



# *Partner Criteria Alignment Document*



*July 2015*

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## Introduction and Instructions

The self-assessment is a critical component of the AdvancED accreditation process. The AdvancED Self-Assessment (SA) is designed to serve as a valuable tool that will assist schools in reflecting upon their effectiveness as well as prepare them for an External Review. The Self-Assessment is based on the five AdvancED Standards, which serve as the foundation of the AdvancED accreditation process. In order to earn and maintain accreditation, schools must meet the five AdvancED Standards, engage in a process of continuous improvement, and host an External Review Team (ERT) at least once every five years.

The SA has been designed to engage the school community in an in-depth evaluation of each of the five AdvancED Standards by creating a set of questions and rubrics that enable a school to most accurately describe its continuous improvement progress. In completing the report, a school identifies the evidence, data, information, and documented results that validate that it is meeting each standard. This self-assessment helps a school identify areas of strength and opportunities for improvement by reflecting upon questions posed in the indicators and rating themselves on a 4-level scale.

The SA also serves as the primary resource for the External 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.

## Definition of the Standard, Indicators, and Performance Levels

The five AdvancED Standards are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance results and organizational effectiveness.

The indicators are operational definitions or descriptions of exemplary practices and processes. When seen together, the indicators provide a comprehensive picture of each standard.

Each indicator provides four performance levels that describe varying degrees to which a school is able to verify its assessment of the question. Use the performance levels as an opportunity to ask your stakeholders challenging questions and respond with accurate answers geared toward improvement of your school. After choosing performance levels for each indicator, you can quickly see areas of strength and opportunity. The section asks, “To what degree are the noted practices/processes in place?”

## Supporting Evidence

The suggested supporting evidence section is designed as a starting point for school staff to think about the practices and/or processes being implemented and to identify evidence that will support its responses to the focus questions and rubrics. This section helps school stakeholders engage in a discussion about how the school knows it is adhering to the standards. 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?”

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## Standard Narrative

For each standard, there is a narrative section that allows you to expand on your thinking about the selection of performance levels. Responding to the guiding questions listed in the instructions will help you construct a meaningful narrative for your school and the ERT.

## Directions for Completing the Report

You and your colleagues should complete the Self-Assessment six weeks to six months prior to hosting an ERT visit. We strongly recommend that a wide and broad cross-section of the school community participate in completing this report. You will submit the completed report online to AdvancED so that it may be used by the ERT, as well as for a school's continuous improvement efforts.

In order to complete the Self-Assessment, consider the following steps:

1. Read the information provided in each standard thoroughly. The indicators will provide a very good overall understanding of the standard.
2. Read over each performance level that is linked to each indicator and select the level that most accurately reflects the status of your school.
3. Select from the list of suggested evidence that supports your performance level selection.
4. Write a brief narrative for each standard using the guidance provided by the prompts. Be thorough yet concise in your answers, focusing on quality and depth over quantity.
5. After completing ratings of all indicators and standard narratives, describe the process you used to gather and analyze data for the self-assessment.

### Important Note:

***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 the web-based Self-Assessment in ASSIST, some special characters (such as dashes and colons) may not copy and you may need to do some minor editing of the format.***

## Standard 1

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

1.1	<b>The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.</b>	Score
Level 4	The process for review, revision, and communication of the school’s purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	
Level 3	The school’s process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	
Level 2	The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	
Level 1	No process to review, revise, or communicate a school purpose exists. Stakeholders are rarely asked for input regarding the purpose of the school.	
<b>Possible Evidence</b>		
	Purpose statements - past and present	
	Minutes from meetings related to development of the school’s purpose	
	Documentation or description of the process for creating the school’s purpose including the role of stakeholders	
	Communication plan to stakeholders regarding the school’s purpose	
	Examples of communications to stakeholders about the school’s purpose (i.e. website, newsletters, annual report, student handbook)	
	Survey results	
<b>Comments</b>		

1.2	<b>The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.</b>	Score
Level 4	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.	
Level 3	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	
Level 2	Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains high expectations for professional practice.	
Level 1	Minimal or no evidence exists that indicates the culture of the school is based on shared values and beliefs about teaching and learning. Educational programs challenge few or no students and are provided in a way that few students achieve the learning, thinking, and life skills necessary for success. Learning experiences for students are rarely equitable. Instructional practices rarely include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. Little or no commitment to high expectations for professional practice is evident.	
<b>Possible Evidence</b>		
	The school's statement of purpose	
	Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose	
	Survey results	
<b>Comments</b>		

