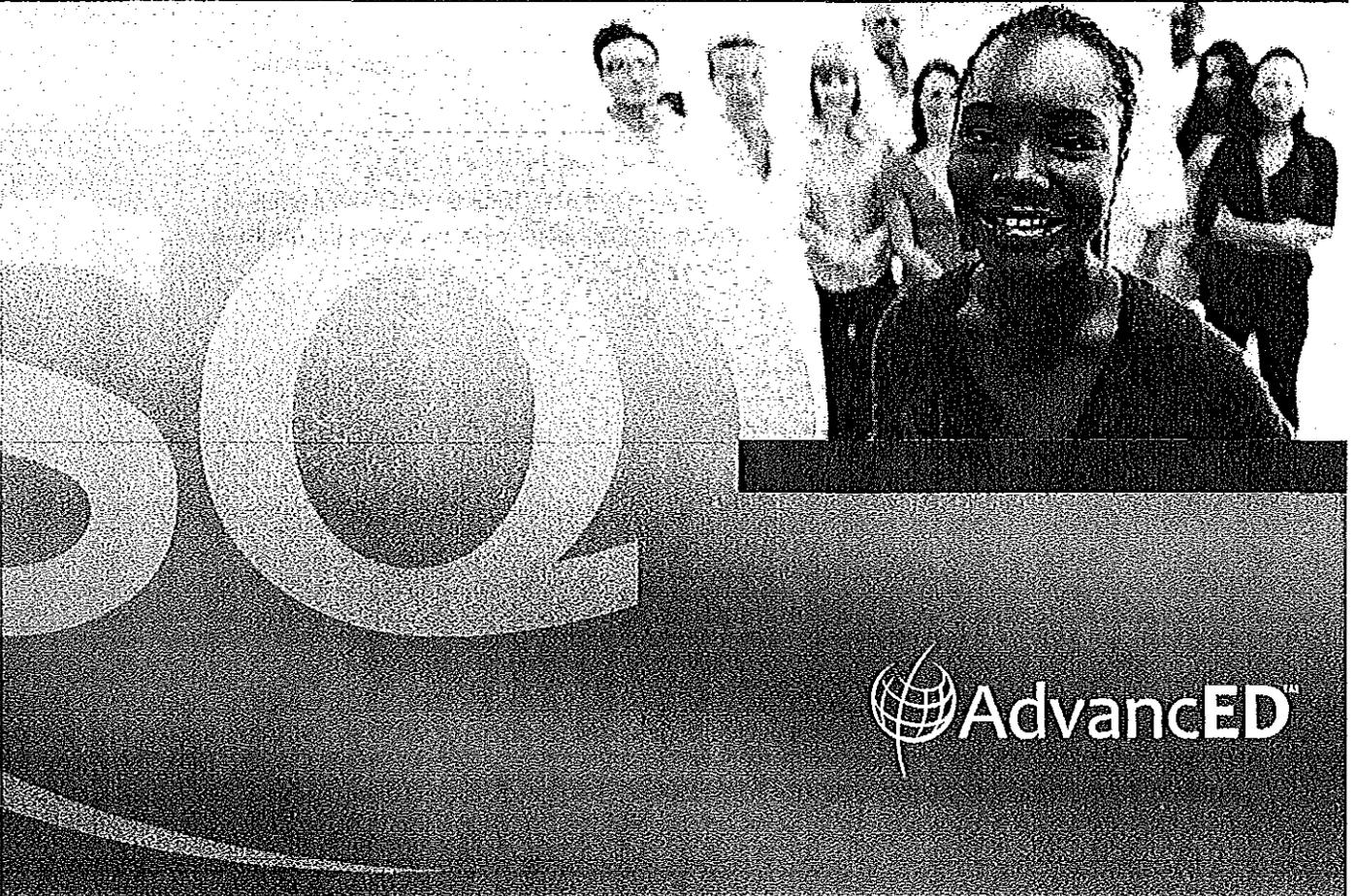
AdvancED

AdvancED Standards for Quality Corporations

Standard 1: Purpose and Direction
The corporation maintains and communicates at all levels of the organization a purpose and direction for ethical business practices, corporation effectiveness, and continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Standard 2: Governance and Leadership
The corporation operates under governance and leadership that promote and support student performance and corporation effectiveness.

Standard 3: Teaching and Assessing for Learning
The corporation's curriculum, instructional design, support services, assessment practices, and proprietary practices guide and ensure teacher effectiveness and student learning across all programs.

Standard 4: Resources and Support Systems
The corporation ensures that all schools provide services that support the corporation purpose and direction to ensure success for all students.

Standard 5: Using Results for Continuous Improvement
The corporation implements a comprehensive assessment system that generates a range of data about student learning and corporation and school effectiveness and uses the results to guide continuous improvement.

Purpose and Direction

The corporation maintains and communicates at all levels of the organization a purpose and direction for ethical business practices, corporation effectiveness, and continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

INDICATOR 1.1

The corporation engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a corporation-wide purpose for student success and corporation effectiveness.

Level 4   The corporation's process for review, revision, and communication of the corporation'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 and corporation effectiveness.

Level 3   The corporation'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 and corporation effectiveness.

Level 2   The corporation 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 corporation effectiveness and somewhat on student success.

Level 1   No process to review, revise, or communicate a corporation purpose exists. Stakeholder groups are rarely asked for input regarding the purpose of the corporation.

Standard 1: Purpose and Direction

INDICATOR 1.2

The corporation ensures that each school engages in a systematic, inclusive, and comprehensive process to review and communicate a school purpose for student success that is aligned to the corporation purpose.

Level 4   Corporation policies, procedures, and agreements clearly outline the expectations for schools regarding a systematic, inclusive, and comprehensive process for review and communication of a purpose for student success that is aligned to the corporation's purpose. Corporation personnel monitor and maintain data about each school and provide feedback and training for the improvement of the implementation of the process to school personnel.

Level 3   Corporation policies, procedures, and agreements outline the expectations for schools regarding a systematic, inclusive, and comprehensive process for review and communication of a purpose for student success aligned to the corporation purpose. Corporation personnel monitor and maintain data about each school and provide feedback for the improvement of the implementation of the process to school personnel.

Level 2   Corporation policies, procedures, and agreements outline the expectations for schools regarding a process for review and communication of a purpose for student success that is aligned to the corporation purpose. Corporation personnel monitor each school and sometimes provide feedback for the improvement of the implementation of the process to school personnel.

Level 1   Corporation policies outline the expectations for schools regarding a process for review and communication of a purpose for student success that is aligned to the corporation purpose. Corporation personnel occasionally monitor each school and sometimes provide feedback concerning the process to school personnel.

Standard 1: Purpose and Direction

INDICATOR 1.3

The corporation, school leadership, and staff at all levels of the corporation commit to a culture that is based on shared values, beliefs and innovation about teaching and learning; ethical business and professional practices; and corporation and school effectiveness. This culture supports challenging educational programs and equitable learning experiences that enable students to achieve learning, thinking, and life skills.

Level 4   Commitment to shared values and beliefs about teaching and learning and corporation and school effectiveness 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. 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. Corporation leadership and staff hold one another accountable to high expectations for ethical business and proprietary professional practices and corporation innovation.

Level 3   Commitment to shared values and beliefs about teaching and learning and corporation and school effectiveness 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. 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. Corporation leadership and staff share high expectations for ethical business and proprietary professional practices.

Level 2   Commitment to shared values and beliefs about teaching and learning and corporation and school effectiveness is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and 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. Corporation and school leadership maintain high expectations for ethical business and proprietary professional practices.

Level 1   Minimal or no evidence exists that indicates the culture of the corporation is based on shared values and beliefs about teaching and learning and corporation and school effectiveness. Educational programs challenge few or no students and are provided in way that few students achieve learning, thinking, and life skills. 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 ethical business and professional practices are evident.

Standard 1: Purpose and Direction

INDICATOR 1.4

Leadership at all levels of the corporation implement a continuous improvement process that provides clear direction for improving systems that support student learning and corporation effectiveness.

Level 4 Leaders at all levels of the corporation require the use of a documented, systematic continuous improvement process for improving student learning and the systems that support learning and corporation effectiveness. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the corporation's purpose and direction. Personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student, school, and corporation performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of systems that support student learning and corporation effectiveness and that are aligned with the corporation's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. Corporation 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 systems that support student learning and corporation effectiveness is available and communicated to stakeholder groups.

Level 3 Leaders at all levels of the corporation implement a documented, systematic continuous improvement process for improving student learning and the systems that support learning and corporation effectiveness. All stakeholder groups are engaged in the process. Personnel maintain a profile with current and comprehensive data on student, school, and corporation performance. The profile contains analyses of data used to identify goals for the improvement of systems that support student learning and corporation effectiveness and that are aligned with the corporation's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Leaders hold all 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 systems that support student learning and corporation effectiveness is available and communicated to community groups.

Level 2 Most leaders throughout the corporation implement a continuous improvement process for improving student learning and the systems that support learning and corporation effectiveness. Some stakeholder groups are engaged in the process. Personnel maintain a profile with data on student, school, and corporation performance. The profile contains data used to identify goals for the improvement of achievement, instruction, and corporation effectiveness that are aligned with the corporation's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and systems that support student learning and corporation effectiveness is available.

Level 1 A continuous improvement process for improving student learning and the systems that support learning and corporation effectiveness is used randomly and/or ineffectively. The profile is rarely updated or used by 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 interventions and strategies are implemented with fidelity. Documentation linking the process to improved student achievement and systems that support student learning and corporation effectiveness is unclear or non-existent.

Governance and Leadership

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

INDICATOR 2.1

The corporation's policies, practices, and agreements ensure effective administration of the corporation and its schools.

Level 4   Policies, practices, and agreements clearly and directly support the corporation's purpose, direction, and the effective operation of the corporation and its schools. Policies, practices, and agreements require and have mechanisms in place for monitoring systems that support corporation effectiveness, student learning, effective instruction, and assessments that produce equitable, challenging and meaningful learning experiences for all students. There are policies, practices, and agreements requiring and giving direction for professional growth of all staff. Policies, practices, and agreements provide clear requirements, direction for, and oversight of proprietary information and practices and fiscal management at all levels of the corporation.

Level 3   Policies, practices, and agreements support the corporation's purpose, direction, and the effective operation of the corporation and its schools. Policies, practices, and agreements promote systems that support corporation effectiveness, student learning, effective instruction, and assessments that produce equitable, challenging and meaningful learning experiences for all students. There are policies, practices, and agreements regarding professional growth of all staff. Policies, practices, and agreements provide requirements, direction for, and oversight of proprietary information and practices and fiscal management at all levels of the corporation.

Level 2   Policies, practices, and agreements generally support the corporation's purpose, direction, and the effective operation of the corporation and its schools. Most policies, practices, and agreements promote systems that support corporation effectiveness, student learning, effective instruction, and assessments that produce equitable, challenging and meaningful learning experiences for all students. There are policies, practices, and agreements regarding professional growth of staff. Policies, practices, and agreements provide requirements and oversight of proprietary information and practices and fiscal management.

Level 1   Little connection exists between policies, practices, and agreements of the corporation and the purpose, direction, and effective operation of the corporation and its schools. Policies, practices, and agreements seldom or never address systems that support corporation effectiveness, student learning, effective instruction, or assessments that produce equitable, challenging or meaningful learning experiences for students. There are few or no policies, practices, or agreements regarding professional growth of staff. Policies and agreements provide requirements for oversight of proprietary information and practices and fiscal management.

Standard 2: Governance and Leadership

INDICATOR 2.2

The governing authority member(s) operates responsibly and functions effectively.

Level 4　The governing authority has implemented a process to evaluate 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. The governing authority is required to participate in a systematic, formal professional development process regarding roles and the responsibilities of the governing authority member(s). The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. The member(s) complies with all policies, procedures, agreements, laws and regulations and function for the benefit of effective corporation and school operations and student learning.

Level 3　The governing authority 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. The governing authority member(s) participates in a systematic, formal professional development process regarding roles and the responsibilities of the governing authority member(s). The governing authority complies with all policies, procedures, agreements, laws, and regulations, and function for the benefit of the corporation and schools.

Level 2　The governing authority ensures that decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. The governing authority member(s) participates in professional development regarding roles and the responsibilities of the governing authority. The governing authority complies with all policies, procedures, agreements, laws, and regulations.

Level 1　The governing authority 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 authority member(s) rarely or never participate in professional development regarding roles and the responsibilities of the governing authority. Evidence indicates the governing authority does not always comply with policies, procedures, agreements, laws, and regulations.

Standard 2: Governance and Leadership

INDICATOR 2.3

The governing authority ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

Level 4   The governing authority consistently protects, supports, and respects the autonomy of corporation and school leadership to accomplish goals for achievement, instruction, corporation and school effectiveness, and to manage day-to-day operations of the corporation and its schools. The governing authority maintains a clear distinction between its roles and responsibilities and those of the corporation and school leadership.

Level 3   The governing authority protects, supports, and respects the autonomy of corporation and school leadership to accomplish goals for improvement in student learning and instruction, corporation and school effectiveness, and to manage day-to-day operations of the corporation and its schools. The governing authority maintains a distinction between its roles and responsibilities and those of corporation and school leadership.

Level 2   The governing authority generally protects, supports, and respects the autonomy of corporation and school leadership to accomplish goals for improvement in corporation and school effectiveness, student learning and instruction, and to manage day-to-day operations of the corporation and its schools. The governing authority usually maintains a distinction between its roles and responsibilities and those of corporation and school leadership.

