



Standards Assessment Report

Introduction & Purpose of Report

Welcome to the AdvancED Standards Assessment Report.

The Standards Assessment Report is designed to serve as a valuable self-assessment and as a tool to help schools prepare for their Quality Assurance Review. The report is based on the AdvancED standards, which serve as the foundation of the accreditation process. In order to earn and maintain accreditation, schools must meet the AdvancED standards, engage in a process of continuous improvement, and host a Quality Assurance Review at least once every five years.

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

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

Structure of the Report

The Standards Assessment Report is designed for online completion. This Microsoft Word version has been streamlined for easy viewing and sharing. This streamlined version includes two sections: 1) indicators rubric and 2) focus questions.

The indicators rubric enables the school to assess the degree to which practices and/or processes are in place that indicate adherence to the standard and indicators. For each indicator, the school may check if the practices and/or processes are highly functional in the school, operational, emerging, or not evident. The school should use the rubric as an opportunity to ask itself challenging questions and to respond with accurate answers geared toward self-improvement. After completing the rubric, the school can quickly see areas of strength and opportunity. The section asks, "To what degree are the noted practices/processes in place?"

The focus questions allow the school to expand on and think more deeply about the responses to the indicators rubric. The focus questions provide an opportunity for the school to describe the systematic and systemic processes that are in place to support its ability to meet the indicators. The section asks, "How are the practices/processes implemented?"

The online version of the Standards Assessment Report includes three additional sections: 1) considering the evidence; 2) overall assessment rubric; and 3) peer-to-peer practice submission.

The section entitled "considering the evidence" allows school personnel to think about the practices and/or processes being implemented and identify evidence that will support its responses to the indicators rubric and focus questions. This section helps school stakeholders engage in a discussion about how it knows it is adhering to the standards. The section is not intended to engage the school in a collection of evidence, but rather in thoughtful dialogue about how it can demonstrate that quality practices, conditions, and results are occurring in the school. The section asks, "What practices/processes are being implemented, and are they effective?" or said another way, "How do we know we are doing what we say we are doing?" You can access examples of evidence on the online version by simply clicking on the "considering the evidence" link for each standard. The examples can also be accessed as a standalone Microsoft Word document entitled "Examples of Evidence" that can be downloaded in conjunction with this document.

The overall assessment describes how well schools are implementing practices and/or processes and the impact these practices and/or processes have on student results and overall school effectiveness. The overall assessment helps schools judge where they are in relation to each standard. The "operational" level is required in order to demonstrate meeting the standard. The section asks, "How well are we meeting the standard overall?" In addition to this section being integrated into the online Standards Assessment Report, we have made the overall assessment rubric available as a standalone Microsoft Word document that can be downloaded in conjunction with this document.

The peer-to-peer submission section asks the school to share an effective practice. The submission allows the school to highlight a practice that it feels is indicative of the quality work occurring in the school. The review team may refer to the practice and use it as the basis for identifying other successful practices occurring in the school. In addition, the practice is included in the online AdvancED Resource Network where it can be accessed by other AdvancED schools and districts. Further detail on submitting a peer-to-peer practice is provided just prior to the conclusion section of this document.

Completion and Submission of the Report

This Standards Assessment Report is to be completed by the school six weeks to six months prior to hosting a Quality Assurance Review (QAR) visit. It is strongly

recommended that a wide and broad cross-section of the school community participate in completing this report. The completed report is submitted to AdvancED for use by the QAR team.

Directions for Completing the Report

Complete the Indicators Rubric, indicating the option that most accurately reflects the progress your school has made toward meeting the standards and indicators. Answer the focus questions related to the Quality School Indicators for each standard. Be thorough and concise in your answers, focusing on quality and depth over quantity. If you use this document as a working draft of your report, please note that when you copy and paste content from this document to your web-based Standards Assessment Report, some special characters (such as dashes and colons) may not copy and you may need to do some minor editing of the format. Using the overall assessment rubric (separate downloadable document), indicate the option that most accurately reflects the school's overall assessment of meeting the standard.

Vision & Purpose

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

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

Indicators Rubric

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

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
<i>In fulfillment of this standard, the school:</i>					
1.1	<i>Establishes a vision for the school in collaboration with its stakeholders</i>				
1.2	<i>Communicates the vision and purpose to build stakeholder understanding and support</i>				
1.3	<i>Identifies goals to advance the vision</i>				
1.4	<i>Develops and continuously maintains a profile of the school, its students, and the community</i>				
1.5	<i>Ensures that the school's vision and purpose guide the teaching and learning process</i>				
1.6	<i>Reviews its vision and purpose systematically and revises them when appropriate</i>				

Definitions of Indicators Rubric

Not Evident *Little or no evidence exists*

Emerging *Evidence indicates early or preliminary stages of implementation of practice*

Operational *Evidence indicates practices and procedures are actively implemented*

Highly Functional *Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented*

Focus Questions

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

- 1. What is the process for establishing and building understanding of and commitment to the vision statement among stakeholders?*
- 2. What is the school's process for developing a profile and systematically maintaining and using information that describes the school, its students, and their performance?*
- 3. How does the leadership ensure that the school's vision, purpose, and goals guide the teaching and learning process?*
- 4. What process is used to ensure that the vision and purpose of the school remain current and aligned with the school's expectations for student learning and school effectiveness?*

