AdvancED®

Self Assessment Workbook for

SCHOOL SYSTEMS

AdvancED™

Introduction and Instructions

The Self Assessment is a critical component of the AdvancED accreditation process. The AdvancED Self Assessment (SA) is designed to serve as a valuable tool that will assist school systems in reflecting upon their effectiveness as well as prepare them for an External Review.

The Self Assessment is based on the five AdvancED Standards for Quality, which serve as the foundation of the AdvancED accreditation process. In order to earn and maintain accreditation, school systems must meet the five AdvancED Standards for Quality, engage in a process of continuous improvement and host an External Review at least once every five years.

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

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

Definition of the Standard, Indicators and Performance Levels

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

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

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

Supporting Evidence

The suggested supporting evidence section is designed as a starting point for school system staff to think about the practices and/or processes being implemented and to identify evidence that will support its responses to the focus questions and rubrics. This section helps school system stakeholders engage in a discussion about how the school system knows it is adhering to the Standards. The section asks, "What practices/processes are being implemented, and are they effective?" or said another way, "How do we know we are doing what we say we are doing?"

Standard Narrative

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

Directions for Completing the Report

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

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

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

Important Note:
If you use this document as a working draft of your report, please note that when you copy and paste content from this document to the web-based Self Assessment in ASSIST, some special characters (such as dashes and colons) may not copy and you may need to do some minor editing of the format.

Standard 1

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

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

Possible Evidence
School system purpose statements - past and present
Copy of strategic plan referencing the school system purpose and direction and its effectiveness
Written School System External Review procedures and documents that monitor its schools' adherence to the school system purpose and direction
Minutes from meetings related to development of the school system's purpose and direction
Documentation or description of the process for creating the school system's purpose including the role of stakeholders
Communication plan to stakeholders regarding the school system's purpose
Examples of communications to stakeholders about the school system's purpose (i.e., website, newsletters, annual report, student handbook)
Survey results

Comments

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.	**Score**
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.	

Possible Evidence
Examples of school purpose statements if different from the school system purpose statement
Written School System External Review procedures and documents that monitor schools' adherence to the school system purpose and direction and that of the school
Agendas and/or minutes that reference a commitment to the components of the schools' purpose statements
Examples of written stakeholder communications or marketing materials that portray the school purpose and direction
Survey results

Comments

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.	**Score**

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

Possible Evidence

	Statements of shared values and beliefs about teaching and learning
	Statements or documents about ethical and professional practices
	Communication plan and artifacts that show two-way communication to staff and stakeholders about educational programs and equitable learning experiences
	School system External Review plans that document two-way communication on school system and school effectiveness and learning, thinking and life skills
	Examples of schools' continuous improvement plans
	The school system strategic plan
	Professional development plans and implementation timelines on topics related to equity,

	organizational effectiveness and improved instruction and programs
	Survey results

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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.	**Score**
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.

Possible Evidence	
	Agenda, minutes from continuous improvement planning meetings
	Communication plan and artifacts that show two-way communication to staff and stakeholders
	School System External Review plans that document two-way communication on school system and school effectiveness and learning, thinking and life skills
	The school system data profile
	Examples of schools continuous improvement plans
	The school system strategic plan
	Professional development plans and implementation timelines on topics related to equity, organizational effectiveness and improved instruction and programs
	Survey results

Comments

Standard 1 Narrative

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

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

Standard 2

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

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

Possible Evidence
Governing body policies, procedures and practices
School system operations manuals
Professional development plans
School handbooks
Staff handbooks
Student handbooks
Communications to stakeholder about policy revisions

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

Possible Evidence	
	Governing authority policies on roles and responsibilities, conflict of interest
	Governing code of ethics
	Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest
	Governing authority minutes relating to training
	Governing authority training plan
	Assurances, certifications
	Proof of legal counsel
	List of assigned staff for compliance
	Historical compliance data
	Findings of internal and external reviews of compliance with laws, regulations and policies

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.	**Score**
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.	

Possible Evidence

	School system strategic plan
	Examples of school improvement plans
	Agendas and minutes of meetings
	Roles and responsibilities of school system leadership
	Roles and responsibilities of school leadership
	Maintenance of consistent academic oversight, planning and resource allocation
	Survey results regarding functions of the governing authority and operations of the school system
	Stakeholder input and feedback
	Social media
	Communications regarding governing authority actions

Comments

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

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.