Level 1   The governing authority rarely or never protects, supports, and respects the autonomy of corporation or school leadership to accomplish goals for corporation and school effectiveness, improvement in student learning and instruction, and to manage day-to-day operations of the corporation and its schools. The governing authority does not distinguish between its roles and responsibilities and those of corporation or school leadership or frequently usurps the autonomy of corporation or school leadership.

Standard 2: Governance and Leadership

INDICATOR 2.4

Leadership and staff at all levels of the corporation foster a culture consistent with the corporation's purpose and direction.

Level 4   Leaders and staff throughout the corporation deliberately and consistently align their decisions and actions toward continuous improvement to achieve the corporation's and schools' purposes. They encourage, support, and expect all personnel to maintain high standards, and to hold students to high standards in the prescribed educational programs. All stakeholder groups are collectively accountable for maintaining and improving systems that support student learning and corporation and school effectiveness. Leaders throughout the corporation 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 stakeholder groups.

Level 3   Leaders and staff throughout the corporation align their decisions and actions toward continuous improvement to achieve the corporation's and schools' purposes. They expect all personnel to maintain high standards, and to hold students to high standards in the prescribed educational programs. All leaders and staff are collectively accountable for maintaining and improving systems that support student learning and corporation and school effectiveness. Leaders throughout the corporation support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.

Level 2   Most leaders and staff within the corporation make some decisions and take some actions toward continuous improvement. They expect all personnel and students to be held to standards. Leaders and staff express a desire for collective accountability for maintaining the systems that support student learning and corporation and school effectiveness. 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. Leaders may or may not expect personnel and students to be held to standards. There is little or no evidence of or desire for collective accountability for student learning. 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.

Standard 2: Governance and Leadership

INDICATOR 2.5

Leadership engages defined stakeholder groups effectively in support of the corporation's purpose and direction.

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

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

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

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

Standard 2: Governance and Leadership

INDICATOR 2.6

Corporation quality assurance processes and leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the corporation and improved student success and corporation effectiveness.

Level 4   The primary focus of the criteria and processes of corporation quality assurance, supervision, and evaluation are improving professional practice in all areas of the corporation and ensuring student success and corporation effectiveness. Corporation quality assurance, supervision, and evaluation processes are consistently and regularly implemented. The results of the corporation quality assurance, supervision, and evaluation processes are carefully analyzed and used to monitor and effectively adjust professional practice throughout the corporation and ensure student learning and corporation effectiveness.

Level 3   The focus of the criteria and processes of corporation quality assurance, supervision, and evaluation is improving professional practice throughout the corporation and improving student success and corporation effectiveness. Corporation quality assurance, supervision, and evaluation processes are regularly implemented. The results of the corporation quality assurance, supervision, and evaluation processes are used to monitor and effectively adjust professional practice throughout the corporation and improve student learning and corporation effectiveness.

Level 2   The criteria and processes of corporation quality assurance, supervision, and evaluation include references to corporation-wide professional practices and student success. Corporation quality assurance, 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 and corporation effectiveness.

Level 1   The criteria and processes of corporation quality assurance, supervision, and evaluation have little or no focus on improving professional practice or student success. Corporation quality assurance, supervision, and evaluation processes are randomly implemented, if at all. Results of the corporation quality assurance, supervision, and evaluation processes, if any, are used rarely or never.

Teaching and Assessing for Learning

The corporation's curriculum, instructional design, support services, assessment practices, and proprietary practices guide and ensure teacher effectiveness and student learning across all programs.

INDICATOR 3.1

The corporation's approved 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 school's programs/courses/classes provide all students with challenging and equitable opportunities to develop learning, thinking, and life skills that align with the corporation's and school's purposes. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Programs/courses/classes that are alike have the same high learning expectations across all schools in the corporation. Teachers in all schools implement the corporation's approved instructional design and proprietary practices with fidelity in ways that support achievement of expectations.

Level 3   Curriculum and learning experiences in each program/course/class provide all students with challenging and equitable opportunities to develop learning, thinking, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Programs/courses/classes that are alike have equivalent learning expectations across the corporation. Teachers in all schools implement the corporation's instructional design and proprietary practices in ways that support achievement of expectations.

Level 2   Curriculum and learning experiences in each program/course/class provide most students across the corporation with challenging and equitable opportunities to develop learning, thinking, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most programs/courses/classes that are alike have equivalent learning expectations. Teachers implement the corporation's instructional design and proprietary practices.

Level 1   Curriculum and learning experiences in each program/course/class across the corporation provide few or no students with challenging and equitable opportunities to develop learning, thinking, and life skills. There is no evidence to indicate how successful students will be at the next level. Programs/courses/classes that are alike in different schools or even within a school do not always have the same learning expectations. The corporation's instructional design and proprietary practices are not evident.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.2

Curriculum, instruction, and assessment throughout the corporation 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, corporation and school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure alignment with learning, thinking, and life skills and alignment with goals for achievement and instruction and statements of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised at the corporation or school level. The continuous improvement process has clear guidelines to ensure that alignment with learning, thinking, and life skills as well as alignment with the corporation's and school's purposes are maintained and enhanced in curriculum, instruction, and assessment.

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

Level 2   Corporation personnel monitor and adjust curriculum, instruction, and assessment to ensure for alignment with learning, thinking, and life skills and alignment with the goals for achievement and instruction and statements of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised at the corporation or school level. There is limited evidence that the continuous improvement process ensures alignment with learning, thinking, and life skills or the corporation's or school's purpose in curriculum, instruction, and assessment.

Level 1   Corporation personnel rarely or never monitor and adjust curriculum, instruction, and assessment to ensure alignment with learning, thinking, and life skills or alignment with the goals for achievement and instruction and statements 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 alignment of the corporation's learning, thinking, and life skills or purpose in curriculum, instruction, and assessment.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.3

Teachers in each school throughout the corporation engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Level 4   Teachers in each school throughout the corporation are consistent and deliberate in using the approved or proprietary instructional strategies that align with learning, thinking, and life skills. The corporation's approved proprietary instructional strategies require student collaboration, self-reflection, development of critical thinking skills; address individual learning needs of each student; and 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 in each school throughout the corporation use the approved or proprietary instructional strategies that align with learning, thinking, and life skills. The corporation's proprietary instructional strategies require student collaboration, self-reflection, and development of critical thinking skills. The proprietary instructional strategies permit teachers to 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 in most schools 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.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.4

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

Level 4   Corporation and 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 corporation'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 and/or program standards for developmentally appropriate practice.

Level 3   Corporation and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the corporation'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 and/or program standards for developmentally appropriate practice.

Level 2   Corporation and school leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the corporation'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 and/or program standards for developmentally appropriate practice.

Level 1   Corporation and school leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the corporation'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 and/or program standards for developmentally appropriate practice.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.5

The corporation operates as a collaborative learning organization through structures that support improved instruction and student learning across the corporation.

Level 4 The corporation and school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across program, grade levels, content areas, and/or other corporation divisions. Corporation and school staff members implement a formal process corporation-wide that promotes productive discussion about student learning and the systems that support 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 corporation and school personnel. Corporation personnel can clearly link collaboration to improvement results in instructional practice, corporation and school effectiveness, and student performance.

Level 3 The corporation and school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across programs, grade levels, content areas, and other corporation divisions. Corporation and school staff members have been trained to implement a formal process that promotes discussion about student learning and the systems that support 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 corporation and school personnel. Corporation personnel indicate that collaboration causes improvement results in instructional practice, corporation and school effectiveness, and student performance.

Level 2 Some corporation and school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across programs, grade levels, content areas, and other corporation divisions. Corporation and schools staff members promote discussion about student learning and the systems that support 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 corporation and school personnel. Corporation personnel express belief in the value of collaborative learning communities.

Level 1 Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across program, grade levels, content areas, or in other corporation divisions. Corporation and school staff members rarely discuss student learning or the systems that support 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 corporation and school personnel. Corporation personnel see little value in collaborative learning communities.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.6

Teachers implement the corporation's approved instructional processes in support of student learning.

Level 4   All teachers in each school throughout the corporation 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 throughout the corporation 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 in the corporation 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 in the corporation 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.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.7

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

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

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

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

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

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.8

The corporation and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress. In the case of adult students, the student is informed of his/her learning progress rather than the family.

Level 4   Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated at the corporation level and in all schools. Families have multiple ways of staying informed of their children's learning progress. For adult students, the process provides students with specific and immediate feedback about their learning.

Level 3   Programs that engage families in meaningful ways in their children's education are designed and implemented. Corporation and school personnel regularly inform families of their children's learning progress. For adult students, the process provides students with specific and timely feedback about their learning.

Level 2   Programs that engage families in their children's education are available. Corporation and school personnel provide information about children's learning. For adult students, the process provides students with feedback about their learning.

Level 1   Few or no programs that engage families in their children's education are available. Corporation and school personnel provide little relevant information about children's learning. For adult students, the process provides students with minimal feedback of little value about their learning.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.9

The corporation designs and evaluates structures in all schools whereby each student is well known by at least one adult in the student's school who supports that student's educational experience.

Level 4 School personnel implement and participate in a structure designed and evaluated by the corporation 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, thinking, and life skills.

Level 3 School personnel implement and participate in a structure designed and evaluated by the corporation 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, thinking, and life skills.

Level 2 Most school personnel participate in a structure designed by the corporation 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, thinking, and life skills.

Level 1 The corporation provides few or no opportunities 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, thinking, and life skills.

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 programs, grade levels and courses.

Level 4   All teachers across the corporation 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 consistently implemented in all schools across all programs, grade levels, and all courses. All stakeholder groups are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.

Level 3   Teachers across the corporation 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 in all schools across programs, grade levels, and courses. Stakeholder groups are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.

Level 2   Most teachers across the corporation 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 in most or all schools across programs, grade levels, and courses. Most stakeholder groups 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 across the corporation use common grading and reporting policies, processes, and procedures. Policies, processes, and procedures, if they exist, are rarely implemented across programs, grade levels, or courses, and may not be well understood by stakeholder groups. The corporation has no process for evaluation of grading and reporting practices.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.11

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

Level 4 All corporation and school staff members participate in a rigorous, continuous program of professional learning that is aligned with the corporation's purpose and direction. Professional development is individualized based on an assessment of needs of the corporation, 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 systems that support learning and corporation and school effectiveness.

Level 3 All corporation and school staff members participate in a continuous program of professional learning that is aligned with the corporation's purpose and direction. Professional development is based on assessment of needs of the corporation and 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 systems that support learning and corporation and school effectiveness.

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

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

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.12

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

Level 4   Corporation and 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). Corporation and school personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators, developmental characteristics in young children) and provide or coordinate related individualized learning support services to all students.

Level 3   Corporation and 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). Corporation and school personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators, developmental characteristics in young children) and provide or coordinate related learning support services to all students.

Level 2   Corporation and 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). Corporation and school personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators, developmental characteristics in young children) and provide or coordinate related learning support services to students within these special populations.

Level 1   Corporation and school personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). Corporation and school personnel provide or coordinate some learning support services to students within these special populations.

Resources and Support Systems

The corporation ensures that all schools provide services that support the corporation purpose and direction to ensure success for all students.

INDICATOR 4.1

The corporation engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the corporation, individual schools, and educational programs.

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

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

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

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

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 corporation, individual schools, educational programs, and operations.

Level 4 Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the corporation, its schools, educational programs, and operations. Instructional time is fiercely protected in policy and practice in all schools. Corporation and school leaders exhaust every option to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the corporation and each school. Corporation and 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 purpose and direction of the corporation and its schools.

Level 3 Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the corporation, its schools, educational programs, and operations. Instructional time is protected in policy and practice. Corporation and school leaders work to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the corporation and each school. Corporation and 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 purpose and direction of the corporation and its schools.

Level 2 Instructional time, material resources, and fiscal resources are sometimes focused on supporting the purpose and direction of the corporation, its schools, educational programs, and operations. Instructional time is usually protected. Corporation and school leaders attempt to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the corporation and each school. Corporation and 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 purpose and direction of the corporation and its schools.

Level 1 Little or no link exists between the purpose of the corporation and instructional time, material resources, and fiscal resources. Protection of instructional time is not a priority. Corporation and school leaders use available material and fiscal resources to meet the needs of students. Corporation and 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 corporation's and school's purpose and direction.

Standard 4: Resources and Support Systems

INDICATOR 4.3

The corporation has clearly defined expectations that each school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

Level 4 Corporation and school leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment for the corporation and each school and have shared these definitions and expectations with all stakeholder groups. All corporation and school personnel as well as students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these systems. Improvement plans are developed and implemented by appropriate personnel to continuously improve these systems. The results of improvement efforts are systematically evaluated regularly.

Level 3 Corporation and school leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment for the corporation and each school and have shared these definitions and expectations with stakeholder groups. Corporation and school personnel as well as students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these systems. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these systems. Results of improvement efforts are evaluated.

Level 2 Corporation and school leaders have some expectations for maintaining safety, cleanliness, and a healthy environment for the corporation and each school and have shared these definitions and expectations with most stakeholder groups. Selected corporation and school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these systems. Personnel work to improve these systems. Results of improvement efforts are monitored.

Level 1 Corporation and school leaders have few or no expectations for maintaining safety, cleanliness, and a healthy environment for the corporation and each school. Stakeholder groups 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 systems are in place. Few or no personnel work to improve these systems.

Standard 4: Resources and Support Systems

INDICATOR 4.4

The corporation demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the corporation and its schools.

Level 4   The corporation has clearly defined policies and procedures for strategic resource management. The corporation employs a systematic, long-range, strategic planning process in the areas of budget, facilities, quality assurance controls, and other strategic system components. The strategic planning process is regularly evaluated for effectiveness, and improvement plans related to the process are developed and implemented when necessary. All strategic plans are implemented with fidelity by the governing authority and corporation leaders, and they have built-in measures used to monitor and ensure successful implementation and completion.

