



AdvancED®
Standards
for Quality



SCHOOL SYSTEMS





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STANDARDS FOR QUALITY SCHOOL SYSTEMS

Commitment to continuous improvement is a dynamic effort, consistently requiring attention and revision. We expect this commitment from the educational institutions we serve, and we expect it from ourselves. To that end, we are proud and excited to unveil the new AdvancED Standards for Quality School Systems.

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

ANATOMY OF A STANDARD

The AdvancED Standards for Quality School Systems include the standard, indicator, and related performance level.

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

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

The five Standards and accompanying indicators and performance levels focus on practices within the system and systematic methods of driving excellence in student performance and organizational effectiveness. These Standards are not isolated, but systemic and intentionally aligned to address major themes across all Standards. Major embedded themes include: continuous improvement, stakeholder involvement, alignment, student engagement, collaboration, equity, and personalization.

AdvancED Standards for Quality School Systems

Standard 1: Purpose and Direction

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

Standard 2: Governance and Leadership

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

Standard 3: Teaching and Assessing for Learning

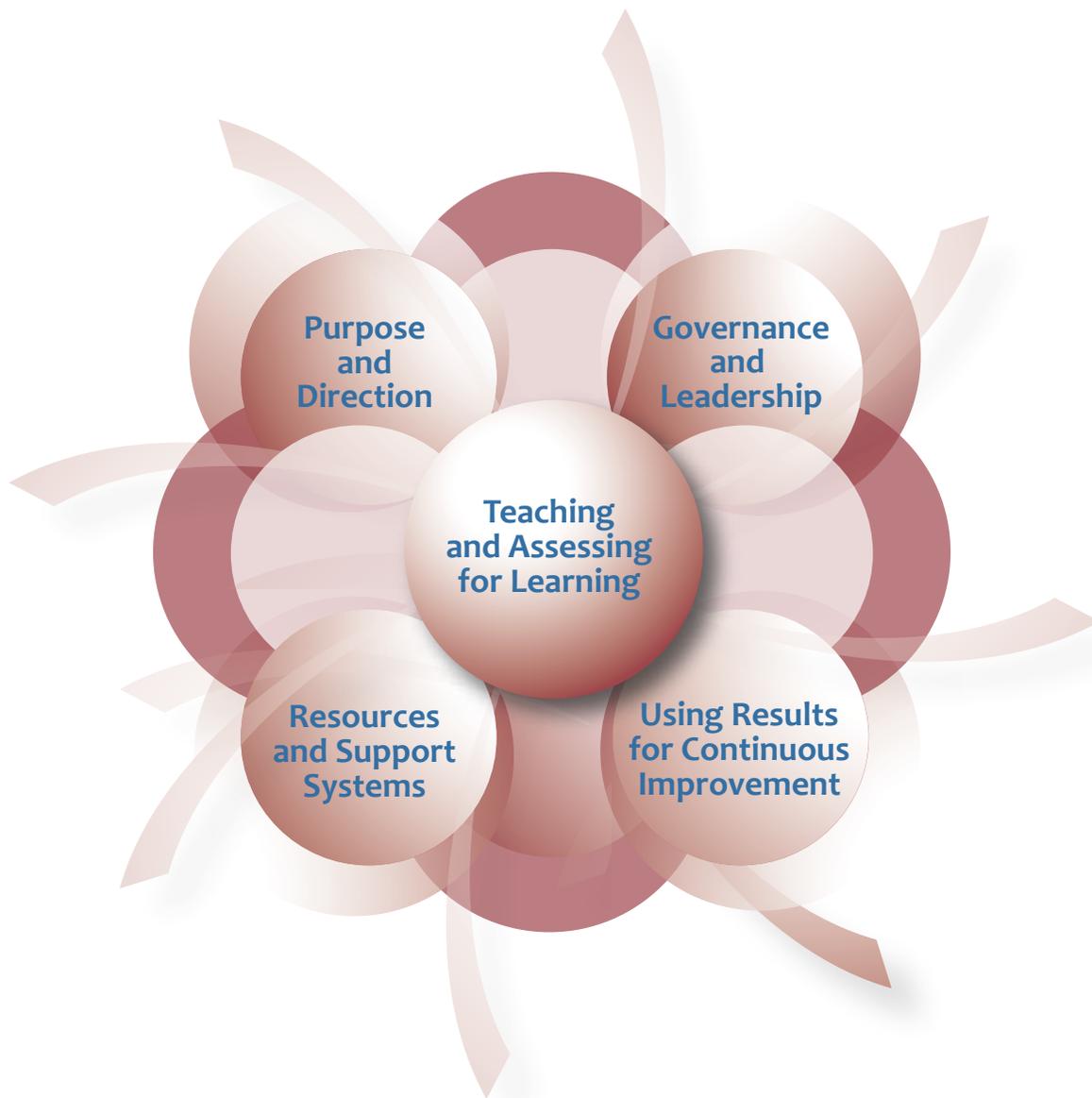
The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