Possible Evidence

	Examples of collaboration and shared leadership
	Examples of decisions aligned with the school system's purpose and direction
	Examples of decisions aligned with the school system's strategic plan
	Examples of decisions aligned with the school's purpose statement
	Examples of decisions in support of the schools' continuous improvement plans
	Examples of improvement efforts and innovations in the educational programs
	Professional development offerings and plans
	Survey results

Comments

2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	**Score**

Level 4	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on 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.

Possible Evidence
Survey responses
Copies of surveys or screen shots from online surveys
Communication plan
Minutes from meetings with stakeholders
Involvement of stakeholders in a school improvement plan
Involvement of stakeholders in school system strategic plan
Examples of stakeholder input or feedback resulting in school system action

Comments

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

Possible Evidence
Policies on supervision and evaluation
Brief description of supervision and evaluation process
Supervision and evaluation documents with criteria for improving professional practice
Representative supervision and evaluation reports
Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation

Comments

Standard 2 Narrative

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

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

Standard 3

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

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.	Score
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.	
Possible Evidence		
	Descriptions of instructional techniques	
	Enrollment patterns for various courses and programs	
	Graduate follow-up surveys	

	Survey responses from program leaders receiving students from previous programs, schools or grade-levels
	Course or program descriptions
	Course, program or school schedules
	Learning expectations for different courses and programs
	Student work across courses or programs
	Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices
	Posted learning objectives
	Lesson plans
	Survey results

Comments	

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.	**Score**
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 for 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.

Possible Evidence

	Curriculum writing process
	A description of the systematic review process for curriculum, instruction and assessment
	Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices
	Profile of educational model or delivery system
	Program descriptions
	Curriculum guides
	Lesson plans aligned to the curriculum
	Products – scope and sequence, curriculum maps
	Common assessments
	Surveys results
	Standards-based report cards

Comments

3.3	Teachers throughout the school system engage students in their learning through instructional strategies that ensure achievement of learning expectations.	**Score**
Level 4	Teachers throughout the school system 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 school system 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.

Possible Evidence

Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices
Findings from supervisor formal and informal observations
Student work demonstrating the application of knowledge
Examples of teacher use of technology as an instructional resource
Examples of student use of technology as a learning tool
Interdisciplinary projects
Authentic assessments
Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation
Examples of professional development offerings and plans tied specifically to the approved or prescribed instructional strategies and programs
Surveys results

Comments

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

Possible Evidence

	Supervision and evaluation procedures
	Curriculum maps
	Peer or mentoring opportunities and interactions
	Recognition of teachers with regard to these practices
	Administrative classroom observation protocols and logs
	Professional development offerings and plans tied to the prescribed education program, instructional strategies, developmentally appropriate practices and student success
	Examples of improvements to instructional practices resulting from the evaluation process
	Documentation of collection of lesson plans, grade books or other data record systems
	Surveys results

Comments

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

Possible Evidence

	Agendas and minutes of collaborative learning committees
	Calendar/schedule of learning community meetings
	Common language, protocols and reporting tools
	Examples of improvements to content and instructional practice resulting from collaboration
	Evidence of informal conversations that reflect collaboration about student learning
	Examples of cross curricular or program projects, interdisciplinary instruction and classroom action research projects
	Professional development funding to promote professional learning communities
	Peer coaching guidelines and procedures
	Survey results

Comments

3.6	Teachers implement the system's instructional process in support of student learning.	**Score**

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.

Possible Evidence	
	Samples of exemplars used to guide and inform student learning
	Examples of learning expectations and Standards of performance
	Examples of assessments that prompted modification in instruction
	Survey results

Comments	

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

Possible Evidence	
	Descriptions and schedules of mentoring, coaching and induction programs with references to school system and school beliefs and values about teaching and learning
	Professional learning calendar with activities for instructional support of new staff
	Personnel manuals with information related to new hires including mentoring, coaching and induction practices
	Records of meetings and informal feedback sessions
	Survey results

Comments	

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.	Score
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 process.	
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 process.	
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.	