Level 3   The corporation has policies and procedures for strategic resource management. The corporation employs a long-range strategic planning process in the areas of budget, facilities, quality assurance controls, and other strategic system components. The strategic planning process is evaluated for effectiveness, and improvement plans related to the process are developed and implemented when necessary. Strategic plans are implemented with fidelity by the governing authority and corporation leaders, and they have built-in measures used to monitor implementation and completion.

Level 2   The corporation has some policies related to strategic resource management. The corporation has a long-range strategic planning process. The strategic planning process is reviewed for effectiveness when necessary. Strategic plans are implemented effectively by the governing authority and corporation leaders.

Level 1   The corporation may or may not have policies related to strategic resource management. The corporation may or may not have a long-range strategic planning process. Strategic plans, if they exist, may or may not be implemented by the governing authority and corporation leaders.

Standard 4: Resources and Support Systems

INDICATOR 4.5

The corporation provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the corporation and its schools.

Level 4   The corporation provides, coordinates, and evaluates the effectiveness of information resources and related personnel to ensure that all students and school and corporation personnel have access to an exceptional collection of media and information resources to achieve the educational programs of the corporation and its schools. The corporation designs, implements, and evaluates processes to ensure highly qualified personnel are recruited, hired, and retained in sufficient numbers to assist students and school and corporation personnel in learning about the tools and locations for finding and retrieving information.

Level 3   The corporation provides, coordinates, and evaluates the effectiveness of information resources and related personnel to ensure that all students and school and corporation personnel have access to the media and information resources necessary to achieve the educational programs of the corporation and its schools. The corporation implements and evaluates processes to ensure qualified personnel are recruited, hired, and retained in sufficient numbers to assist students and school and corporation personnel in learning about the tools and locations for finding and retrieving information.

Level 2   The corporation provides, coordinates, and evaluates the effectiveness of information resources and related personnel to provide students and school and corporation personnel access to media and information resources. The corporation attempts to hire qualified personnel to assist students and school and corporation personnel in learning about the tools and locations for finding and retrieving information.

Level 1   The corporation provides little or no coordination of information resources and related personnel necessary to provide students and school and corporation personnel access to media and information resources. The corporation may or may not attempt to hire personnel to assist students and school and corporation personnel in learning about the tools and locations for finding and retrieving information.

Standard 4: Resources and Support Systems

INDICATOR 4.6

The corporation ensures a technology infrastructure and equipment to support the corporation's and each school's business, teaching, learning, and operational needs.

Level 4   The corporation ensures a modern, fully functional technology infrastructure; state-of-the-art equipment; and a highly qualified technical support staff to meet the business, teaching, learning, and operational needs of all stakeholder groups throughout the corporation and each school. Corporation and school personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.

Level 3   The corporation ensures a modern, fully functional technology infrastructure; modern, updated equipment; and a qualified technical support staff to meet the business, teaching, learning, and operational needs of all stakeholder groups throughout the corporation and each school. Corporation and school personnel collect data concerning needs and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.

Level 2   The corporation ensures a fully functional technology infrastructure, working equipment, and a technical support staff to meet the business, teaching, learning, and operational needs of stakeholder groups. Corporation and school personnel develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.

Level 1   The corporation ensures some degree of technology infrastructure, equipment, and limited technical support staff to meet the business, teaching, learning, and operational needs of stakeholder groups. The corporation may or may not have a technology plan related to improvement of technology services, infrastructure, and equipment.

Standard 4: Resources and Support Systems

INDICATOR 4.7

The corporation ensures, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.

Level 4   The corporation has designed and adopted a process to determine the physical, social, and emotional needs of all students, then ensures programs to meet the needs of each student in each school. Valid and reliable measures of program effectiveness are in place, and corporation and school personnel use the data from these measures to regularly and comprehensively evaluate all programs. Improvement plans related to these programs are designed, implemented, and evaluated to more effectively meet the needs of all students.

Level 3   The corporation has designed and implemented a process to determine the physical, social, and emotional needs of all students, then ensures programs to meet the needs of these students. Measures of program effectiveness are in place, and corporation 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 2   The corporation has a process to determine the physical, social, and emotional needs of students, then ensures programs to meet the needs of as many students as possible. Corporation and school personnel regularly evaluate programs. Improvement plans related to these programs are sometimes designed and implemented to more effectively meet the needs of all students.

Level 1   The corporation attempts to determine the physical, social, and emotional needs of students, then ensures programs if possible. Corporation and school personnel may or may not evaluate programs. Improvement plans to more effectively meet the needs of all students may or may not exist.

Standard 4: Resources and Support Systems

INDICATOR 4.8

The corporation ensures the existence and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.

Level 4   The corporation has designed or adopted a process to determine the counseling, assessment, referral, educational, and career planning needs of all students, then selects or designs and ensures programs to meet the needs of each student in each school. Valid and reliable measures of program effectiveness are in place, and corporation and school personnel use the data from these measures to regularly and comprehensively evaluate all programs. Improvement plans related to these programs are designed, implemented, and evaluated to more effectively meet the needs of all students.

Level 3   The corporation has designed or adopted a process to determine the counseling, assessment, referral, educational, and career planning needs of all students, then selects or designs and ensures programs to meet the needs of these students. Measures of program effectiveness are in place, and corporation 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 2   The corporation has a process to determine the counseling, assessment, referral, educational, and career planning needs of students, then selects or designs and ensures programs to meet the needs of as many students as possible. Corporation and school personnel regularly evaluate programs. Improvement plans related to these programs are sometimes designed and implemented to more effectively meet the needs of all students.

Level 1   The corporation attempts to determine the counseling, assessment, referral, educational, and career planning needs of students, then selects and ensures programs if possible. Corporation and school personnel may or may not evaluate programs. Improvement plans to more effectively meet the needs of all students may or may not exist.

Using Results for Continuous Improvement

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

INDICATOR 5.1

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

Level 4　　The corporation and all schools maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures. These measures include locally developed and standardized assessments about student learning as well as corporation and school (including non-instructional divisions) performance. The comprehensive assessment system ensures consistent measurement across all educational programs, classrooms, courses, and corporation divisions. All assessments are proven reliable and bias free. The comprehensive assessment system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the systems that support learning in the corporation and each school.

Level 3　　Corporation and schools maintain and use a comprehensive assessment system that produces data from multiple assessment measures. These measures include locally developed and standardized assessments about student learning as well as corporation and school (including non-instructional divisions) performance. The comprehensive assessment system ensures consistent measurement across educational programs, classrooms, courses, and corporation divisions. Most assessments are proven reliable and bias free. The comprehensive assessment system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the systems that support learning.

Level 2　　Corporation and schools use an assessment system that produces data from multiple assessment measures. These measures include locally developed and standardized assessments about student learning as well as corporation and school performance. The assessment system provides consistent measurement across educational programs, classrooms, courses, and corporation divisions. Some assessments are proven reliable and bias free. The assessment system is evaluated for effectiveness in improving instruction, student learning, and the systems that support learning.

Level 1　　Corporation and schools use an assessment system that produces data from assessment measures. These measures include assessments about student learning as well as corporation and school performance. The assessment system provides a limited degree of consistency of measurement across educational programs, classrooms, courses, and corporation divisions. Assessments seldom are proven reliable and bias free. The assessment system is rarely or never evaluated for effectiveness in improving instruction, student learning and the systems that support learning.

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 systems that support learning.

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 throughout the corporation. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the systems that support learning. All corporation and school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and the systems that support learning in the corporation and each school.

Level 3   Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are documented and used consistently by professional and support staff throughout the corporation. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the systems that support learning. Corporation and school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and the systems that support learning.

Level 2   Processes and procedures for collecting, analyzing, and applying learning from data sources are documented and used by professional and support staff throughout the corporation. Data sources provide a picture of student learning, instruction, the effectiveness of programs, and the systems that support learning. Corporation and school personnel use data to design and implement improvement plans to improve student learning, instruction, the effectiveness of programs, and the systems that support learning.

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 provide a limited picture of student learning, instruction, the effectiveness of programs, and the systems that support learning. Corporation and school personnel rarely use data to design and implement improvement plans to improve student learning, instruction, the effectiveness of programs, and the systems that support learning.

Standard 5: Using Results for Continuous Improvement

INDICATOR 5.3

Throughout the corporation and each school, professional and support staff are trained in the 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.

Standard 5: Using Results for Continuous Improvement

INDICATOR 5.4

The corporation ensures that each 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 corporation 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 corporation and school personnel systematically 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 verifiable improvement in student learning including readiness for and success at the next level. Results indicate mixed levels of improvement, and corporation 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 verifiable improvement in student learning including readiness for and success at the next level. Results, if they exist, indicate little or no improvement. Corporation and school personnel rarely or never 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.

Standard 5: Using Results for Continuous Improvement

INDICATOR 5.5

Corporation and school leaders monitor and communicate comprehensive information about student learning, corporation and school effectiveness, and the achievement of corporation and school improvement goals to stakeholder groups.

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

Level 3   Corporation and school leaders monitor comprehensive information about student learning, corporation and school effectiveness, and the achievement of corporation and school improvement goals and regularly communicate results using multiple delivery methods and to all stakeholder groups.

Level 2   Corporation and school leaders monitor information about student learning, corporation and school effectiveness, and the achievement of corporation and school improvement goals and communicate results to all stakeholder groups.

Level 1   Corporation and school leaders monitor some information about student learning, school effectiveness, and the achievement of corporation and school improvement goals and sometimes communicate results to stakeholder groups.
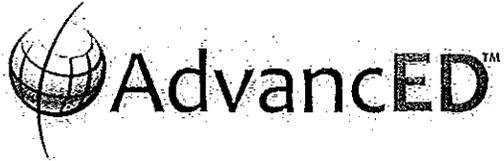
AdvancED™

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AdvancED®

Standards
for Quality

SPECIAL PURPOSE INSTITUTIONS
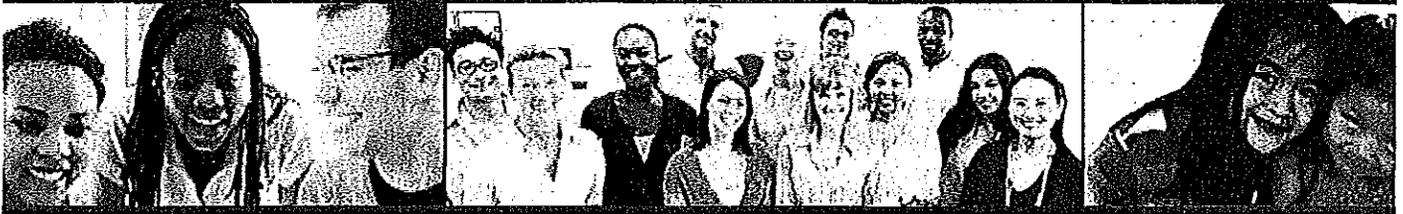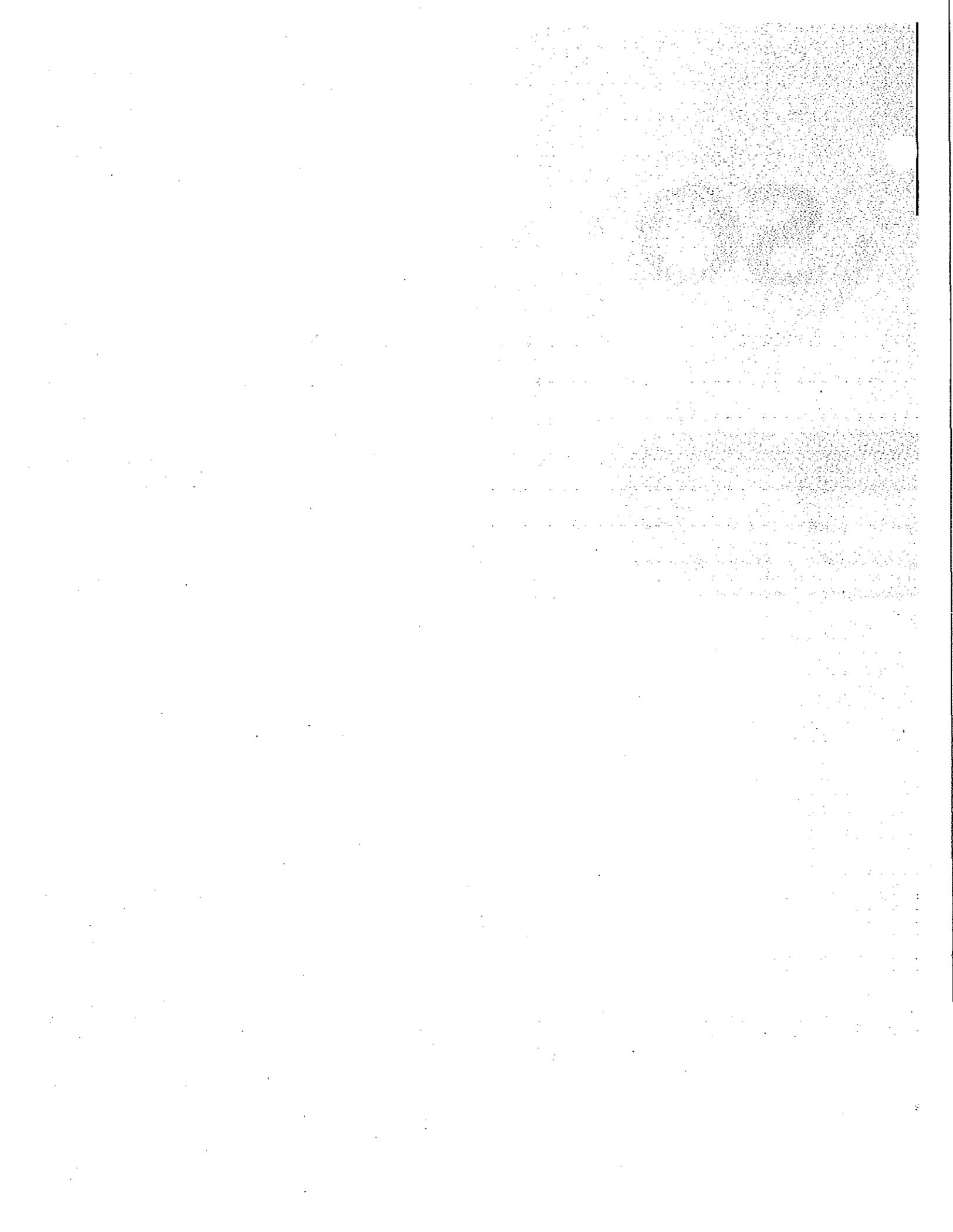
AdvancED®
Standards *for* Quality

