



AdvancED[®] Performance Standards

for Schools

AdvancED® Performance Standards



Continuous improvement that results in success for all learners should be the goal of every institution. The *Improvement Journey* for each institution may look different but should always include measures of quality of learning and instruction. The *AdvancED Performance Standards* serve this purpose by providing a set of evaluative criteria that lays the foundation for improvement planning and implementation. Based on rigorous research and best practices, the Standards are a powerful tool for driving institutional change.

AdvancED is committed to quality and meeting the needs of the educational institutions we serve. Every five years, we use an iterative process to review, revise and renew our Standards to ensure they remain relevant and challenge institutions to reach higher. Our guiding question is: What will support the success of each and every learner?

The *AdvancED Performance Standards* embody our belief that high quality learning can transform lives, communities and the world.

Anatomy of the *AdvancED Performance Standards*

The new Standards, varying in number based on institution type, are organized under three Domains:

- 1 Leadership Capacity
- 2 Learning Capacity
- 3 Resource Capacity

The Domains are statements that define the capacity of an organization or institution to provide quality and meet the rigorous demands of continuous improvement. Each Domain is further defined by Standards, which in turn, are defined by Performance Rubrics.

The *AdvancED Performance Standards* are research-based statements that describe conditions that are necessary for institutions to support organizational effectiveness and improve student performance.

In addition to the Domains and accompanying Standards, two Performance Rubrics also are aligned to the Standards to help provide measurable progress and an overall assessment of practices. The Rubrics act as a diagnostic tool, each consisting of four performance levels, that contain evaluative criteria related to concepts contained within the Standard statement.

Collectively, the elements of the *AdvancED Performance Standards* serve as a road map for the continuous improvement process for institutions and as the foundation of the accreditation process used by AdvancED Review Teams to provide relevant and quality feedback on how institutions are serving the learner.

1

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Standard 1.1:

The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.

4

The institution has a documented and systematic process for the development and/or review of the purpose statement that includes collaboration and input from all representative stakeholder groups.

3

The institution has a documented process for the development and/or review of the purpose statement that includes collaboration and input from most representative stakeholder groups.

2

The institution has a process for the development and/or review of the purpose statement that includes input from some stakeholder groups.

1

The institution does not have a process for the development and/or review of the purpose statement and the involvement of stakeholder groups.

4

The purpose statement contains clearly defined and measurable expectations for student learning that include shared beliefs about teaching and learning and is used to guide decisions about teaching and learning.

3

The purpose statement contains defined expectations for student learning that include shared beliefs about teaching and learning and is used to guide decisions about teaching and learning.

2

The purpose statement contains some defined expectations for student learning and sometimes is used to guide decisions about teaching and learning.

1

The purpose statement contains limited expectations for student learning and may not guide decisions about teaching and learning.

Standard 1.2:

Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learners.

4

The institution has clearly documented evidence of actions involving all stakeholder groups and decisions aligned with the purpose in support of the achievement of desired outcomes for learners.

3

The institution has some documented evidence of actions involving most stakeholder groups and decisions aligned with the purpose in support of the achievement of desired outcomes for learners.

2

The institution has limited evidence of actions involving stakeholder groups and decisions aligned with the purpose in support of the achievement of desired outcomes for learners.

1

The institution has little to no evidence of actions involving stakeholder groups and decisions aligned with the purpose in support of the achievement of desired outcomes for learners.

4

There is a documented process to collect and use data to evaluate the achievement of the purpose and desired outcomes for learners.

3

There is a process to use data to evaluate the achievement of the purpose and desired outcomes for learners.

2

There is some data used to evaluate the achievement of the purpose and desired outcomes for learners.

1

There is no evidence of data used to evaluate the achievement of the purpose and desired outcomes for learners.

Standard 1.3:

The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.

4

The institution engages in a focused, intentional, data-driven, and collaborative planning process for continuous improvement and monitors and revises the improvement plan based on evidence and results of implementation.

3

The institution engages in a data-driven planning process for continuous improvement and monitors and revises the improvement plan based on evidence and results of implementation.

2

The institution engages in a planning process for continuous improvement that is based on some data and monitors the implementation.

1

The institution has no evidence of planning for continuous improvement.

4

The plan is well-articulated, widely communicated, and contains clearly identified and specific goals, strategies, activities, and measures based on identified needs. The results are systematically evaluated and clearly communicated to all representative stakeholder groups.

3

The plan contains identified goals, strategies, activities and measures based on identified needs. The results are evaluated and communicated to some representative stakeholder groups.

2

The plan contains goals, strategies, activities and measures, and the results are evaluated.

1

The plan lacks sufficient information regarding goals, strategies, activities and measures, and there is no evidence of evaluation or communication of results.

Standard 1.4:

The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.

4

The governing authority has a documented, data-driven process for the ongoing development, review and revision of policies.

3

The governing authority has a documented process for the development, review and revision of policies.

2

The governing authority has a limited and inconsistent process for the development, review and revision of policies.

1

The governing authority does not have a process for the development, review and revision of policies.

4

The governing authority adopts, updates, and holds itself accountable to clearly written policies that comply with applicable laws and regulations and ensure integrity and effective operations.

3

The governing authority adopts and updates written policies that comply with applicable laws and regulations and ensure integrity and effective operations.

2

The governing authority has policies that comply with applicable laws and regulations and ensure effective operations.