Standard 4: Resources and Support Systems

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

Standard 5: Using Results for Continuous Improvement

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



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

Standard 1

Purpose and Direction

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

INDICATOR 1.1

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

- Level 4** The process for review, revision, and communication of the system'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 system'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 system 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 system purpose exists. Stakeholders are rarely asked for input regarding the purpose of the system.

Standard 1: Purpose and Direction

INDICATOR 1.2

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

- Level 4** System policies and procedures clearly outline the expectations for schools regarding a systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success. System personnel monitor and maintain data about each school and provide feedback and training for the improvement of the implementation of the process to school personnel.
- Level 3** System policies and procedures outline the expectations for schools regarding a systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success. System personnel monitor and maintain data about each school and provide feedback for the improvement of the implementation of the process to school personnel.
- Level 2** System policies and procedures outline the expectations for schools regarding a process for review, revision, and communication of a purpose for student success. System personnel monitor each school and sometimes provide feedback for the improvement of the implementation of the process to school personnel.
- Level 1** System policies outline the expectations for schools regarding a process for review, revision, and communication of a purpose for student success. System personnel occasionally monitor each school and sometimes provide feedback concerning the process to school personnel.

Standard 1: Purpose and Direction

INDICATOR 1.3

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

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

Level 1 Minimal or no evidence exists that indicates the culture of the system 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.

Standard 1: Purpose and Direction

INDICATOR 1.4

Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.

Level 4 Leaders at all levels of the system 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 system's purpose and direction. Personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student, school, and system performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system'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. System 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 conditions that support student learning is available and communicated to stakeholders.

Level 3 Leaders at all levels of the system implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. Personnel maintain a profile with current and comprehensive data on student, school, and system performance. The profile contains analyses of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Leaders hold all personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and conditions that support student learning is available and communicated to stakeholders.

Level 2 Most leaders throughout the system 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, school, and system performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the system'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 conditions that support student learning is available.

Level 1 A continuous improvement process for improving student learning and the conditions that support learning is used randomly and/or ineffectively. The profile is rarely updated or used by personnel and contains little or no useful data. Goals selected for improvement, if they exist, reflect the minimum required by governmental or organizational oversight agencies. Few or no interventions and strategies are implemented with fidelity. Documentation linking the process to improved student achievement and conditions that support student learning is unclear or non-existent.

Standard 2

Governance and Leadership

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

INDICATOR 2.1

The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.

- Level 4** Policies and practices clearly and directly support the system's purpose and direction and the effective operation of the system and its schools. Policies and practices require and have mechanisms in place for monitoring conditions that support student learning, 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 at all levels of the system.
- Level 3** Policies and practices support the system's purpose and direction and the effective operation of the system and its schools. Policies and practices promote conditions that support student learning, 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 at all levels of the system.
- Level 2** Policies and practices generally support the system's purpose and direction and the effective operation of the system and its schools. Most policies and practices promote conditions that support student learning, 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 system and its schools. Policies and practices seldom or never address conditions that support student learning, effective instruction, or 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.