Governance & Leadership

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

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

Indicators Rubric

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

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
<i>In fulfillment of this standard, the school operates under the jurisdiction of a governing board that:</i>					
2.1	<i>Establishes policies and procedures that provide for the effective operation of the school</i>				
2.2	<i>Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school</i>				
2.3	<i>Ensures compliance with applicable local, state, and federal laws, standards, and regulations</i>				
<i>In fulfillment of this standard, the school has leadership that:</i>					
2.4	<i>Employs a system that provides for analysis and review of student performance and school effectiveness</i>				
2.5	<i>Fosters a learning community</i>				
2.6	<i>Provides teachers and students opportunities to lead</i>				
2.7	<i>Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership</i>				
2.8	<i>Controls curricular and extracurricular activities that are sponsored by the school</i>				

2.9	<i>Responds to community expectations and stakeholder satisfaction</i>				
2.10	<i>Implements an evaluation system that provides for the professional growth of all personnel</i>				

Definitions of Indicator Rubric

Not Evident Little or no evidence exists

Emerging Evidence indicates early or preliminary stages of implementation of practice

Operational Evidence indicates practices and procedures are actively implemented

Highly Functional Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Focus Questions

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

- 1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school?*
- 2. What process does the school's leadership use to evaluate school effectiveness and student performance?*
- 3. In what ways are stakeholders, including staff, given opportunities to provide leadership and to contribute to the decision-making process?*
- 4. What policies and processes are in place to ensure equity of learning opportunities and support for innovation?*

Teaching & Learning

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

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

Indicators Rubric

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

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
<i>In fulfillment of this standard, the school:</i>					
3.1	<i>Develops and implements curriculum based on clearly defined expectations for student learning</i>				
3.2	<i>Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning</i>				
3.3	<i>Gathers, analyzes, and uses data and research in making curricular and instructional choices</i>				
3.4	<i>Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice</i>				
3.5	<i>Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity</i>				
3.6	<i>Allocates and protects instructional time to support student learning</i>				
3.7	<i>Provides for articulation and alignment between and among all levels of schools</i>				
3.8	<i>Implements interventions to help students meet expectations for student learning</i>				
3.9	<i>Monitors school climate and takes appropriate steps</i>				

	<i>to ensure that it is conducive to student learning</i>				
3.10	<i>Provides comprehensive information and media services that support the curricular and instructional programs</i>				
3.11	<i>Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program</i>				

Definitions of Indicator Rubric

Not Evident Little or no evidence exists

Emerging Evidence indicates early or preliminary stages of implementation of practice

Operational Evidence indicates practices and procedures are actively implemented

Highly Functional Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Focus Questions

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

- 1. How does the school ensure that the curriculum, instructional strategies, and assessments are aligned and articulated across grade levels in support of the expectations for student learning?*
- 2. In what ways does the school ensure the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?*
- 3. What processes are implemented to ensure that teachers are well-prepared and effectively implementing the curriculum?*
- 4. How does the school provide every student access to comprehensive information, instructional technology, and media services?*

Documenting & Using Results

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

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

Indicators Rubric

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

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
<i>In fulfillment of this standard, the school:</i>					
4.1	<i>Establishes performance measures for student learning that yield information that is reliable, valid, and bias free</i>				
4.2	<i>Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning</i>				
4.3	<i>Uses student assessment data for making decisions for continuous improvement of teaching and learning processes</i>				
4.4	<i>Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance</i>				
4.5	<i>Communicates the results of student performance and school effectiveness to all stakeholders</i>				
4.6	<i>Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness</i>				
4.7	<i>Demonstrates verifiable growth in student performance</i>				
4.8	<i>Maintains a secure, accurate, and complete student</i>				

<i>record system in accordance with state and federal regulations</i>				
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Definitions of Indicator Rubric

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Operational Evidence indicates practices and procedures are actively implemented

Highly Functional Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Focus Questions

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

- 1. How is the assessment system currently used in your school to analyze changes in student performance?*

- 2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by teachers, students, parents, and external stakeholders to aid the performance of individual students?*

- 3. How are data used to understand and improve overall school effectiveness?*

- 4. How are teachers trained to understand and use data in the classroom?*

Resource & Support Systems

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

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

Indicators Rubric

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

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
<i>In fulfillment of this standard, the school:</i>					
5.1	<i>Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities</i>				
5.2	<i>Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience)</i>				
5.3	<i>Ensures that all staff participate in a continuous program of professional development</i>				
5.4	<i>Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school</i>				
5.5	<i>Budgets sufficient resources to support its educational programs and to implement its plans for improvement</i>				
5.6	<i>Monitors all financial transactions through a recognized, regularly audited accounting system</i>				
5.7	<i>Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants</i>				
5.8	<i>Possesses a written security and crisis management plan with appropriate training for stakeholders</i>				
5.9	<i>Ensures that each student has access to guidance services that include, but are not limited to,</i>				