1.3	<b>The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.</b>	Score
Level 4	<p>School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.</p>	
Level 3	<p>School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.</p>	
Level 2	<p>School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.</p>	

Level 1	A continuous improvement process for improving student learning and the conditions that support learning is used randomly and/or ineffectively. The profile is rarely updated or used by school personnel and contains little or no useful data. Goals selected for improvement, if they exist, reflect the minimum required by governmental or organizational oversight agencies. Few or no measurable objectives, strategies, or activities are implemented with fidelity. Documentation linking the process to improved student achievement and instruction is unclear or non-existent.
<b>Possible Evidence</b>	
	Agenda, minutes from continuous improvement planning meetings
	Communication plan and artifacts that show two-way communication to staff and stakeholders
	The school data profile
	The school continuous improvement plan
	Survey results
<b>Comments</b>	

### Standard 1 Narrative

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions: What were the areas of strength you noted? [focus on indicator scores of 4 or 3] What were areas in need of improvement? [focus on indicator scores of 2 or 1] What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Refer to the performance level descriptions to guide your writing. Cite sources of evidence ERT members may be interested in reviewing.

## Standard 2

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

2.1	<b>The governing body establishes policies and support practices that ensure effective administration of the school.</b>	Score
Level 4	Policies and practices clearly and directly support the school’s purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	
Level 3	Policies and practices support the school’s purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	
Level 2	Policies and practices generally support the school’s purpose and direction and the effective operation of the school. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of staff. Policies and practices provide requirements and oversight of fiscal management.	
Level 1	Little connection exists between policies and practices of the governing board and the purpose, direction, and effective operation of the school. Policies and practices seldom or never address effective instruction and assessment that produce equitable and challenging learning experiences for students. There are few or no policies and practices regarding professional growth of staff. Policies provide requirements of fiscal management.	
Yes _____ No _____	<b>AISA Assurance 5: Maintenance and Security of Records</b> Student transcripts, attendance registers, teacher grade books and other applicable data and documents must be professionally maintained and secured.	
Yes _____ No _____	<b>AISA Assurance 17: Student Placement and Transfers</b> School adheres to the Student Placement and Transfer Guidelines.	
Yes _____ No _____	<b>AISA Assurance 18: Graduation Guidelines</b> The school understands and abides by the AISA Graduation Guidelines.	

Possible Evidence	
	Governing body policies, procedures, and practices
	School handbooks
	Staff handbooks
	Student handbooks
	Communications to stakeholder about policy revisions
Comments	

2.2	The governing body operates responsibly and functions effectively.	Score
Level 4	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.	
Level 3	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	
Level 2	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	
Level 1	The governing body has no method for or does not ensure that decisions and actions are free of conflict of interest, are ethical, and in accordance with defined roles and responsibilities. Governing body members rarely or never participate in professional development regarding the roles and responsibilities of the governing body and its individual members. Evidence indicates the governing body does not always comply with policies, procedures, laws, and regulations.	
<b>Possible Evidence</b>		
	Governing body policies on roles and responsibilities, conflict of interest	
	Governing code of ethics	
	Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest	
	Governing body minutes relating to training	
	Governing body training plan	
	Assurances, certifications	
	Proof of legal counsel	
	List of assigned staff for compliance	
	Historical compliance data	
	Communications about program regulations	
	Findings of internal and external reviews of compliance with laws, regulations, and policies	
<b>Comments</b>		

2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	Score
Level 4	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	
Level 3	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	
Level 2	The governing body generally protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body usually maintains a distinction between its roles and responsibilities and those of school leadership.	
Level 1	The governing body rarely or never protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body does not distinguish between its roles and responsibilities and those of school leadership, or frequently usurps the autonomy of school leadership.	
<b>Possible Evidence</b>		
	School improvement plan developed by the school	
	Agendas and minutes of meetings	
	Roles and responsibilities of school leadership	
	Maintenance of consistent academic oversight, planning, and resource allocation	
	Survey results regarding functions of the governing body	
	Stakeholder input and feedback	
	Communications regarding board actions	
<b>Comments</b>		