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

Each and every day, educators and administrators in Special Purpose Institutions 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 Special Purpose Institutions* 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.
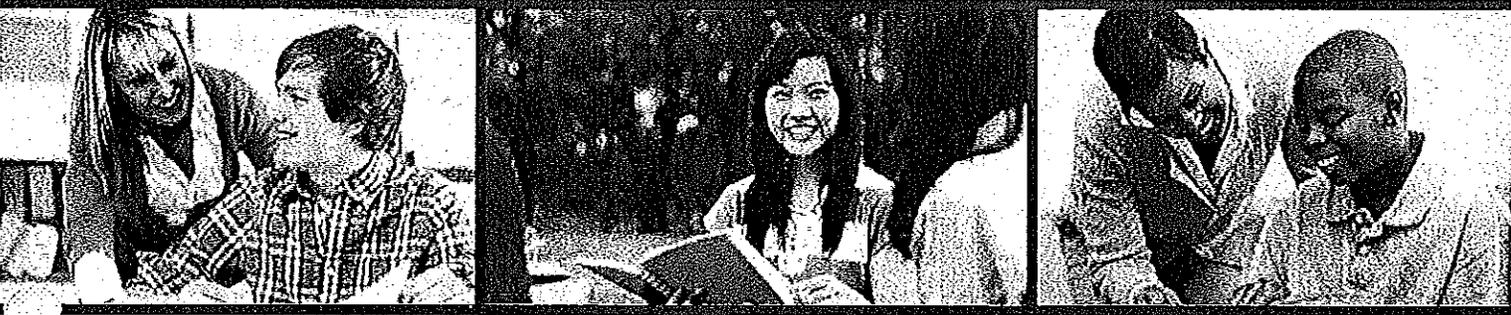
The *AdvancED Standards for Quality Special Purpose Institutions* include the Standard, indicator, and related performance level.

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 institution and systematic methods of driving excellence in student performance and organizational effectiveness.

Purpose
and
Direction

Governance
and
Leadership

Teaching
and Assessing
for Learning

Resources
and Support
Systems

Using Results
for Continuous
Improvement
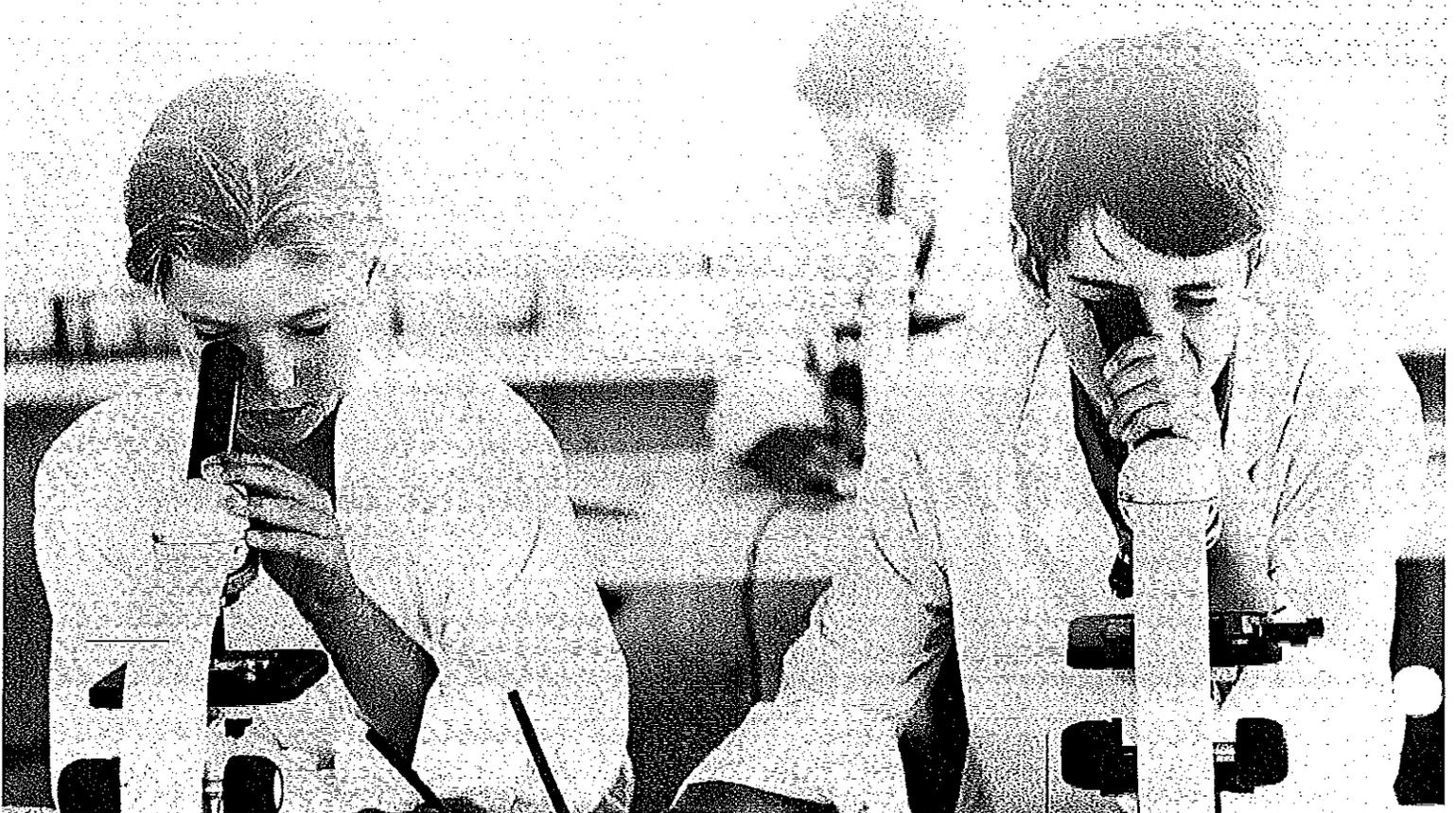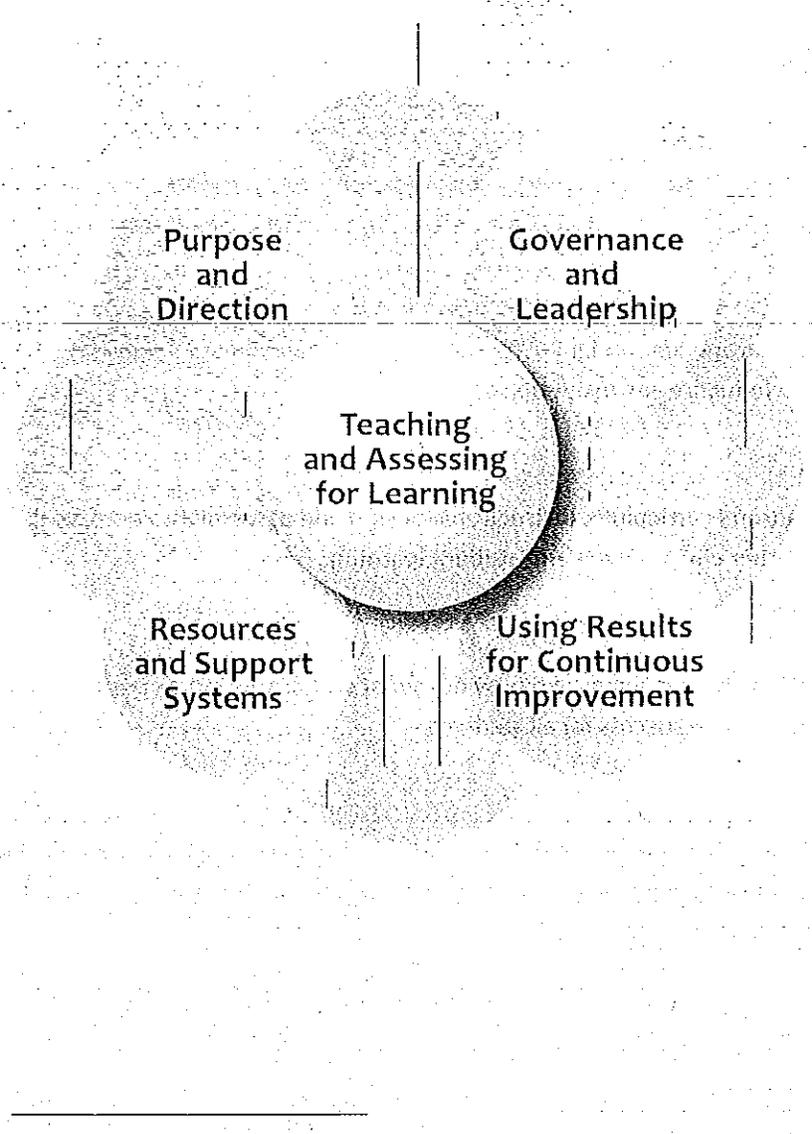
No one Standard or set of indicators and performance levels is complete without considering all five as a collective whole. Embracing their inherent "connectedness" is critical to understanding and application. The *AdvancED Standards for Quality Special Purpose Institutions* and the AdvancED Accreditation Process offer institutions a roadmap for the pursuit of excellence in education and student learning, unleashing their own power to transform.

Standard 1: Purpose and Direction

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

Standard 3: Teaching and Assessing for Learning

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

Standard 4: Resources and Support Systems

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

Standards for the Future

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

Dr. Mark A. Elgart
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 our more than 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 best practices. No longer will institutions meet AdvancED Standards of best practices, they will demonstrate continuous improvement in the use of those best practices. The *AdvancED Standards for Quality Special Purpose Institutions* 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 visiting External Review Teams will evaluate the institution against each indicator, not just the Standards.
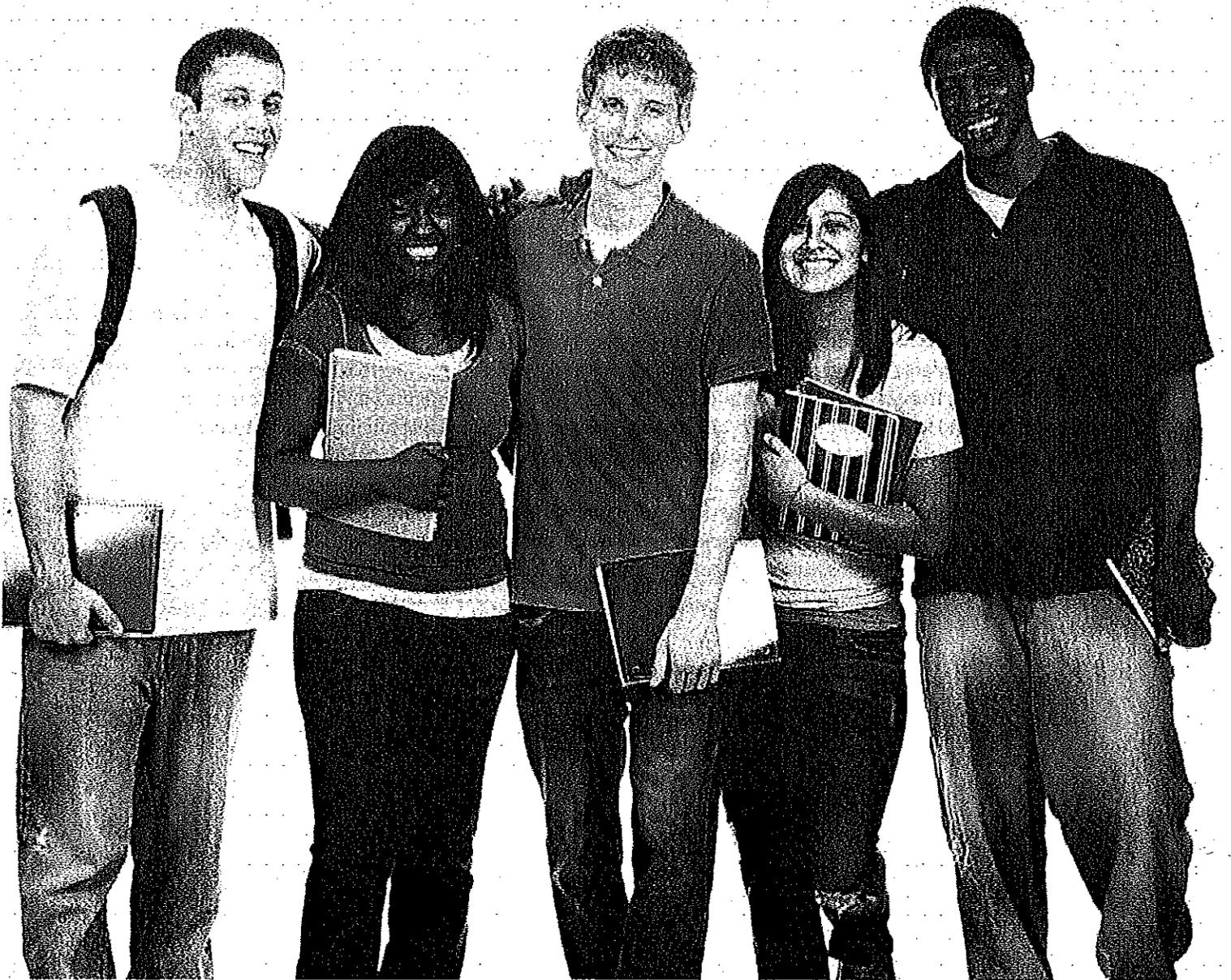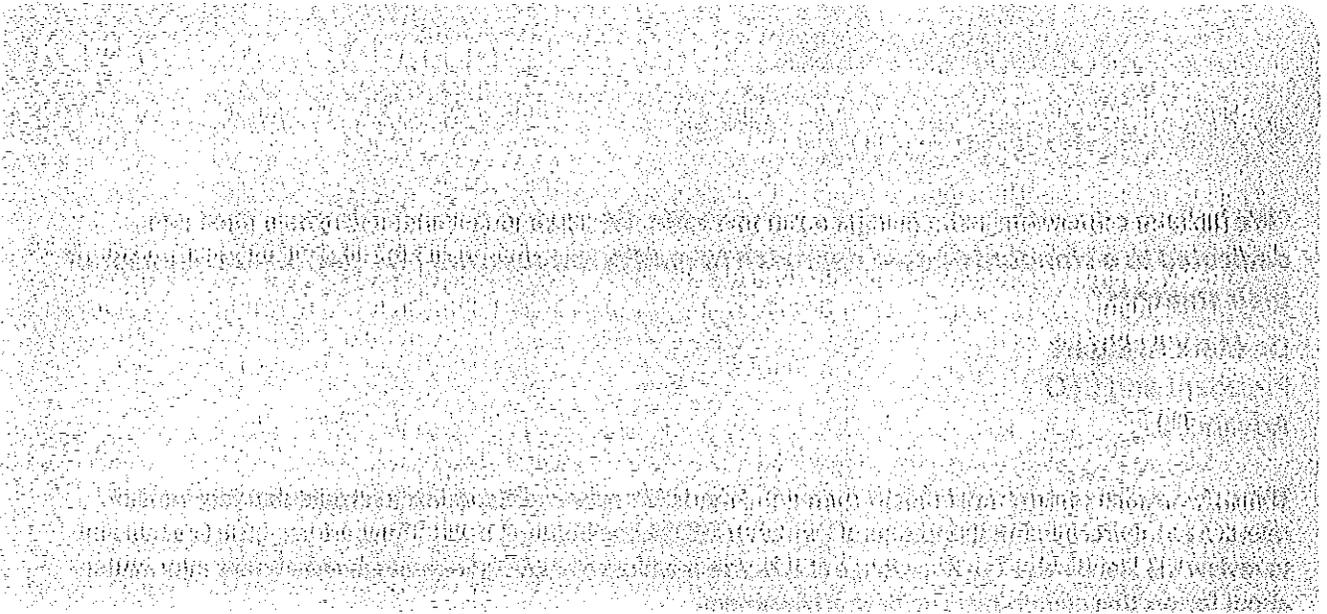
Accreditation Process