Possible Evidence	
	Volunteer program with variety of options for participation
	Parental/family/caregiver involvement plan including activities, timeframes and evaluation process
	Calendar outlining when and how families are provided information on child's progress
	List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days
	Samples of exemplars used to guide and inform student learning
	Examples of learning expectations and Standards of performance
	Performance-based report cards

	Survey results

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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.	**Score**
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.	

<table>
<tr><td colspan="2">Possible Evidence</td></tr>
<tr><td></td><td>Description of formalized structures for adults to advocate on behalf of students</td></tr>
<tr><td></td><td>List of students matched to adults who advocate on their behalf</td></tr>
<tr><td></td><td>Curriculum and activities of structures for adults advocating on behalf of students</td></tr>
<tr><td></td><td>Master schedule with time for formalized structure</td></tr>
<tr><td></td><td>Survey results</td></tr>
<tr><td colspan="2">Comments</td></tr>
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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.	**Score**

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.

Possible Evidence

	Policies, processes and procedures on grading and reporting
	School system quality control procedures including the monitoring of grading practices across all schools
	Sample communications to stakeholders about grading and reporting
	Sample report cards for each program or grade level and for all courses and programs
	Evaluation process for grading and reporting practices
	Survey results

Comments

3.11	All staff members participate in a continuous program of professional learning.	**Score**
Level 4	All staff members participate in a rigorous, continuous program of professional learning that is aligned with the 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.

Possible Evidence	
	Crosswalk between professional learning and school system purpose and direction
	School system professional development plan involving the system and all schools
	School system quality control procedures showing implementation plan for professional development for system and school staff
	Brief explanation of alignment between professional learning and identified needs
	Evaluation tools for professional learning
	Survey results

Comments	

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

Possible Evidence

	List of learning support services and student population served by such services
	Data used to identify unique learning needs of students
	Training and professional learning related to research on unique characteristics of learning
	Schedules, lesson plans or example student learning plans showing the implementation of learning support services
	Survey results

Comments

Standard 3 Narrative

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

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

Standard 4

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

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.	**Score**
Level 4	Clearly defined policies, processes and procedures ensure that system and school leaders have access to, hire, place and retain qualified professional 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 school system. 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 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 school system. 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 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 school system. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the 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 support staff. System and school leaders attempt to fill the roles and responsibilities necessary to support purposes, educational programs and continuous improvement in the school system. Sustained fiscal resources rarely are available to fund positions critical to achieve the purpose and direction of the system, individual schools and educational programs.	

Possible Evidence	
	Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff for the school system and schools
	School system quality assurance procedures for monitoring qualified staff across all schools
	School system budgets or financial plans for the last three years

	School budgets or financial plans for last three years
	Documentation of highly qualified staff
	Assessments of staffing needs
	Survey results

Comments

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.	**Score**
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. |

Possible Evidence	
	Alignment of school system budget with system purpose and direction
	School system strategic plan showing resources support for system
	School system quality assurance procedures showing system oversight of schools pertaining to school resources
	Alignment of school budgets with school purpose and direction
	Examples of school calendars
	Examples of school schedules
	Examples of efforts of school leaders to secure necessary material and fiscal resources
	Survey results

Comments	

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

Possible Evidence

	Policies, handbooks on school system and school facilities and learning environments
	School system quality control procedures showing the monitoring of compliance with system expectations for school facilities and learning environments
	Example maintenance schedules for schools
	Example school records of depreciation of equipment
	Example systems for school maintenance requests
	School safety committee responsibilities, meeting schedules and minutes
	Documentation of compliance with local and state inspections requirements
	Survey results

Comments

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

Possible Evidence

	School system strategic plan showing the areas of budget, facilities, quality control and other strategic systems
	Evaluation results of the effectiveness of the school system strategic plan or indicators of changes resulting in the evaluation of the effectiveness of the strategic plan
	Policies, handbooks on school system and school facilities and learning environments
	School system quality control procedures showing the monitoring of compliance with system expectations for school facilities, learning environments
	Survey results