2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Score
Level 4	Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	
Level 3	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	
Level 2	Leaders and staff make some decisions and take some actions toward continuous improvement. They expect all students to be held to standards. Leaders and staff express a desire for collective accountability for student learning. School leaders sometimes support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community.	
Level 1	Decisions and actions seldom or never support continuous improvement. School leaders and staff may or may not expect students to learn. There is no evidence of or desire for collective accountability for student learning. School leaders seldom or never support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and little or no sense of community.	
<b>Possible Evidence</b>		
	Examples of collaboration and shared leadership	
	Examples of decisions aligned with the school's statement of purpose	
	Examples of decisions in support of the school's continuous improvement plan	
	Survey results	
<b>Comments</b>		

2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Score
Level 4	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.	
Level 3	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	
Level 2	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	
Level 1	Leaders rarely or never communicate with stakeholder groups. Little or no work on school improvement efforts is collaborative, and stakeholders have little or no opportunity for leadership. School leaders' efforts result in limited or no stakeholder participation and engagement in the school.	
Yes _____ No _____	<b>AISA Assurance 10: School-Community Interaction Plan</b> The school has developed, implemented and communicated an effective school-community interaction plan that fully supports the school's mission statement and beliefs.	
Yes _____ No _____	<b>AISA Assurance 22: Graduate Follow-Up Studies</b> Follow-up studies of graduates and other former students are conducted, and the resulting data are shared with staff to help in determining the effectiveness of the school's programs.	
<b>Possible Evidence</b>		
	Survey responses	
	Copies of surveys or screen shots from online surveys	
	Communication plan	
	Minutes from meetings with stakeholders	
	Involvement of stakeholders in a school improvement plan	
<b>Comments</b>		

2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	Score
Level 4	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	
Level 3	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	
Level 2	The criteria and processes of supervision and evaluation include references to professional practice and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.	
Level 1	The criteria and processes of supervision and evaluation have little or no focus on improving professional practice or student success. Supervision and evaluation processes are randomly implemented, if at all. Results of the supervision and evaluation processes, if any, are used rarely or never.	
Yes _____ No _____	<p><b>AISA Assurance 4: Evaluation System</b></p> <p>The Administrator develops and administers a board-approved evaluation system for faculty and staff that leads to professional growth and development and continuous school improvement.</p>	
<b>Possible Evidence</b>		
	Job specific criteria	
	Supervision and evaluation documents with criteria for improving professional practice and student success noted	
	Representative supervision and evaluation reports	
	Governing body policy on supervision and evaluation	
	Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation	
<b>Comments</b>		

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## Standard 2 Narrative

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions: What were the areas of strength you noted? [focus on indicator scores of 4 or 3] What were areas in need of improvement? [focus on indicator scores of 2 or 1] What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Refer to the performance level descriptions to guide your writing. Cite sources of evidence ERT members may be interested in reviewing.

## Standard 3

**Standard: The school’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.**

3.1	<b>The school’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.</b>	Score
Level 4	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school’s purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.	
Level 3	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	
Level 2	Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.	
Level 1	Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is no evidence to indicate how successful students will be at the next level. Like courses/classes do not always have the same learning expectations. No individualization for students is evident.	
Yes _____ No _____	<b>AISA Assurance 11: Student Promotion</b> Students complete, in sequence, grades K5-12; that is, acceleration (double promotion) is not an acceptable practice in AISA accredited schools.	
Yes _____ No _____	<b>AISA Assurance 12: Instructional Design</b> 10. There must be a course of study or curriculum guide for each subject at each grade level and must be consistent with the school’s mission and expectations for student performance.	

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

<b>3.2</b>	<b>Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.</b>	<b>Score</b>
Level 4	Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school’s goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school’s purpose are maintained and enhanced in curriculum, instruction, and assessment.	
Level 3	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school’s goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school’s purpose are maintained and enhanced in curriculum, instruction, and assessment.	
Level 2	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school’s goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school’s purpose in curriculum, instruction, and assessment.	
Level 1	School personnel rarely or never monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment or alignment with the school’s goals for achievement and instruction and statement of purpose. No process exists to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school’s purpose in curriculum, instruction, and assessment.	