At AdvancED we believe accreditation is pivotal to leveraging institutional improvement. There is no question that the institution and the learning environment are at the heart of teaching and learning.

Institution leaders engaged in AdvancED 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 provide student performance data as part of their Self Assessment. They also will be required to conduct surveys and provide the results of those surveys with their Self Assessment. 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, institutions in the School 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 institution and may be factored into the evaluation of the institution.

Through 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, institutions 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 *AdvancED Standards for Quality Special Purpose Institutions*. Institutions 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 institution 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 Special Purpose Institutions 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.

Purpose and Direction

The institution 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.

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

The process for review, revision and communication of the institution's special 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 special purpose statement clearly focuses on student success.

The institution's process for review, revision and communication of the special 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.

The institution has a process for review, revision and communication of its special purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.

The institution does not have a process to review, revise or communicate an educational special purpose. No process has been implemented. Stakeholders are rarely asked for input regarding the purpose of the institution. The purpose does not focus on student success.

Standard 1: Purpose and Direction

INDICATOR 1.2

Leadership and personnel commit to a culture that is based on shared values and beliefs about teaching and learning that supports challenging, equitable and adaptable specialized 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 and adaptable 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. Leadership and personnel 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 and adaptable 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. Leadership and personnel 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 and adaptable educational programs and equitable learning experiences are implemented so that all students achieve 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. Leadership and personnel maintain high expectations for professional practice.

Level 1   Minimal or no evidence exists that indicates the culture of the institution 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 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.
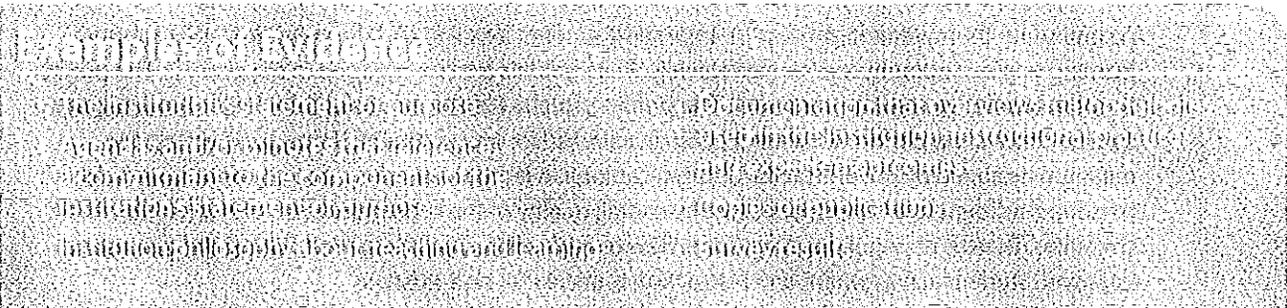
Standard 1: Purpose and Direction

Leadership and personnel implement a continuous improvement process that provides clear direction for improving conditions that support student learning.

Level 4   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 institution's purpose and direction. Personnel systematically maintain, use and communicate a profile with current and comprehensive data on student and institution 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 institution's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving all improvement goals. 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   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. Personnel maintain a profile with current and comprehensive data on student and institution performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the institution's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving improvement goals. Leaders hold all 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   Leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. Personnel maintain a profile with data on student and institution performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the institution's purpose. Improvement goals have performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving improvement goals. Leaders hold personnel accountable for and evaluate the overall quality of the implementation of interventions and strategies. The process is sometimes reviewed and evaluated. 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. Stakeholders are not engaged in the process. The profile is rarely updated or used by personnel. The profile contains little or no useful data. Improvement goals include some or no performance targets. Goals selected for improvement, if they exist, reflect the minimum required by governmental or organizational oversight agencies. Leaders sometimes hold personnel accountable for and evaluate the overall quality of the implementation of interventions and strategies. There is no regular process for review or evaluation. Documentation linking the process to improved student achievement and instruction is unclear or non-existent.

Standard 1: Purpose and Direction

INDICATOR 1.3

Leadership and personnel implement a continuous improvement process that provides clear direction for improving conditions that support student learning.
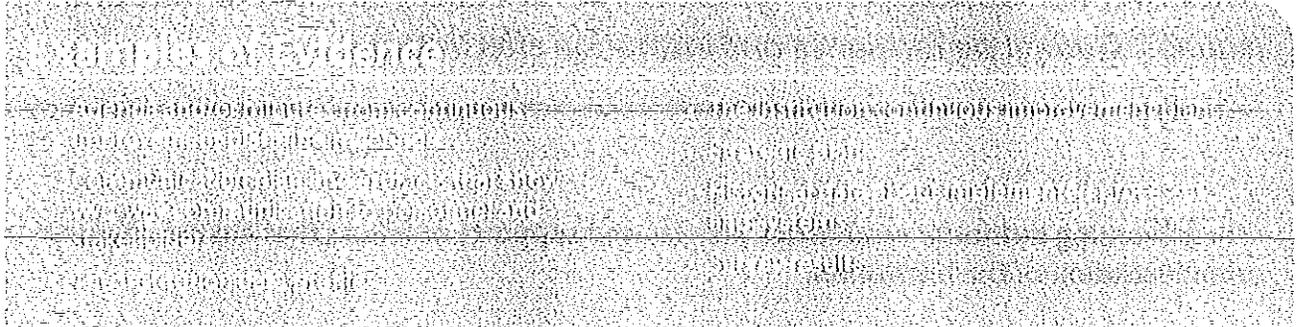
Governance and Leadership

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

The governing authority establishes policies and supports practices that ensure effective administration of the institution.

Policies and practices clearly and directly support the institution's purpose and direction and the institution's effective operation. The institution has a systematic, inclusive and comprehensive process and clearly defined criteria for the review and approval of contracts and agreements with external course, instruction and/or service providers. 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 for all personnel. The institution has clear policies and practices for maintaining safe and secure environments and has shared these expectations with all stakeholder groups. Policies and practices provide clear requirements, direction for and oversight of fiscal management.

Policies and practices support the institution's purpose and direction and the institution's effective operation. The institution has a comprehensive process and clearly defined criteria for the review and approval of contracts and agreements with external course, instruction and/or service providers. 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 for all personnel. The institution has policies and practices for maintaining safe and secure environments and has shared these expectations with stakeholder groups. Policies and practices provide requirements, direction for and oversight of fiscal management.

Policies and practices generally support the institution's purpose and direction and the institution's effective operation. The institution has a process for the review and approval of contracts and agreements with external course, instruction and/or service providers. 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 for some personnel. The institution has some policies and practices for maintaining safe and secure environments and has shared these expectations with most stakeholder groups. Policies and practices provide requirements and oversight of fiscal management.

Standard 2: Governance and Leadership

INDICATOR 2.1

The governing authority establishes policies and supports practices that ensure effective administration of the institution.

Level 1   Little connection exists between policies and practices of the governing authority and the purpose, direction and effective operation of the institution. The institution does not have a clearly defined process for the review and approval of contracts and agreements. 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 personnel. The institution has few or no policies and practices for maintaining safe and secure environments and may or may not have shared these expectations with stakeholder groups. Policies provide requirements of fiscal management.
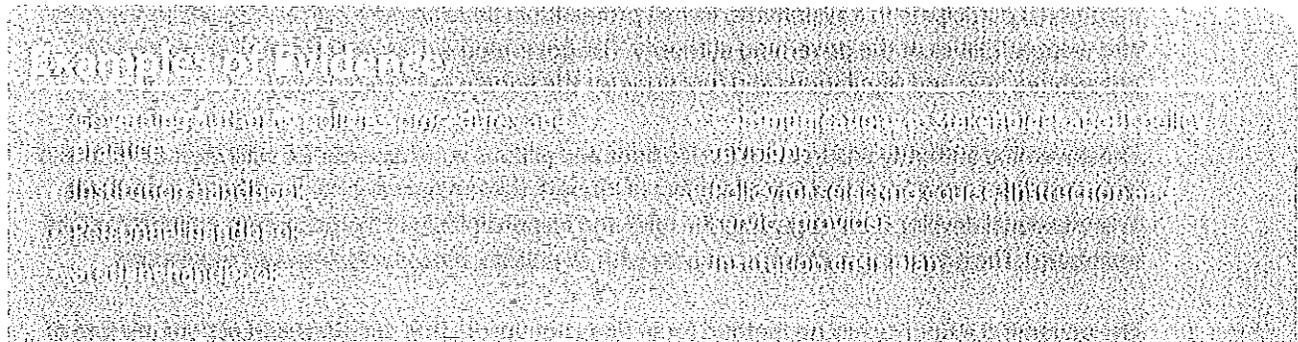
Standard 2: Governance and Leadership

The governing authority operates responsibly and functions effectively.

Level 4   The governing authority 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 authority member(s) are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing authority and which includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. The governing authority complies with all policies, procedures, laws and regulations and functions for the benefit of the institution.

Level 3   The governing authority 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 authority member(s) participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing authority. The governing authority complies with all policies, procedures, laws and regulations and functions for the benefit of the institution.

Level 2   The governing authority ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical and free of conflict of interest. Governing authority member(s) participate in professional development regarding the roles and responsibilities of the governing authority and its member(s). The governing authority complies with all policies, procedures, laws and regulations.

Level 1   The governing authority 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 authority member(s) rarely or never participate in professional development regarding the roles and responsibilities of the governing authority. Evidence indicates the governing authority does not always comply with policies, procedures, laws and regulations.

Standard 2: Governance and Leadership

INDICATOR 2.3

The governing authority ensures that the leadership has the autonomy to meet goals for achievement and instruction and to manage the operations effectively.

Level 4   The governing authority consistently protects, supports and respects the autonomy of leadership to accomplish the goals for achievement and instruction and to manage the operations of the institution. The governing authority maintains a clear distinction between its roles and responsibilities and those of leadership.

Level 3   The governing authority protects, supports and respects the autonomy of leadership to accomplish the goals for improvement in student learning and instruction and to manage the operations of the institution. The governing authority maintains a distinction between its roles and responsibilities and those of leadership.

Level 2   The governing authority generally protects, supports and respects the autonomy of leadership to accomplish goals for improvement in student learning and instruction and to manage the operations of the institution. The governing authority usually maintains a distinction between its roles and responsibilities and those of leadership.