Comments

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

Possible Evidence	
	School system education delivery model intended for school implementation including media and information resources to support the education program
	Evaluation procedures and results of education resources
	Data on media and information resources available to students and staff
	Schedule of staff availability to assist students and school personnel related to finding and retrieving information
	Survey results

Comments	

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

Possible Evidence	
	Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness and school system effectiveness

	Brief description of technology or web-based platforms that support the education delivery model
	School system technology plan and budget to improve technology services and infrastructure for the system-level and school-level
	Examples of school-level technology plans and budgets to improve technology services and infrastructure to students and staff
	Assessments to inform development of school system and school technology plans
	Policies relative to technology use at the school system-level and school-level
	School system quality control procedures that monitor the effectiveness of technology services at the system-level and school-level
	Survey results

Comments

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.	**Score**
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.	

Possible Evidence

	List of support services available to students
	Agreements with school community agencies for student-family support

	Social classes and services, e.g., bullying, character education
	Student assessment system for identifying student needs
	Schedule of family services, e.g., parent classes, survival skills
	Examples of improvements made to education program and delivery models based on results of program effectiveness evaluations
	Rubrics on developmentally appropriate benchmarks; e.g. early childhood education
	Survey results

Comments

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.	**Score**
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.	

Possible Evidence

	List of services available related to counseling, assessment, referral, educational and career planning
	Description of referral process
	Description of IEP process
	Budget for counseling, assessment, referral, educational and career planning

	School system quality assurance procedures that monitor program effectiveness of student support services
	Survey results
Comments	

Standard 4 Narrative

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

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

Standard 5

Standard: **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.**

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

Possible Evidence	
	Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness and school system effectiveness
	Brief description of student assessment system including range of data produced from standardized and local or school assessments on student learning and school performance
	Brief description of technology or web-based platforms that support the education delivery model
	Evidence that assessments are reliable and bias free
	Documentation or description of evaluation tools/protocols
	Survey results
Comments	

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.	**Score**
Level 4	Systematic processes and procedures for collecting, analyzing and applying learning from all data sources are documented and used consistently by professional and support staff throughout the school system. 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 school system. 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 school system. 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.

Possible Evidence	
	Written protocols and procedures for data collection and analysis
	List of data sources related to school system effectiveness
	List of data sources related to student learning, instruction, program effectiveness and conditions that support learning
	Examples of use of data to design, implement and evaluate continuous improvement plans and apply learning
	Examples of data used to measure the effectiveness of the school system systems that support schools and learning
	Examples of changes to the school system strategic plan based on data results
	School system quality control procedures that monitor schools in effectively using data to improve instruction and student learning
	Survey results

Comments	

5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	**Score**
Level 4	All professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation and use of data.	
Level 3	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation and use of data.	
Level 2	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation and use of data.	
Level 1	Few or no professional and support staff members are trained in the evaluation, interpretation and use of data.	

Possible Evidence	
	Training materials specific to the evaluation, interpretation and use of data
	Documentation of attendance and training related to data use
	Professional learning schedule specific to the use of data
	Policies and written procedures specific to data training
	Survey results

Comments

5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Score
Level 4	Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and 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.	

Possible Evidence

	Policies and procedures specific to data use and training
	Description of process for analyzing data to determine verifiable improvement in student learning
	Agendas, minutes of meetings related to analysis of data
	Evidence of student growth
	Evidence of student readiness for the next level
	Evidence of student success at the next level
	Examples of use of results to evaluate continuous improvement action plans
	Student surveys

Comments

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.	Score

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.

Possible Evidence

School system quality control procedures for monitoring information about student learning, systems that support learning and the achievement of school improvement goals
School system quality control procedures for monitoring system effectiveness
Communication plan regarding student learning, systems that support learning and achievement of school improvement goals to stakeholders
Sample communications to stakeholders regarding student learning, conditions that support learning and achievement of school improvement goals
Examples of school system marketing tools and websites that cite student achievement results or that make promises regarding student achievement
Executive summaries of student learning reports to stakeholder groups
Minutes of meetings regarding achievement of student learning goals
Survey results

Comments

Standard 5 Narrative

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

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

Overall Summary of the Self Assessment Process

Describe the process you used to gather and analyze data for this Self Assessment. Include descriptions of:

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