**Possible Evidence**

	Curriculum writing process
	A description of the systematic review process for curriculum, instruction, and assessment
	Curriculum guides
	Lesson plans aligned to the curriculum
	Products – scope and sequence, curriculum maps

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	Common assessments
	Surveys results
	Standards-based report cards
	<b>Comments</b>

3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Score
Level 4	Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	
Level 3	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	
Level 2	Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	
Level 1	Teachers rarely or never use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers seldom or never personalize instructional strategies. Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	
<b>Possible Evidence</b>		
	Teacher evaluation criteria	
	Findings from supervisor walk-thrus and observations	
	Student work demonstrating the application of knowledge	
	Examples of teacher use of technology as an instructional resource	
	Examples of student use of technology as a learning tool	
	Interdisciplinary projects	
	Authentic assessments	
	Professional development focused on these strategies	
	Agenda items addressing these strategies	
	Surveys results	
<b>Comments</b>		

3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	Score
Level 4	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	
Level 3	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	
Level 2	School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	
Level 1	School leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	
<b>Possible Evidence</b>		
	Supervision and evaluation procedures	
	Curriculum maps	
	Peer or mentoring opportunities and interactions	
	Recognition of teachers with regard to these practices	
	Administrative classroom observation protocols and logs	
	Examples of improvements to instructional practices resulting from the evaluation process	
	Documentation of collection of lesson plans and grade books	
	Surveys results	
<b>Comments</b>		

3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Score
Level 4	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members 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 school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	
Level 3	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	
Level 2	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School 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 grade levels and content areas. Staff members 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 school personnel. School personnel see little value in collaborative learning communities.	
<b>Possible Evidence</b>		
	Agendas and minutes of collaborative learning committees	
	Calendar/schedule of learning community meetings	
	Common language, protocols and reporting tools	
	Examples of improvements to content and instructional practice resulting from collaboration	
	Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project	
	Peer coaching guidelines and procedures	
	Survey results	
<b>Comments</b>		

3.6	Teachers implement the school's instructional process in support of student learning.	Score
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.	
<b>Possible Evidence</b>		
	Samples of exemplars used to guide and inform student learning	
	Examples of learning expectations and standards of performance	
	Examples of assessments that prompted modification in instruction	
	Survey results	
<b>Comments</b>		

3.7	<b>Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.</b>	<b>Score</b>
Level 4	All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.	
Level 3	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	
Level 2	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	
Level 1	Few or no school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. Limited or no expectations for school personnel are included.	
<b>Possible Evidence</b>		
	Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning	
	Professional learning calendar with activities for instructional support of new staff	
	Personnel manuals with information related to new hires including mentoring, coaching, and induction practices	
	Records of meetings and walk-throughs/feedback sessions	
	Survey results	
<b>Comments</b>		

3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Score
Level 4	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning process.	
Level 3	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning process.	
Level 2	Programs that engage families in their children's education are available. School personnel provide information about children's learning.	
Level 1	Few or no programs that engage families in their children's education are available. School personnel provide little relevant information about children's learning.	
<b>Possible Evidence</b>		
	Volunteer program with variety of options for participation	
	Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process	
	Calendar outlining when and how families are provided information on child's progress	
	List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days	
	Survey results	
<b>Comments</b>		

<b>3.9</b>	<b>The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.</b>	<b>Score</b>
Level 4	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	
Level 3	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	
Level 2	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	
Level 1	Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.	
<b>Possible Evidence</b>		
	Description of formal adult advocate structures	
	List of students matched to adult advocate	
	Curriculum and activities of formal adult advocate structure	
	Master schedule with time for formal adult advocate structure	
	Survey results	
<b>Comments</b>		

3.10	<b>Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.</b>	Score
Level 4	All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.	
Level 3	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	
Level 2	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	
Level 1	Few or no teachers use common grading and reporting policies, processes, and procedures. Policies, processes, and procedures, if they exist, are rarely implemented across grade levels or courses, and may not be well understood by stakeholders. No process for evaluation of grading and reporting practices is evident.	
Yes _____ No _____	<b>AISA Assurance 15: Course Credit Guidelines</b> The school complies with AISA Course Credit Guidelines.	
<b>Possible Evidence</b>		
	Policies, processes, and procedures on grading and reporting	
	Samples communications to stakeholders about grading and reporting	
	Sample report cards for each grade level and for all courses	
	Evaluation process for grading and reporting practices	
	Survey results	
<b>Comments</b>		

3.11	All staff members participate in a continuous program of professional learning.	Score
Level 4	All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	
Level 3	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	
Level 2	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	
Level 1	Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.	
Yes _____ No _____	<p><b>AISA Assurance 6: Direction and Supervision of Professional Development</b></p> <p>The Administrator directs and supervises applicable professional development programs, which must include at least 20 hours of professional development for professional staff of which 10 hours must be in-service programming designed to meet the needs at the school level.</p>	
<b>Possible Evidence</b>		
	Crosswalk between professional learning and school purpose and direction	
	Brief explanation of alignment between professional learning and identified needs	
	Evaluation tools for professional learning	
	Results of evaluation of professional learning program.	
	Survey results	
<b>Comments</b>		