Standard 2: Governance and Leadership

INDICATOR 2.2

The governing body operates responsibly and functions effectively.

- Level 4** The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of effective system operation and 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.

Standard 2: Governance and Leadership

INDICATOR 2.3

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

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

Standard 2: Governance and Leadership

INDICATOR 2.4

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

- Level 4** Leaders and staff throughout the system deliberately and consistently align their decisions and actions toward continuous improvement to achieve the system's purpose. They encourage, support, and expect all personnel to maintain high standards and to hold students to high standards in all courses of study. All stakeholders are collectively accountable for maintaining and improving conditions that support student learning. Leaders throughout the system 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 throughout the system align their decisions and actions toward continuous improvement to achieve the system's purpose. They expect all personnel to maintain high standards and to hold students to high standards in all courses of study. All leaders and staff are collectively accountable for maintaining and improving conditions that support student learning. Leaders throughout the system support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.
- Level 2** Most leaders and staff within the system make some decisions and take some actions toward continuous improvement. They expect all personnel and students to be held to standards. Leaders and staff express a desire for collective accountability for maintaining the conditions that support student learning. Leaders sometimes support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community.
- Level 1** Decisions and actions seldom or never support continuous improvement. Leaders may or may not expect personnel to maintain standards or for students to learn. There is little or no evidence of or desire for collective accountability for student learning. Leaders seldom or never support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and little or no sense of community.

Standard 2: Governance and Leadership

INDICATOR 2.5

Leadership engages stakeholders effectively in support of the system’s purpose and direction.

- Level 4** Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts, and provide and support meaningful leadership roles for stakeholders. System and school leaders’ proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the system and its schools; a strong sense of community; and ownership.
- Level 3** Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts, and provide and support meaningful leadership roles for stakeholders. System and school leaders’ efforts result in measurable, active stakeholder participation; engagement in the system and its schools; 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. System and school leaders’ efforts result in some stakeholder participation and engagement in the system and its schools.
- Level 1** Leaders rarely or never communicate with stakeholder groups. Little or no work on system or school improvement efforts is collaborative, and stakeholders have little or no opportunity for leadership. System and school leaders’ efforts result in limited or no stakeholder participation and engagement in the system or its schools.

Standard 2: Governance and Leadership

INDICATOR 2.6

Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.

- Level 4** The primary focus of the criteria and processes of supervision and evaluation is improving professional practice in all areas of the system 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 throughout the system and ensure student learning.
- Level 3** The focus of the criteria and processes of supervision and evaluation is improving professional practice throughout the system 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 throughout the system and improve student learning.
- Level 2** The criteria and processes of supervision and evaluation include references to system-wide professional practices 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.

Standard 3

Teaching and Assessing for Learning

The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

INDICATOR 3.1

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

Level 4 Curriculum and learning experiences in each course/class throughout the system provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the system's and 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 across the system. Teachers in all schools individualize learning activities 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 across the system. Teachers in all schools individualize some learning activities for each student in a way that supports achievement of expectations.

Level 2 Curriculum and learning experiences in each course/class provide most students across the system 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. Some individualized learning activities for each student are evident randomly or in some but not all schools.

Level 1 Curriculum and learning experiences in each course/class across the system 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 in different schools or even within a school do not always have the same learning expectations. Few or no individualized learning activities for students are evident in any schools across the system.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.2

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

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

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

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

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

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.3

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

Level 4 Teachers throughout the district 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 throughout the district 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 in most schools sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

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

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.4

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

Level 4 System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the system'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 System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the system'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 System and school leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the system'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 System and school leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the system'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.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.5

The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.