Level 1   The governing authority rarely or never protects, supports and respects the autonomy of leadership to accomplish goals for improvement in student learning and instruction or to manage the operations of the institution. The governing authority does not distinguish between its roles and responsibilities and those of leadership or frequently usurps the autonomy of leadership.
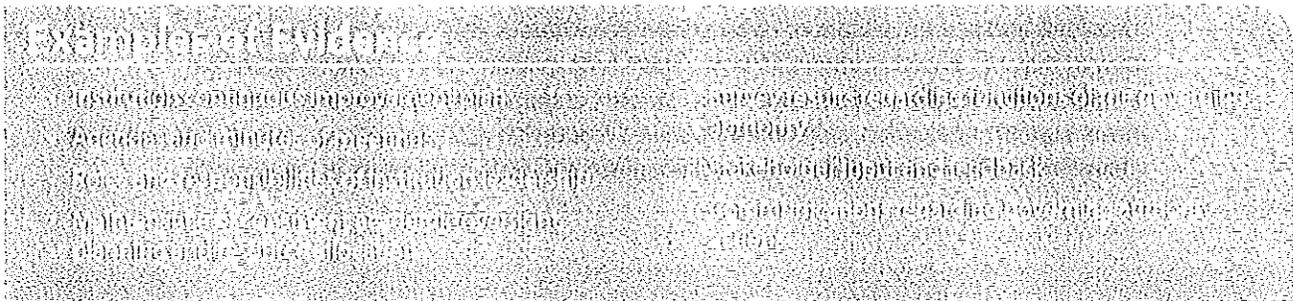
Standard 2: Governance and Leadership

Leadership and personnel foster a culture consistent with the institution's purpose and direction.

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

Level 2   Leaders and personnel make some decisions and take some actions toward continuous improvement. They expect all students to be held to standards. Leaders and personnel express a desire for collective accountability for the student experience, student engagement and learning in the special purpose environment. 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. Leaders and personnel may or may not expect students to learn. There is no evidence of or desire for collective accountability for the student experience, student engagement and learning. 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.

Standard 2: Governance and Leadership

INDICATOR 2.3

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

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

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

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

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

Examples of Evidence

Survey results
Communication plan
Examples of engaging stakeholders
plans

Minutes from meetings, show evidence
involvement in stakeholder leadership and
continuous improvement plans
stakeholder participation in events

Standard 2: Governance and Leadership

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

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.

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.

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.

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.
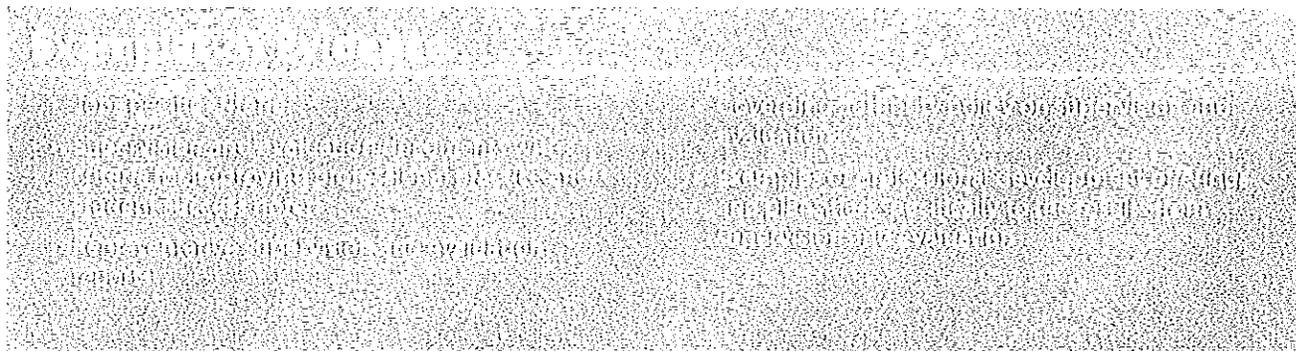
Standard 2: Governance and Leadership

The institution promotes, markets and operates with truthful and ethical practices in fulfillment of its purpose.

Level 4   All operating procedures of the institution are clearly supported by truthful and ethical practices. All communications to all stakeholder groups consistently provide truthful, accurate, clear, timely and relevant information.

Level 3   All operating procedures of the institution are supported by truthful and ethical practices. Communications to stakeholder groups provide truthful, accurate, clear, timely and relevant information.

Level 2   Operating procedures of the institution may be periodically questioned requiring clarification and substantiation. Some communications to some stakeholder groups are unclear, require clarification and/or are untimely, resulting in poor messaging.

Level 1   There is little or no evidence to suggest the institution has operating procedures that are supported with truthful and ethical practices. Communications to stakeholder groups rarely provide clear and accurate information.
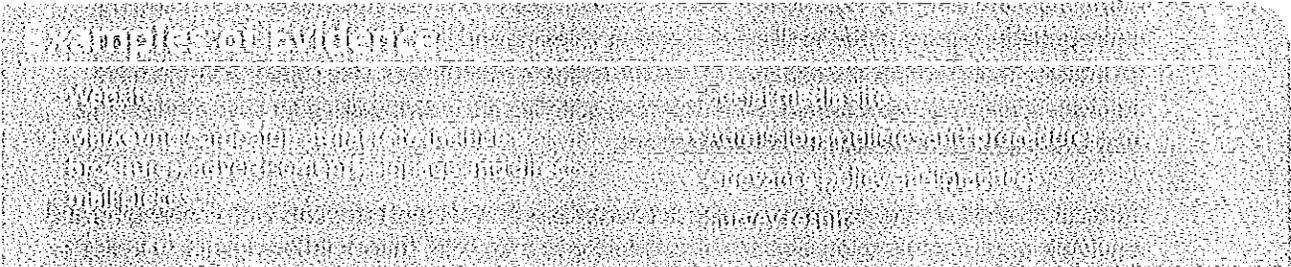
Teaching and Assessing for Learning

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

The curriculum provides equitable and challenging academic content and authentic learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills.

Level 4 Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning, thinking and life skills that align with the institution's special purpose. Evidence clearly indicates that students are engaged in real life learning experiences. Like courses/classes have the same high learning expectations. All 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, thinking and life skills. There is some evidence to indicate that students are engaged in real life learning experiences. 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, thinking and life skills. There is little evidence to indicate that students are engaged in real life learning experiences. Most like courses/classes have equivalent learning expectations. Little individualization of learning activities 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, thinking and life skills. There is no evidence to indicate that students are engaged in real life learning experiences. Like courses/classes do not always have the same learning expectations. No individualization for students is evident.

Standard 3: Teaching and Assessing for Learning

Curriculum, instruction and assessments are designed, monitored and revised systematically in response to data from multiple assessments and an examination of professional practices.

Level 4 Using data from multiple assessments of student learning and an examination of professional practices, personnel systematically design, monitor and revise curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the institution's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place that requires the use of multiple measures, including formative assessments, to assess that student learning is consistent with course objectives, inform the ongoing modification of instruction, and provide data for possible curriculum revision. There is also a systematic, collaborative process in place that ensures alignment each time curriculum, instruction and/or assessments are reviewed or revised.

Level 3 Using data from student assessments and an examination of professional practices, personnel design, monitor and revise curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the institution's goals for achievement and instruction and statement of purpose. There is a process in place that requires the use of multiple measures, including formative assessments, to assess that student learning is consistent with course objectives, inform the ongoing modification of instruction, and provide data for possible curriculum revision. There is also a process in place that ensures alignment each time curriculum, instruction and/or assessments are reviewed or revised.

Level 2 Personnel design, monitor and revise curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the institution's goals for achievement and instruction and statement of purpose. The process may include multiple measures, including formative assessments, to assess that student learning is consistent with course objectives, inform the ongoing modification of instruction, and provide data for possible curriculum revision. A process is sometimes implemented to ensure alignment when curriculum, instruction and/or assessments are reviewed or revised.

Level 1 Personnel rarely or never monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment or alignment with the institution's goals for achievement and instruction and statement of purpose. The process includes limited measures to assess that student learning is consistent with course objectives or to inform the ongoing modification of instruction. No process exists to ensure alignment when curriculum, instruction and/or assessments are reviewed or revised.

Examples of Evidence

- Curriculum development, monitoring and revision processes
- Curriculum alignment procedures
- A description of a systematic review process for curriculum, instruction and assessment
- Curriculum guides
- Textbooks, software, applications, curriculum maps/pacing guides

- Assessments, schoolwide and/or individual
- Common assessments
- Survey results
- Academic record/report card

Standard 3: Teaching and Assessing for Learning

Teachers engage students in their learning by using various methods and instructional strategies that ensure achievement of learning expectations.

Level 4 All teachers systematically use various methods and instructional strategies that clearly inform students of learning expectations and standards of performance. Teachers are consistent and deliberate in planning and using various methods and instructional strategies that require student collaboration, self-reflection, development of critical thinking skills, and the integration of content and skills with other disciplines. Teachers consistently monitor student progress, provide feedback that is specific and immediate, and personalize instructional strategies and interventions that address the individual learning needs of each student.

Level 3 All teachers use various methods and instructional strategies that clearly inform students of learning expectations and standards of performance. Teachers plan and use various methods and instructional strategies that require student collaboration, self-reflection, development of critical thinking skills, and the integration of content and skills with other disciplines. Teachers monitor student progress, provide feedback that is specific and immediate, and provide instructional strategies and interventions that address student learning needs.

Level 2 Most teachers use various methods and instructional strategies that clearly inform students of learning expectations and standards of performance. Teachers sometimes plan and use various methods and instructional strategies that promote student collaboration, self-reflection, development of critical thinking skills, and the integration of content and skills with other disciplines. Teachers monitor student progress, provide feedback, and sometimes provide instructional strategies and interventions that address student learning needs.

Level 1 Teachers rarely or never use various methods and instructional strategies that clearly inform students of learning expectations and standards of performance. Teachers rarely plan and use various methods and instructional strategies that promote student collaboration, self-reflection, development of critical thinking skills, and the integration of content and skills with other disciplines. Little or no evidence exists that teachers monitor student progress, provide feedback, and/or provide instructional strategies and interventions that address student learning needs.
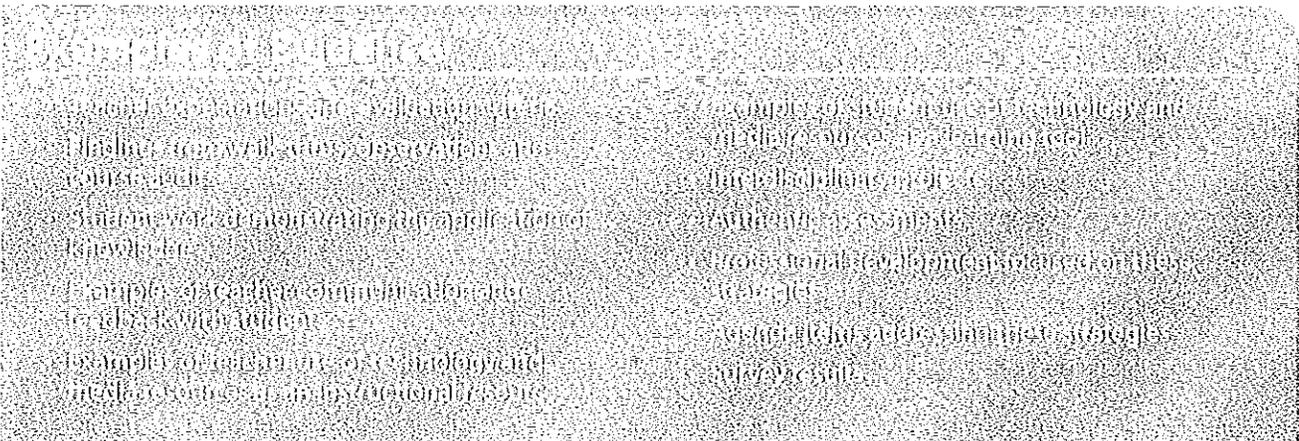
Standard 3: Teaching and Assessing for Learning

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

Level 4   Leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond learning environment observations to ensure that they 1) are aligned with the institution'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, 4) use content-specific standards, and 5) use appropriate professional practices. Leaders use multiple sources of data about instructional effectiveness and student learning as part of the supervision and evaluation process.

Level 3   Leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the institution'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, 4) use content-specific standards, and 5) use appropriate professional practices. Leaders use data about instructional effectiveness and student learning as part of the supervision and evaluation process.

Level 2   Leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the institution'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, 4) use content-specific standards, and 5) use appropriate professional practices. Leaders use data as part of the supervision and evaluation process.

Level 1   Leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the institution'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, 4) use content-specific standards, and 5) use appropriate professional practices. Leaders rarely use data as part of the supervision and evaluation process.
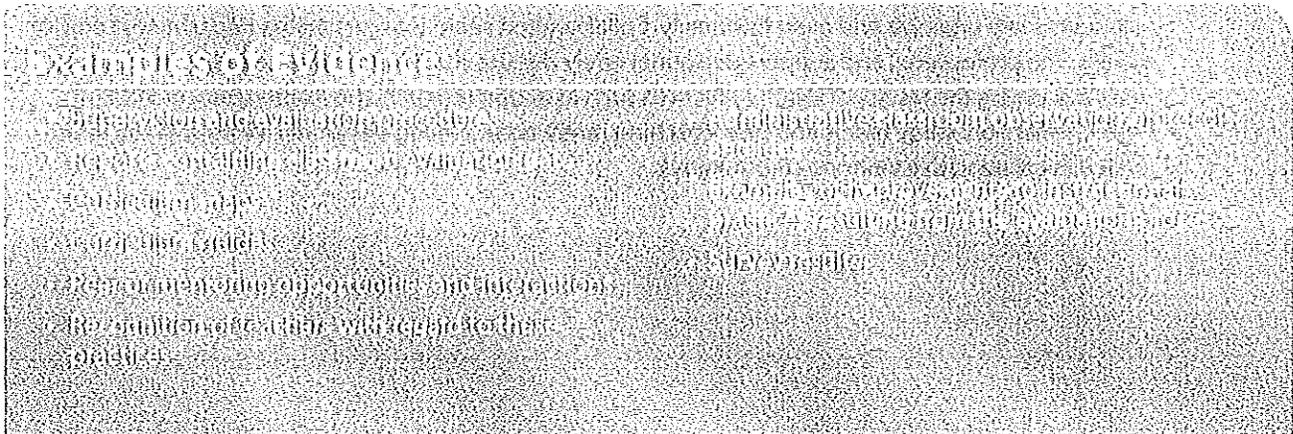
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Standard 3: Teaching and Assessing for Learning

Professional and support personnel participate in collaborative learning communities to improve instruction and student learning.