3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	Score
Level 4	School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.	
Level 3	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	
Level 2	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	
Level 1	School personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel provide or coordinate some learning support services to students within these special populations.	
<b>Possible Evidence</b>		
	List of learning support services and student population served by such services	
	Data used to identify unique learning needs of students	
	Training and professional learning related to research on unique characteristics of learning	
	Survey results	
<b>Comments</b>		

### Standard 3 Narrative

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions: What were the areas of strength you noted? [focus on indicator scores of 4 or 3] What were areas in need of improvement [focus on indicator scores of 2 or 1] What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Refer to the performance level descriptions to guide your writing. Cite sources of evidence ERT members may be interested in reviewing.

## Standard 4

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

4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Score
Level 4	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	
Level 3	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	
Level 2	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	
Level 1	Policies, processes, and procedures are often but not always followed by school leaders to access, hire, place, and retain qualified professional and support staff. School leaders attempt to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources rarely are available to fund positions critical to achieve the purpose and direction of the school.	
Yes _____ No _____	<b>AISA Assurance 9: Personnel Management</b> The school is in compliance with the AISA personnel requirements and employees function based on clearly defined roles.	
<b>Possible Evidence</b>		
	Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff	
	School budgets for the last three years	
	Documentation of highly qualified staff	
	Assessments of staffing needs	
	Survey results	
<b>Comments</b>		

4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Score
Level 4	Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.	
Level 3	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	
Level 2	Instructional time, material resources, and fiscal resources are sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.	
Level 1	Little or no link exists between the purpose of the school and instructional time, material resources, and fiscal resources. Protection of instructional time is not a priority. School leaders use available material and fiscal resources to meet the needs of students. School leaders spend little or no effort allocating instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations rarely or never include achievement of the school's purpose and direction.	
Yes _____ No _____	<p><b>AISA Assurance 1: Governing Board Fiscal Responsibility</b></p> <p>The school operates under Generally Accepted Accounting Principles (GAAP). The accounts are reviewed annually by a licensed accountant and a full audit is conducted within 12 months of the scheduled accreditation visit.</p>	
Yes _____ No _____	<p><b>AISA Assurance 2: Governance Structure</b></p> <p>The governance structure clearly defines the roles, responsibilities and functions of the board members and the Administrator.</p>	

Yes _____ No _____	<p><b>AISA Assurance 3: Budgetary Responsibility</b> The Governing Board ensures appropriate funding is available for the total school program and the Administrator directs and superintends the school's budget.</p>
Yes _____ No _____	<p><b>AISA Assurance 13: Kindergarten Curriculum</b> At the kindergarten level, at least four (4) hours are spent each day in a correlated and/or integrated curriculum that provides for developmentally appropriate learning activities.</p>
Yes _____ No _____	<p><b>AISA Assurance 14: Instructional Time</b> School calendars must provide for a minimum of 175 full school days per year for all students, grades K-12, exclusive of privilege days, in-service, and holidays. In an emergency situation, if school is in session for four (4) hours, a full school day may be counted.</p> <ul style="list-style-type: none"> <li>• All student schedules (Grades 1-12) must should reflect at least six (6) hours of academic instruction per day. <i>Note: Academic instructional time is defined as the actual time students are in a classroom and does not include any time beyond the instructional setting (ex. time between classes, homeroom, breaks, lunches, etc.)</i> Deviations from this policy should approved by the head of school or an administrator appointed by the head of school.</li> <li>• Subjects offered in Grades 9-12 meeting for 140 clock hours of classroom instruction during the school year and successfully completed by a student enrolled in the course will receive one unit of credit.</li> </ul>
Yes _____ No _____	<p><b>AISA Assurance 24: Insurance Coverage</b> The board must provide an adequate insurance program to cover property, buildings, equipment and industrial materials. Required liability insurance is included in this program to protect the school's financial investment.</p>
<b>Possible Evidence</b>	
	School calendar
	School schedule
	Examples of efforts of school leaders to secure necessary material and fiscal resources
	Alignment of budget with school purpose and direction
	Survey results
<b>Comments</b>	