- Level 4** All system staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels, content areas, and other system divisions. Staff members implement a formal process system-wide that promotes productive discussion about student learning and the conditions that support student learning. Learning, 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 all staff members. System personnel can clearly link collaboration to improvement results in instructional practice, system effectiveness, and student performance.
- Level 3** All system staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels, content areas, and other system divisions. Staff members have been trained to implement a formal process that promotes discussion about student learning and the conditions that support student learning. Learning, 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 system personnel. System personnel indicate that collaboration causes improvement results in instructional practice, system effectiveness, and student performance.
- Level 2** Some system staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels, content areas, and other system divisions. Staff members promote discussion about student learning and the conditions that support student learning. Learning, 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 system personnel. System 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, content areas, or in other system divisions. Staff members rarely discuss student learning or the conditions that support student learning. Learning, 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 system personnel. System personnel see little value in collaborative learning communities.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.6

Teachers implement the system’s instructional process in support of student learning.

- Level 4** All teachers throughout the system systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.
- Level 3** All teachers throughout the system use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.
- Level 2** Most teachers in the system use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.
- Level 1** Few teachers in the system use an instructional process that informs students of learning expectations and standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.7

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

- Level 4** All system personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all system personnel and include valid and reliable measures of performance.
- Level 3** System personnel are engaged in mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all system personnel and include measures of performance.
- Level 2** Some system personnel are engaged in mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for system personnel.
- Level 1** Few or no system personnel are engaged in mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. Limited or no expectations for system personnel are included.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.8

The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.

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

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.9

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

- Level 4** School personnel implement and participate in a structure designed and evaluated by the system 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 implement and participate in a structure designed and evaluated by the system 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** Most school personnel participate in a structure designed by the system 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** The system provides few or no opportunities for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.10

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

- Level 4** All teachers across the system 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 in all schools 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 across the system use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented in all schools across 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 across the system use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented in most or all schools across 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 across the system 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. The system has no process for evaluation of grading and reporting practices.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.11

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

- Level 4** All staff members participate in a rigorous, continuous program of professional learning that is aligned with the system's purpose and direction. Professional development is individualized based on an assessment of needs of the system 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 system's purpose and direction. Professional development is based on assessment of needs of the system. 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 system's purpose and direction. Professional development is based on needs of the system. 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 system or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.12

The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.

Level 4 System and school personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). System and 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 System and school personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). System and 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 System and school personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). System and 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 System and school personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). System and school personnel provide or coordinate some learning support services to students within these special populations.

Standard 4

Resources and Support Systems

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

INDICATOR 4.1

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

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

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

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

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

Standard 4: Resources and Support Systems

INDICATOR 4.2

Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.

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

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

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

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

Standard 4: Resources and Support Systems

INDICATOR 4.3

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

- Level 4** System and school leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with all stakeholders. All system and school personnel as well as students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these 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** System and 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. System and school personnel as well as 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** System and school leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected system and 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** System and 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.

Standard 4: Resources and Support Systems

INDICATOR 4.4

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

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

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

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

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

Standard 4: Resources and Support Systems

INDICATOR 4.5

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

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

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

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

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

Standard 4: Resources and Support Systems

INDICATOR 4.6

The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.

- Level 4** The system provides a modern, fully functional technology infrastructure; state-of-the-art equipment; and a highly qualified technical support staff to meet the teaching, learning, and operational needs of all stakeholders throughout the system. System and school personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.
- Level 3** The system provides a modern, fully functional technology infrastructure; modern, updated equipment; and a qualified technical support staff to meet the teaching, learning, and operational needs of all stakeholders throughout the system. System and school personnel collect data concerning needs and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.
- Level 2** The system provides a fully functional technology infrastructure, working equipment, and a technical support staff to meet the teaching, learning, and operational needs of stakeholders. System and school personnel develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.
- Level 1** The system provides some degree of technology infrastructure, equipment, and limited technical support staff to meet the teaching, learning, and operational needs of stakeholders. The system may or may not have a technology plan related to improvement of technology services, infrastructure, and equipment.