	<i>counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning</i>				
5.10	<i>Provides appropriate support for students with special needs</i>				

Definitions of Indicator Rubric

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Highly Functional Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Focus Questions

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

- 1. What is the process for recruitment, induction, placement, development, evaluation, and retention of qualified teachers, administrators, and support staff?*
- 2. How does the leadership ensure that the allocation of financial resources is supportive of the school's vision, educational programs, and its plans for school improvement?*
- 3. How does the leadership ensure a safe and orderly environment for students and staff?*
- 4. What process is used to ensure and monitor that each student has access to guidance and resource services that meet the needs of the student?*

Stakeholder Communications & Relationships

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

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

Indicators Rubric

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

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
<i>In fulfillment of this standard, the school:</i>					
6.1	<i>Fosters collaboration with community stakeholders to support student learning</i>				
6.2	<i>Has formal channels to listen to and communicate with stakeholders</i>				
6.3	<i>Solicits the knowledge and skills of stakeholders to enhance the work of the school</i>				
6.4	<i>Communicates the expectations for student learning and goals for improvement to all stakeholders</i>				
6.5	<i>Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders</i>				

Definitions of Indicator Rubric

Not Evident *Little or no evidence exists*

Emerging *Evidence indicates early or preliminary stages of implementation of practice*

Operational *Evidence indicates practices and procedures are actively implemented*

Highly Functional *Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented*

Focus Questions

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

- 1. How does the school's leadership ensure that the school is responsive to community expectations and stakeholder satisfaction?*
- 2. How does the school's leadership foster a learning community?*
- 3. What avenues are used to communicate information to stakeholders about students, their performance, and school effectiveness?*

Commitment to Continuous Improvement

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

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

Indicators Rubric

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

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
<i>In fulfillment of this standard, the school:</i>					
7.1	<i>Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results)</i>				
7.2	<i>Engages stakeholders in the processes of continuous improvement</i>				
7.3	<i>Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning</i>				
7.4	<i>Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals</i>				
7.5	<i>Monitors and communicates the results of improvement efforts to stakeholders</i>				
7.6	<i>Evaluates and documents the effectiveness and impact of its continuous process of improvement</i>				

Definitions of Indicator Rubric

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Emerging *Evidence indicates early or preliminary stages of implementation of practice*

Operational implemented *Evidence indicates practices and procedures are actively implemented*

Highly Functional *Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented*

Focus Questions

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

- 1. What is the process for continuous improvement used by the school and what are the results that this process is delivering for student performance and school effectiveness?*

- 2. What steps are taken to ensure that the improvement goals reflect student learning needs that are aligned with the vision and purpose of the school?*

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

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

Peer-to-Peer Practice Submission

Prior to completing this report, you will be asked to submit a peer-to-peer practice. You may submit a practice at any time prior to submitting your report by going to www.advanc-ed.org/resourcenetwork and clicking "Submit a practice." You can also follow the instructions contained in the online Standards Assessment Report.

Background

A peer-to-peer practice is a description of interventions, strategies, programs, or activities that have been identified by a school/district to be effective. It includes practices that support classroom teachers and/or schools/districts in their efforts to improve student learning.

Examples of practices that have been submitted include:

- *Classroom improvements*
Sample practices submitted: Atlas Mapping Skills, Buddy Reading Groups, Student Folders/Portfolios
- *School improvements*
Sample practices submitted: Collaborative planning, after-school tutoring, academy programs for freshmen and sophomores, etc.
- **District/system improvements**
Sample practices submitted: 6+1 Writing Traits, Implementing School Improvement; Career Development

The submission form asks for the following information:

- *Name of the practice*
- *Contact information for the practice*
- *Description of the practice – Describe what you were trying to accomplish, how it was implemented, and what evidence you have that it worked*
- *Reason for the practice – Describe the problems you addressed with this practice or the reason you chose to implement the practice.*
- *Subject areas, grade levels, student groups, and adult groups – Select from a list of choices the various areas, levels, and groups to which the practice applies*
- *Length of implementation of the practice*
- *Resources – Describe the human, material, and financial resources needed to implement the practice*
- *Research – Identify any research that supports the practice*
- *Conclusion – Describe your next steps in implementing the practice*

As you identify a practice for submission, you may want to ask some basic questions. Does the potential practice have: 1) a defined problem or specific reason why you implemented the practice; 2) a research base or a research-based premise; and 3) documented results? If the answers to these questions are yes, you have a good practice to submit.

Submitting a practice allows the school to highlight a practice that it feels is indicative of the quality work occurring in the school. The practice is included in the online AdvancED Resource Network where it can be accessed by other practitioners using the network.

Conclusion

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

Focus Questions

- 1. As you review your responses to the standards, what major trends, themes, or areas of focus emerge that cut across the seven standards?*
- 2. Based on your review of these cross-cutting themes/trends and each of the seven standards, what would you consider to be your school's greatest strengths?*
- 3. What would you consider to be your school's greatest challenges?*
- 4. How will you use the insights gained from this self-assessment to inform and enhance your quality assurance and continuous improvement efforts?*