Level 4 Peer accountability ignites commitment to professional learning. All professional and support personnel participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across curricular departments and/or levels. The professional and support personnel 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 personnel. Personnel can clearly link collaboration to improvement results in instructional practice and student performance.

Level 3 A formal accountability process ensures that collaborative learning communities exist. All professional and support personnel participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across curricular departments and/or levels. The professional and support personnel have been trained to implement a formal process that promotes discussion about student learning. Learning from and using the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching occur regularly among most personnel. Personnel indicate that collaboration causes improvement results in instructional practice and student performance.

Level 2 Leaders encourage the existence of collaborative learning communities. Some of the professional and support personnel participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across curricular departments and/or levels. The professional and support personnel promote discussion about student learning. Learning from and using the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching sometimes occur among most personnel. Personnel express belief in the value of collaborative learning communities.

Level 1 Collaborative learning communities may or may not exist. Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across departments and/or levels. The professional and support personnel 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 personnel. Personnel see little value in collaborative learning communities.

Standard 3: Teaching and Assessing for Learning

Teachers implement the institution'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.

Standard 3: Teaching and Assessing for Learning

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

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

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

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

Few or no personnel are engaged in mentoring, coaching and induction programs that are consistent with the institution's values and beliefs about teaching, learning and the conditions that support learning. Limited or no expectations for personnel are included.
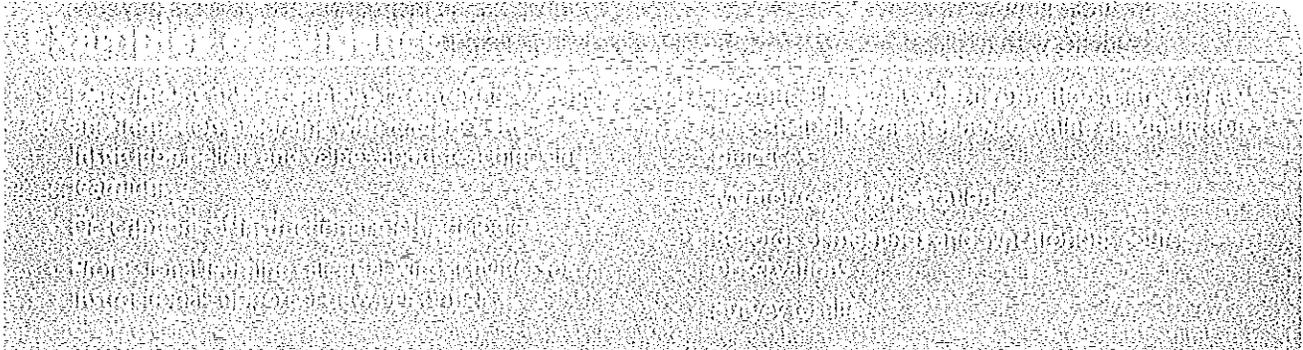
Standard 3: Teaching and Assessing for Learning

INDICATOR 3.8

The institution engages parents or guardians in meaningful ways in their children's education and keeps them informed of their children's learning progress. In the case of adult students, the students are informed of their learning progress rather than the family.

Level 4   Programs that engage parents or guardians in meaningful ways in their children's education are designed, implemented and evaluated. Parents or guardians have multiple ways of staying informed of their children's learning progress. For adult students, the process provides the students with specific and timely feedback about their learning.

Level 3   Programs that engage parents or guardians in meaningful ways in their children's education are designed and implemented. Personnel regularly inform parents or guardians of their children's learning progress. For adult students, the process regularly provides students with feedback about their learning progress.

Level 2   Programs that engage parents or guardians in their children's education are available. Personnel provide information about children's learning. For adult students, the process provides the students with feedback about their learning.

Level 1   Few or no programs that engage parents or guardians in their children's education are available. Personnel provide little relevant information about children's learning. For adult students, the process provides the students little relevant feedback about their learning.

Standard 3: Teaching and Assessing for Learning

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

Personnel participate in a structure that gives them consistent interaction with individual students and related adults. All students participate in the structure. The structure allows personnel to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, life skills and safety.

Personnel participate in a structure that gives them consistent interaction with individual students. All students may participate in the structure. The structure allows personnel to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, life skills and safety.

Personnel participate in a structure that gives them interaction with individual students. Most students participate in the structure. The structure allows personnel to gain insight into the student's needs regarding learning skills, thinking skills, life skills and safety.

A minimal structure, if any, exists for personnel to build interaction with individual students. Few students, if any, participate in the structure. Few or no students have a member of personnel who advocates for their needs regarding learning skills, thinking skills, life skills and safety.
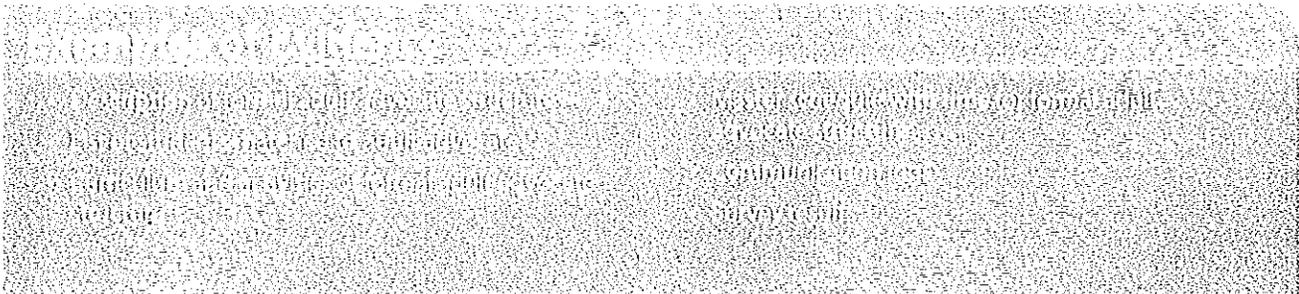
Standard 3: Teaching and Assessing for Learning

INDICATOR 3.10

Grading and reporting are based on clearly defined policies that represent the attainment of content knowledge and skills.

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. All stakeholder groups are systematically informed 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. Stakeholder groups are informed 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. Most stakeholders are informed 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. Stakeholder groups may or may not be informed the policies, processes and procedures. No process for evaluation of grading and reporting practices is evident.
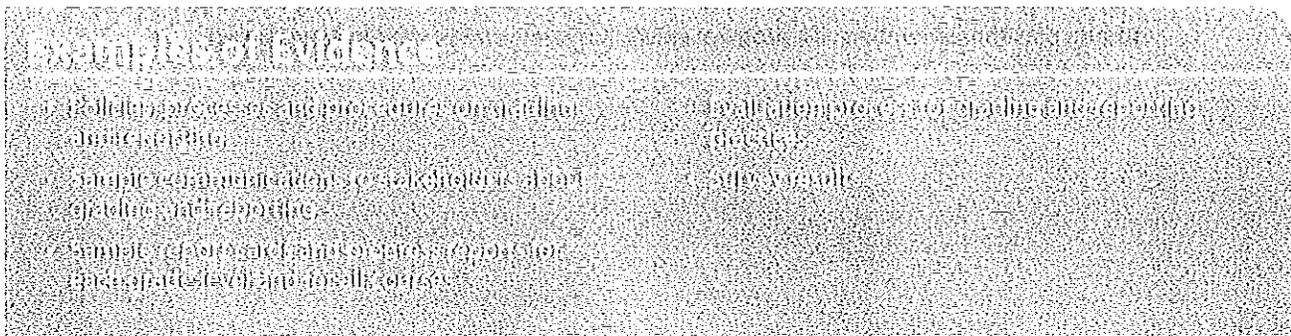
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Standard 3: Teaching and Assessing for Learning

Professional and support personnel participate in a continuous program of professional learning.

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

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

Most professional and support personnel participate in a continuous program of professional learning that is aligned with the institution's purpose and direction. Professional development is based on the needs of the institution. The program builds capacity among personnel who participate. The program is regularly evaluated for effectiveness.

Few or no personnel participate in professional learning. Professional development, when available, may or may not address the needs of the institution. The program may or may not build capacity among personnel members. If a program exists, it is rarely and/or randomly evaluated.
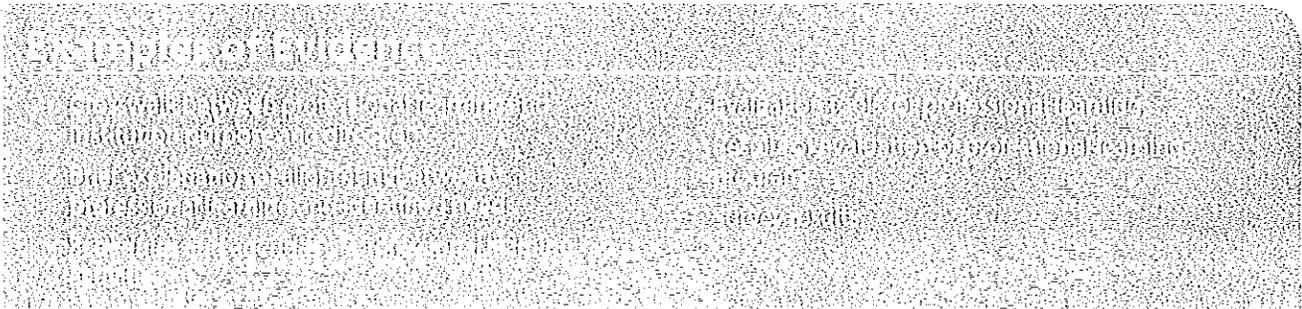
Resources and Support Systems

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

Qualified professional and support personnel are sufficient in number to fulfill their roles and responsibilities necessary to support the institution's purpose and direction and student success.

Level 4 Clearly defined policies, processes and procedures ensure that leaders have access to, hire, place and retain qualified professional and support personnel. Roles and responsibilities are clearly defined and documented to support effective delivery of quality education. Leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the institution purpose, educational programs, delivery of instruction and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the institution.

Level 3 Policies, processes and procedures ensure that leaders have access to, hire, place and retain qualified professional and support personnel. Roles and responsibilities are clearly defined and documented to support effective delivery of quality education. Leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the institution purpose, educational programs, delivery of instruction and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the institution.

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

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

Standard 4: Resources and Support Systems

Qualified professional and support personnel are sufficient in number to fulfill their roles and responsibilities necessary to support the institution's purpose and direction and student success.

Standard 4: Resources and Support Systems

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

Level 4   Instructional time, material resources and fiscal resources are focused solely on supporting the purpose and direction of the institution and student success. Requirements for student engagement and course completion are fiercely protected in policy and practice. Leaders exhaust every option to secure student support resources and fiscal resources to meet the needs of all students. 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 special purpose operations concentrate on achieving the institution's purpose and direction and student success.

Level 3   Instructional time, material resources and fiscal resources are focused on supporting the purpose and direction of the institution and student success in the special purpose institution environment. Requirements for student engagement and course completion are protected in policy and practice. Leaders work to secure student support resources and fiscal resources to meet the needs of all students. 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 special purpose operations include achieving the institution's purpose and direction and student success.

Level 2   Instructional time, material resources and fiscal resources are sometimes focused on supporting the purpose and direction of the institution and student success in the special purpose institution environment. Requirements for student engagement and course completion are usually protected in policy and practice. Leaders attempt to secure student support resources and fiscal resources to meet the needs of all students. 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 special purpose operations sometimes include achieving the institution's purpose and direction and student success.

Level 1   Little or no link exists between the purpose of the institution and the instructional time, material resources and fiscal resources. Requirements for student engagement and course completion are not protected in policy and practice. Leaders use available student support resources and fiscal resources to meet the needs of students. 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 special purpose operations rarely or never include achievement of the institution's purpose and direction and student success.

Standard 4: Resources and Support Systems

Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the institution.
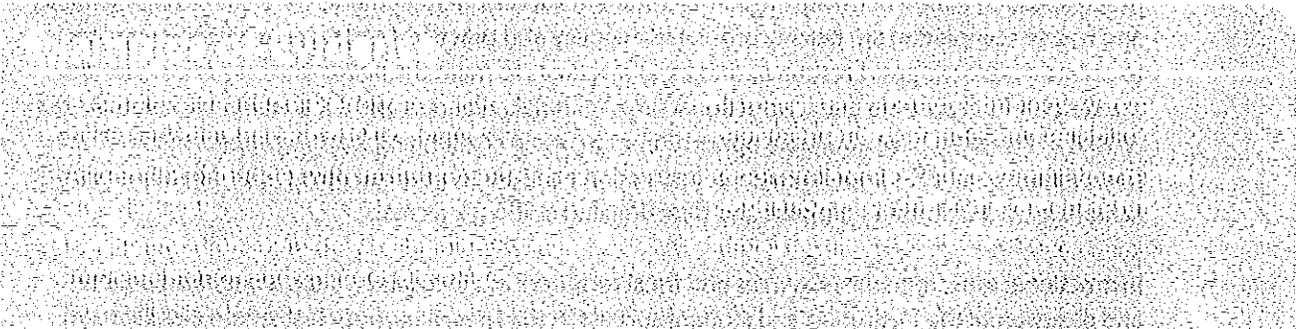
## Standard 4: Resources and Support Systems

The institution maintains learning environments, services and equipment that are safe, clean and healthy for all students and staff.