4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	Score
Level 4	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	
Level 3	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	
Level 2	School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	
Level 1	School leaders have few or no expectations for maintaining safety, cleanliness, and a healthy environment. Stakeholders are generally unaware of any existing definitions and expectations. Little or no accountability exists for maintaining these expectations. Few or no measures that assess these conditions are in place. Few or no personnel work to improve these conditions.	
Yes _____ No _____	<p><b>AISA Assurance 7: Classroom Management/Discipline Program</b></p> <p>Guidelines for student conduct, attendance, and dress are written and communicated to all stakeholders.</p>	
Yes _____ No _____	<p><b>AISA Assurance 8: Crisis Management Plan</b></p> <p>The school has comprehensive crisis management plan that is regularly reviewed and evaluated and it should, at a minimum, consist of the following:</p> <ul style="list-style-type: none"> <li>• Education and implementation of the AISA Infectious Disease Policy, along with a procedure for handling illnesses and injuries during the school day. Each school has personnel on staff certified to administer <b>Cardiopulmonary Resuscitation (CPR)</b>, and <b>Automated External Defibrillator (AED)</b> devices are required in all schools.</li> <li>• Any student diagnosed with a contagious/communicable disease which is listed by the Alabama Public Health Department as a "notifiable disease/condition" may not attend school until cleared by a</li> </ul>	

	<p>medical doctor.</p> <ul style="list-style-type: none"> <li>• Fire and severe weather procedures must be posted and visible with periodic drills being conducted. Fire extinguishers must be provided, strategically located and inspected regularly.</li> </ul>
<b>Possible Evidence</b>	
	Maintenance schedules
	Records of depreciation of equipment
	System for maintenance requests
	Safety committee responsibilities, meeting schedules, and minutes
	Documentation of compliance with local and state inspections requirements
	Documentation of emergency procedures such as fire drills,, evacuation and other emergency procedures.
	Survey results
<b>Comments</b>	

4.4	Students and school personnel use a range of media and information resources to support the school’s educational programs.	Score
Level 4	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	
Level 3	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	
Level 2	Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	
Level 1	Students and school personnel have access to limited media and information resources necessary to achieve most of the educational programs of the school. Limited assistance may be available for students and school personnel to learn about the tools and locations for finding and retrieving information.	
Yes _____	<b>AISA Assurance 21: Challenged Material</b> The school has a policy and procedure for responding to “challenged materials.”	
No _____		

<b>Possible Evidence</b>	
	Data on media and information resources available to students and staff
	Schedule of staff availability to assist students and school personnel related to finding and retrieving information
	Budget related to media and information resource acquisition
	Survey results
<b>Comments</b>	

4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	Score
Level 4	The technology infrastructure is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.	
Level 3	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	
Level 2	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	
Level 1	The technology infrastructure meets the teaching, learning, and operational needs of few stakeholders. A technology plan, if one exists, addresses some technology services and infrastructure needs.	
Yes _____ No _____	<b>AISA Assurance 16: Technology Plan</b> A school technology plan is required to address short and long range goals for the school's technology needs.	
Yes _____ No _____	<b>AISA Assurance 19: Library/Media Services</b> 17. The library/media services must provide access to instructional technology and a comprehensive library/media collection to support student learning.	
<b>Possible Evidence</b>		
	Technology plan and budget to improve technology services and infrastructure	
	Assessments to inform development of technology plan	
	Policies relative to technology use	
	Survey results	
<b>Comments</b>		

4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	Score
Level 4	School personnel implement a clearly defined process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	
Level 3	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	
Level 2	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	
Level 1	School personnel attempt to determine the physical, social, and emotional needs of some students in the school. School personnel sometimes provide or coordinate programs to meet the needs of students. School personnel rarely or never evaluate programs. Improvement plans related to these programs are rarely or never developed.	
Yes _____  No _____	<b>AISA Assurance 23: Student Leadership</b> The school offers leadership and character building opportunities and has organized student leadership programs, which provide students with the opportunity to become active participants in the operational functions of the school and the community.	
<b>Possible Evidence</b>		
	List of support services available to students	
	Agreements with school community agencies for student-family support	
	Social classes and services, e.g., bullying, character education	
	Student assessment system for identifying student needs	
	Schedule of family services, e.g., parent classes, survival skills	
	Survey results	
<b>Comments</b>		

