Partner Criteria Alignment

Self Assessment of Readiness
for Accreditation for Schools

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Introduction

AdvancED promotes a philosophy that accreditation is an on-going, never-ending process of improvement, not an event that occurs only once every five years. To that end, AdvancED wants institutions to be aware of all requirements before they begin the journey toward accreditation. This Self Assessment of Readiness for Accreditation will help you and others to determine if your institution has the capacity to pursue and achieve accreditation.

Directions for Completing the Report

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

1. In this document, select "Meets" if you believe your school meets the intent of the indicator. Otherwise, select "Needs Improvement." Selecting "Needs Improvement" does not jeopardize your pursuit of accreditation. AdvancED values honest reflection.

2. After completing ratings of all indicators, respond to the prompts for student performance, stakeholder perceptions, and assurances.

3. After you have completed the report, email a copy to your AISA office.

Standards

Standard 1	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.	Meets	Needs Improvement
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.		
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.		
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.		

Standard 2	The school operates under governance and leadership that promote and support student performance and school effectiveness.	Meets	Needs Improvement
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.		
	AISA Assurance 5: **Maintenance and Security of Records** Student transcripts, attendance registers, teacher grade books and other applicable data and documents must be professionally maintained and secured.		
	AISA Assurance 17: **Student Placement and Transfers** School adheres to the Student Placement and Transfer Guidelines.		
	AISA Assurance 18: **Graduation Guidelines** The school understands and abides by the AISA Graduation Guidelines.		
2.2	The governing body operates responsibly and functions effectively.		
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.		
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.		
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.		
	AISA Assurance 10: **School-Community Interaction Plan** The school has developed, implemented and communicated an effective school-community interaction plan that fully supports the school's mission statement and beliefs.		

		Meets	Needs Improvement
	***AISA Assurance 22:* Graduate Follow-Up Studies** 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.		
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.		
	***AISA Assurance 4:* Evaluation System** 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.		

		Meets	Needs Improvement
Standard 3	**The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.**		
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.		
	***AISA Assurance 11:* Student Promotion** *Students complete, in sequence, grades K5-12; that is, acceleration (double promotion) is not an acceptable practice in AISA accredited schools.*		
	***AISA Assurance 12:* Instructional Design** 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.		
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.		
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.		
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.		
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.		
3.6	Teachers implement the school's instructional process in support of student learning.		
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.		
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.		

3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.		
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.		
	AISA Assurance 15: **Course Credit Guidelines** *The school complies with AISA Course Credit Guidelines.*		
3.11	All staff members participate in a continuous program of professional learning.		
	AISA Assurance 6: **Direction and Supervision of Professional Development** 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.		
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.		

Standard 4	The school has resources and provides services that support its purpose and direction to ensure success for all students.	Meets	Needs Improvement
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.		
	AISA Assurance 9: **Personnel Management** The school is in compliance with the AISA personnel require-ments and employees function based on clearly defined roles.		
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.		
	AISA Assurance 1: **Governing Board Fiscal Responsibility** 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.		
	AISA Assurance 2: **Governance Structure** The governance structure clearly defines the roles, responsibilities and functions of the board members and the Administrator.		
	AISA Assurance 3: **Budgetary Responsibility** The Governing Board ensures appropriate funding is available for the total school program and the Administrator directs and superintends the school's budget.		

	AISA Assurance 13: **Kindergarten Curriculum** 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.		
	AISA Assurance 14: **Instructional Time** 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. • All student schedules (Grades 1-12) must should reflect at least six (6) hours of academic instruction per day. *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.)* Deviations from this policy should approved by the head of school or an administrator appointed by the head of school. • 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.		
	AISA Assurance 24: **Insurance Coverage** 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.		
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.		
	AISA Assurance 7: **Classroom Management/Discipline Program** Guidelines for student conduct, attendance, and dress are written and communicated to all stakeholders.		
	AISA Assurance 8: **Crisis Management Plan** The school has comprehensive crisis management plan that is regularly reviewed and evaluated and it should, at a minimum, consist of the following: • 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		

	Cardiopulmonary Resuscitation (CPR), and **Automated External Defibrillator** (AED) devices are required in all schools. • 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 medical doctor. • 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.		
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.		
	AISA Assurance 21: **Challenged Material** The school has a policy and procedure for responding to "challenged materials."		
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.		
	AISA Assurance 16: **Technology Plan** A school technology plan is required to address short and long range goals for the school's technology needs.		
	AISA Assurance 19 **Library/Media Services** The library/media services must provide access to instructional technology and a comprehensive library/media collection to support student learning.		
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.		
	AISA Assurance 23: **Student Leadership** 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.		
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.		
	AISA Assurance 20: **Guidance and Counseling** 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.		

Standard 5	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.	Meets	Needs Improvement
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.		
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.		
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.		
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.		
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.		
	AISA Assurance 25: **School Improvement Goals** Short, intermediate and long range goals are addressed in the school's improvement plan and reviewed annually to evaluate their usefulness and effectiveness.		

Student Performance

Briefly describe recent student performance results, areas of strength and areas for improvement. These descriptions should not be complete statistical analyses, simply brief narratives. If applicable, give examples of awards your institution has garnered (Blue Ribbon or similar recognition from states or other organizations, National Merit Scholars, etc.).

Recent Results

Strengths

Areas for Improvement

Stakeholder Perceptions

Please briefly describe the perceptions and opinions of your stakeholders in terms of strengths and areas for improvement. If you have administered stakeholder surveys, provide a brief review of the results. If you have not administered formal surveys, write a brief synopsis of comments, complaints, or testimonials you have from stakeholders.

Strengths

Areas for Improvement

Assurances

We have reviewed the requirements set forth in the AdvancED Assurances.	Yes	No

Please identify any assurances that are not being met and describe what needs to be done to address the expectations in the Assurance.