Level 4   Institution 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 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   Institution leaders have adopted or created clear expectations for maintaining safety, cleanliness and a healthy environment and have shared these definitions and expectations with stakeholders. 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   Institution leaders have some expectations for maintaining safety, cleanliness and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected 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   Institution 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.
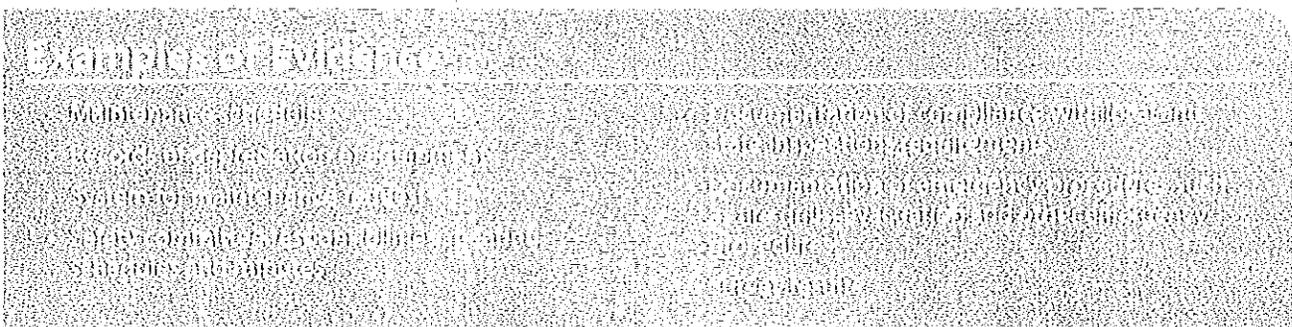
## Standard 4: Resources and Support Systems

INDICATOR 4.2

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

Students and institution personnel have access to embedded information and media resources necessary to achieve the educational programs. Personnel are available in sufficient numbers to assist students and institution personnel in learning about the tools and locations for finding and retrieving information.

Students and institution personnel have access to information and media resources necessary to achieve the educational programs. Personnel are available to assist students and institution personnel in learning about the tools and locations for finding and retrieving information.

Students and institution personnel have access to information and media resources necessary to achieve most of the educational programs. Limited assistance is available to assist students and personnel in learning about the tools and locations for finding and retrieving information.

Students and institution personnel have access to limited information and media resources. Little or no assistance is available for students and personnel to learn about the tools and locations for finding and retrieving information.
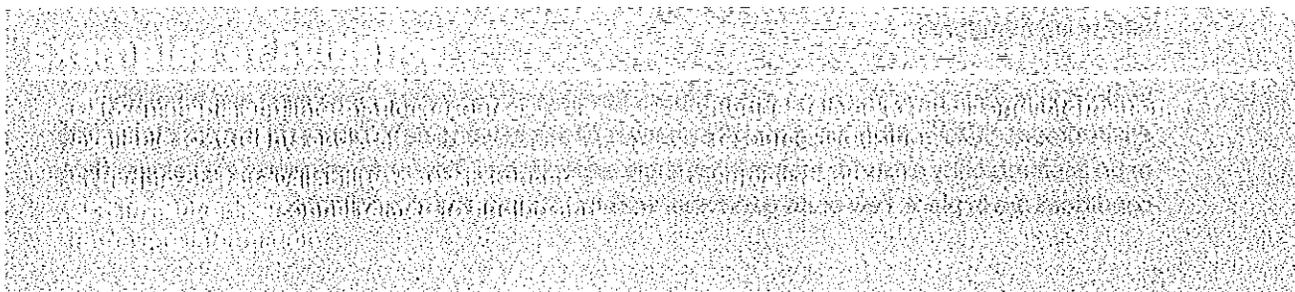
Standard 4: Resources and Support Systems

The technology infrastructure supports the institution'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. Institution 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. Institution 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. Institution 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.
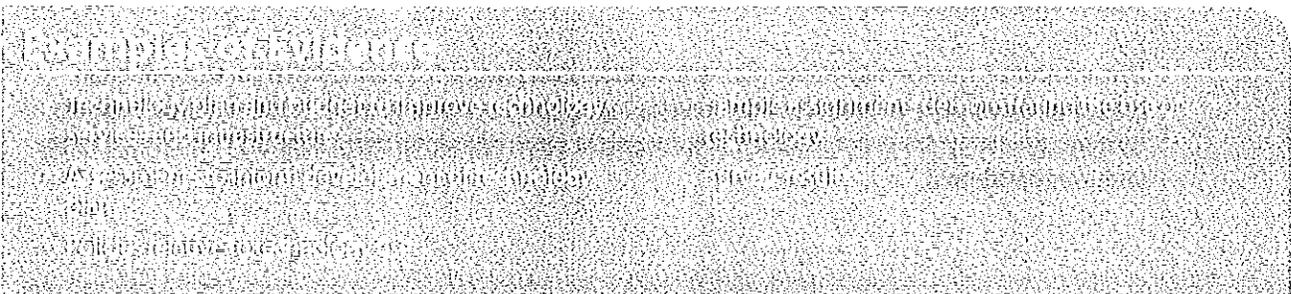
Standard 4: Resources and Support Systems

The institution provides students with support systems to enable student success in the learning environment.

Level 4 The institution implements a clearly defined induction program that is personalized for each student. Information from the induction program is used to develop personalized support systems and academic plans to meet the needs of all students. Valid and reliable measures of support system effectiveness are in place, and personnel use the data from these measures to regularly evaluate support system effectiveness. Improvement plans related to the induction program and support systems are designed and implemented to more effectively meet the needs of all students.

Level 3 The institution implements an induction program for all students. Information from the induction program is used to develop support systems and academic plans to meet the needs of students as necessary. Measures of support system effectiveness are in place, and personnel use the data from these measures to evaluate support system effectiveness. Improvement plans related to the induction program and support systems are designed and implemented when needed to more effectively meet the needs of all students.

Level 2 The institution implements an induction program. Information from the induction program is used to develop support systems to meet the needs of students when possible. The support systems are evaluated. Improvement plans related to the support systems are sometimes designed and implemented to meet the needs of students.

Level 1 The institution may or may not implement an induction program. Information from the induction program, if available, is rarely used for developing support systems to meet student needs. Support systems are rarely or never evaluated. Improvement plans related to these support systems are rarely or never developed.
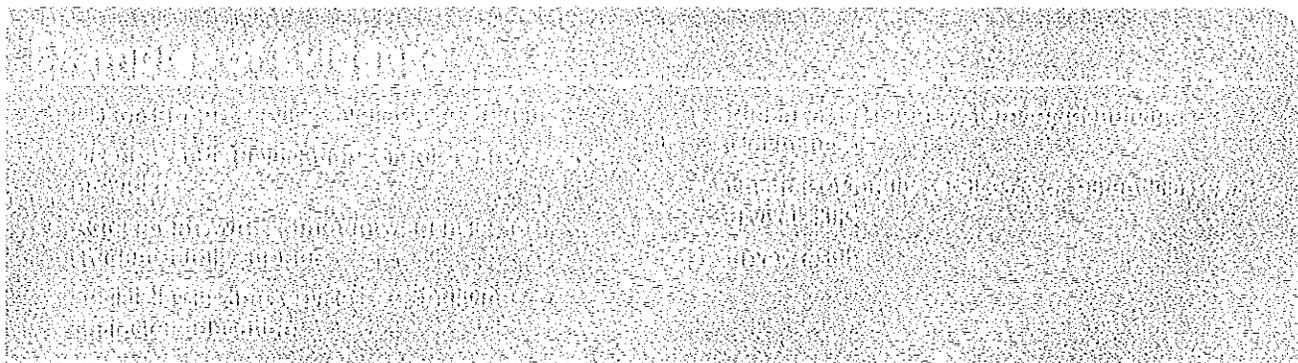
Using Results for Continuous Improvement

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

INDICATOR 5.1

The institution establishes and maintains a clearly defined student assessment system.

Level 4   Personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures about student learning and institution performance. 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   Personnel maintain and use an assessment system that produces data from multiple assessment measures about student learning and institution performance. 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   Personnel use an assessment system that produces data from multiple assessment measures about student learning and institution performance. 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 student learning.

Level 1   Personnel maintain an assessment system that produces data from assessment measures about student learning and institution performance. Assessments are seldom proven reliable and bias free. The system is rarely or never evaluated for effectiveness in improving instruction, student learning or the conditions that support student learning.

Examples of Evidence

Standard 5: Using Results for Continuous Improvement

Professional and support personnel continuously collect, analyze and apply learning using a range of data sources that include trend data about student learning, instruction and program evaluation for continuous improvement.

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 personnel. Data sources include trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs and the conditions that support student learning. All personnel use data to design, implement and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs and the organizational conditions of the institution.

Level 3 — Systematic processes and procedures for collecting, analyzing and applying learning from all data sources are used consistently by professional and support personnel. Data sources include trend data that provide a complete picture of student learning, instruction, the effectiveness of programs and the conditions that support student learning. Institution personnel use data to design, implement and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs and the organizational conditions of the institution.

Level 2 — Some processes and procedures for collecting, analyzing and applying learning from data sources are used by professional and support personnel. Data sources include limited trend data about student learning, instruction, the effectiveness of programs and the conditions that support student learning. Institution 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 personnel. Data sources include limited or no trend data about student learning, instruction, the effectiveness of programs and the conditions that support student learning. Institution personnel rarely use data to design and implement continuous improvement plans.

Standard 5: Using Results for Continuous Improvement

INDICATOR 5.4

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

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

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

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

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

EXAMPLES OF EVIDENCE

Standard 5: Using Results for Continuous Improvement

IMPLICATIONS
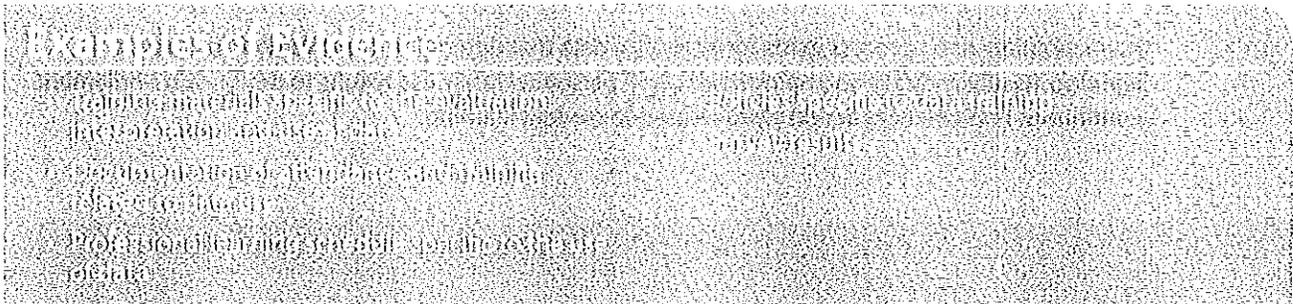
The institution engages in a continuous improvement process to determine verifiable improvement in student learning.

Level 4   Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning. Results indicate significant improvement, and personnel systematically and consistently use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning.

Level 3   Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning. Results indicate improvement, and personnel consistently use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning.

Level 2   A process exists for analyzing data that determine verifiable improvement in student learning. Results indicate mixed levels of improvement, and personnel sometimes use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning.

Level 1   An incomplete or no process exists for analyzing data that determine improvement in student learning. Results indicate no improvement, and personnel rarely use results to design and implement continuous improvement action plans related to student learning.
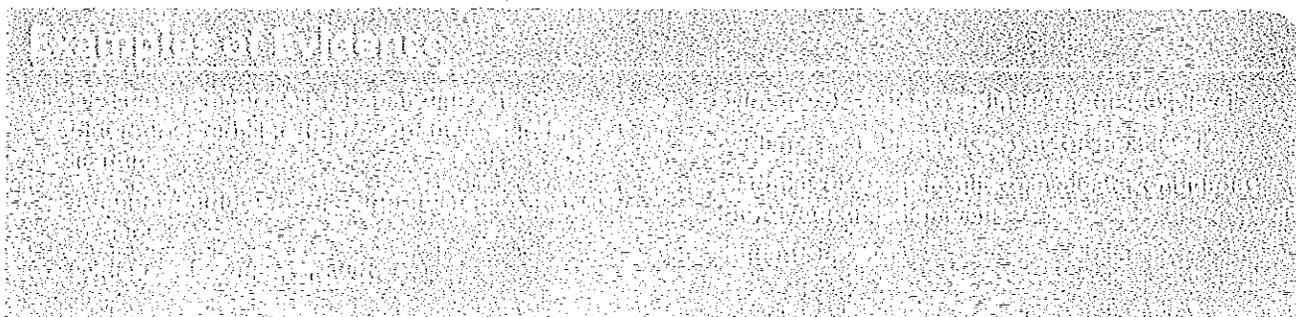
Standard 5: Using Results for Continuous Improvement

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

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

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

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

Level 1   Leaders rarely monitor information about student learning, conditions that support student learning and the achievement of improvement goals. Leaders rarely communicate results to stakeholder groups.

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
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

Term	Definition
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
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

Term	Definition
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
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)

Term	Definition
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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