4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	Score
Level 4	School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	
Level 3	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	
Level 2	School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	
Level 1	School personnel attempt to determine the counseling, assessment, referral, educational, and career planning needs of some students in the school. School personnel sometimes provide or coordinate programs to meet the needs of students. School personnel rarely or never evaluate programs. Improvement plans related to these programs are rarely or never developed.	
Yes _____ No _____	<p><b>AISA Assurance 20: Guidance and Counseling</b></p> <p>Counseling services are provided that meet the needs of students and students whose needs cannot be met by the school are referred to the appropriate agencies or resources for assistance.</p>	
<b>Possible Evidence</b>		
	List of services available related to counseling, assessment, referral, educational, and career planning	
	Description of referral process	
	Description of IEP process	
	Budget for counseling, assessment, referral, educational and career planning	
	Survey results	
<b>Comments</b>		

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**Standard 4 Narrative**

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions: What were the areas of strength you noted? [focus on indicator scores of 4 or 3] What were areas in need of improvement [focus on indicator scores of 2 or 1] What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Refer to the performance level descriptions to guide your writing. Cite sources of evidence ERT members may be interested in reviewing.

## Standard 5

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

5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	Score
Level 4	School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	
Level 3	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	
Level 2	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	
Level 1	School personnel maintain an assessment system that produces data from assessment measures about student learning and school performance. The system provides a limited degree of consistent measurement across classrooms and courses. Assessments are seldom proven reliable and bias free. The system is rarely or never evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	
<b>Possible Evidence</b>		
	Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance	
	Evidence that assessments are reliable and bias free	
	Documentation or description of evaluation tools/protocols	
	Survey results	
<b>Comments</b>		

5.2	<b>Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.</b>	Score
Level 4	Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	
Level 3	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	
Level 2	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	
Level 1	Few or no processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include little or no comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel rarely use data to design and implement continuous improvement plans.	
<b>Possible Evidence</b>		
	Written protocols and procedures for data collection and analysis	
	List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning	
	Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning	
	Survey results	
<b>Comments</b>		

5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Score
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.	
<b>Possible Evidence</b>		
	Training materials specific to the evaluation, interpretation, and use of data	
	Documentation of attendance and training related to data use	
	Professional learning schedule specific to the use of data	
	Policies specific to data training	
	Survey results	
<b>Comments</b>		

5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	Score
Level 4	Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	
Level 3	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	

Level 2	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.
Level 1	An incomplete or no process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate no improvement, and school personnel rarely use results to design and implement continuous improvement action plans related to student learning, including readiness for and success at the next level.
<b>Possible Evidence</b>	
	Description of process for analyzing data to determine verifiable improvement in student learning
	Agendas, minutes of meetings related to analysis of data
	Evidence of student growth
	Evidence of student readiness for the next level
	Evidence of student success at the next level
	Examples of use of results to evaluate continuous improvement action plans
	Student surveys
<b>Comments</b>	

<b>5.5</b>	<b>Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.</b>	<b>Score</b>
Level 4	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	
Level 3	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	
Level 2	Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	
Level 1	Leaders monitor some information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders sometimes communicate results to stakeholders.	

Yes _____	<p><b>AISA Assurance 25: School Improvement Goals</b></p> <p>Short, intermediate and long range goals are addressed in the school's improvement plan and reviewed annually to evaluate their usefulness and effectiveness.</p>
No _____	
<b>Possible Evidence</b>	
	School leadership monitoring process of information about student learning, conditions that support learning, and the achievement of school improvement goals
	Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders
	Samples communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals
	Executive summaries of student learning reports to stakeholder groups
	Minutes of board meetings regarding achievement of student learning goals
	Survey results
<b>Comments</b>	

**Standard 5 Narrative**

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions: What were the areas of strength you noted? [focus on indicator scores of 4 or 3] What were areas in need of improvement [focus on indicator scores of 2 or 1] What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Refer to the performance level descriptions to guide your writing. Cite sources of evidence ERT members may be interested in reviewing.

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### Overall Summary of the Self-Assessment Process (Optional)

Describe the process you used to gather and analyze data for this self-assessment. Include descriptions of:

- committees, focus groups, or other methods used to involve stakeholders.
- how stakeholders arrived at consensus for the ratings.
- the timeline of data collection and reporting.

This description **will not** be included as part of the on-line Self-Assessment; however, External Review Team members will be asking stakeholders at your school about their participation and the process used to collect data to accurately respond to the self-assessment.