Standard 4: Resources and Support Systems

INDICATOR 4.7

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

- Level 4** The system has designed and implemented a process to determine the physical, social, and emotional needs of all students and then selects or designs and implements programs to meet the needs of each student in the system. Valid and reliable measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly and comprehensively evaluate all programs. Improvement plans related to these programs are designed, implemented, and evaluated to more effectively meet the needs of all students.
- Level 3** The system has designed and implemented a process to determine the physical, social, and emotional needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.
- Level 2** The system has a process to determine the physical, social, and emotional needs of students and then selects or designs and implements programs to meet the needs of as many students as possible. System and school personnel regularly evaluate programs. Improvement plans related to these programs are sometimes designed and implemented to more effectively meet the needs of all students.
- Level 1** The system attempts to determine the physical, social, and emotional needs of students and then selects and implements programs if possible. System and school personnel may or may not evaluate programs. Improvement plans to more effectively meet the needs of all students may or may not exist.

Standard 4: Resources and Support Systems

INDICATOR 4.8

The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.

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

Level 3 The system has designed and implemented a process to determine the counseling, assessment, referral, educational, and career planning needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.

Level 2 The system has a process to determine the counseling, assessment, referral, educational, and career planning needs of students and then selects or designs and implements programs to meet the needs of as many students as possible. System and school personnel regularly evaluate programs. Improvement plans related to these programs are sometimes designed and implemented to more effectively meet the needs of all students.

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

Standard 5

Using Results for Continuous Improvement

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

INDICATOR 5.1

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

- Level 4** All system and school personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures. These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance. The comprehensive assessment system ensures consistent measurement across all classrooms, courses, educational programs and system divisions. All assessments are proven reliable and bias free. The comprehensive assessment system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.
- Level 3** System and school personnel maintain and use a comprehensive assessment system that produces data from multiple assessment measures. These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance. The comprehensive assessment system ensures consistent measurement across classrooms, courses, educational programs and system divisions. Most assessments are proven reliable and bias free. The comprehensive assessment system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.
- Level 2** System and school personnel use an assessment system that produces data from multiple assessment measures. These measures include locally developed and standardized assessments about student learning as well as school and system performance. The assessment system provides consistent measurement across classrooms, courses, educational programs and system divisions. Some assessments are proven reliable and bias free. The assessment system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.
- Level 1** System and school personnel use an assessment system that produces data from assessment measures. These measures include assessments about student learning as well as school and system performance. The assessment system provides a limited degree of consistency of measurement across classrooms, courses, educational programs and system divisions. Assessments seldom are proven reliable and bias free. The assessment system is rarely or never evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.

Standard 5: Using Results for Continuous Improvement

INDICATOR 5.2

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

- Level 4** Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff throughout the district. 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 system personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.
- Level 3** Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are documented and used consistently by professional and support staff throughout the district. 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. System and school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.
- Level 2** Processes and procedures for collecting, analyzing, and applying learning from data sources are documented and used by professional and support staff throughout the district. Data sources provide a picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. System and school personnel use data to design and implement improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.
- Level 1** Few or no processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources provide a limited picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. System and school personnel rarely use data to design and implement improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.

Standard 5: Using Results for Continuous Improvement

INDICATOR 5.3

Throughout the system professional and support staff are trained in the interpretation and use of data.

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

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

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

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

Standard 5: Using Results for Continuous Improvement

INDICATOR 5.4

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

- Level 4** Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and system 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 system and school personnel systematically use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.
- Level 2** A process exists for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate mixed levels of improvement, and system and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.
- Level 1** An incomplete or no process exists for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results, if they exist, indicate little or no improvement. System and school personnel rarely or never use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.

Standard 5: Using Results for Continuous Improvement

INDICATOR 5.5

System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.

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

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

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

Level 1 System and school leaders monitor some information about student learning, school effectiveness, and the achievement of system and school improvement goals. Leaders sometimes communicate results to stakeholders.



9115 Westside Parkway
Alpharetta, GA 30009
888.41ED NOW (888.413.3669)

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