1

The governing authority's policies are vague, and it is unclear whether they comply with applicable laws and regulations or whether they ensure effective operations.

Standard 1.5:

The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.

4

The governing authority adopts and holds itself accountable to a written code of ethics that defines principles of conduct and ethical standards for governance that include policies and practices that provide leadership the autonomy for day-to-day effective operations of the institution.

3

The governing authority has a written code of ethics that defines principles of conduct and ethical standards for governance that include policies and practices that provide leadership the autonomy for day-to-day operations of the institution.

2

The governing authority has a written code of ethics for governance that include policies that provide leadership the autonomy for day-to-day operations of the institution.

1

The governing authority has a vague code of ethics or does not have a code of ethics and does not provide leadership the autonomy for day-to-day operations of the institution.

4

The governing authority adopts, updates, and holds itself accountable to policies that define its roles and responsibilities and regularly engages in ongoing professional learning to enable it to stay current and informed regarding roles and responsibilities, applicable laws, regulations, organizational best practices, and the use of evidence to guide decision-making.

3

The governing authority adopts and updates policies that define its roles and responsibilities and engages in professional learning to enable it to stay current and informed regarding roles and responsibilities, applicable laws, regulations, and organizational best practices.

2

The governing authority has policies that define its roles and responsibilities and engages in limited professional learning to enable it to stay current regarding roles and responsibilities, applicable laws, and regulations.

1

The governing authority does not maintain policies or has vague policies that define its roles and responsibilities and rarely engages in professional learning to enable it to be effective in its roles and responsibilities.

Standard 1.6:

Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.

4

The institution has written supervision and evaluation processes for staff members that include specific criteria and models for effective performance and use the results to inform and improve professional practice and student performance.

3

The institution has written supervision and evaluation processes for staff members that include specific criteria for performance and use the results to inform and improve professional practice.

2

The institution has an evaluation process for staff members that includes general criteria for performance and provides limited results for improving professional practice.

1

The institution does not have a supervision and evaluation process for staff members or has a vague or unclear process for supervising and evaluating staff members.

4

The evaluation process is systematically implemented with fidelity by evaluators who have the knowledge, expertise, and training and includes mechanisms for ongoing feedback and monitoring.

3

The evaluation process is implemented by evaluators who have the knowledge, expertise, and training and includes mechanisms for feedback and monitoring.

2

The evaluation process is implemented by trained evaluators and includes a mechanism for feedback.

1

The evaluation process is implemented without consistency and provides little or no feedback.

1

Leadership Capacity Domain - *continued*

Standard 1.7:

Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.

4

The institution establishes, trains staff on, and has evidence of effective implementation of systematic and systemic written processes and procedures.

3

The institution establishes and trains staff to implement written processes and procedures.

2

The institution establishes written processes and procedures.

1

The institution establishes vague or few, if any, written processes and procedures.

4

The institution gathers evidence, including the performance of educators and learners, to evaluate the effectiveness and inform the review and revision of processes and procedures.

3

The institution gathers evidence to evaluate the effectiveness and inform the review and revision of processes and procedures.

2

The institution evaluates and makes revisions, when needed, of processes and procedures.

1

The institution does not evaluate the effectiveness of processes and procedures.

Standard 1.8:

Leaders engage stakeholders to support the achievement of the institution's purpose and direction.

4

Leaders implement a formal program that provides for meaningful roles and active participation of internal and external stakeholder groups, including staff, students, parents, community, governmental, and educational policy groups.

3

Leaders provide opportunities for active participation of internal and external stakeholder groups, including staff, students, parents, community, governmental, and educational policy groups.

2

Leaders engage staff, students and parent stakeholder groups.

1

Leaders rarely or never engage internal and external stakeholder groups.

4

Leaders consistently and deliberately enact strategies that provide opportunities for two-way communication with internal and external stakeholder groups, including staff, students, parents, community, governmental, and educational policy groups.

3

Leaders enact strategies that provide opportunities for two way communication with internal and external stakeholders.

2

Leaders provide opportunities for communication with stakeholders.

1

Leaders rarely or never enact strategies that provide opportunities for communication with stakeholders.

Standard 1.9:

The institution provides experiences that cultivate and improve leadership effectiveness.

4

The institution enacts a formal program designed to build capacity for effective leadership that includes modeling, coaching and team-building activities.

3

The institution supports activities that are designed to improve leadership effectiveness.

2

The institution provides support to individuals to engage in activities that are designed to improve leadership effectiveness.

1

The institution has little or no evidence of opportunities designed to build leadership capacity.

4

The institution and its leaders nurture a collaborative culture that includes multiple and varied opportunities for shared leadership among stakeholders.

3

The institution and its leaders support a culture that includes opportunities for shared leadership among stakeholders.

2

The institution and its leaders provide opportunities for shared leadership among stakeholders.

1

The institution and its leaders provide limited opportunities for shared leadership among stakeholders.

1

Leadership Capacity Domain - *continued*

Standard 1.10:

Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.

4

The institution has a comprehensive system for the collection and analysis of feedback data from multiple, reliable sources, including internal and external stakeholder groups.

3

The institution collects and analyzes feedback data from multiple sources, including internal and external stakeholder groups.

2

The institution collects and analyzes feedback data from parent, staff, and student stakeholder groups.

1

The institution rarely collects and analyzes feedback data.

4

The institution systematically uses evidence from multiple sources of feedback data to inform decisions that clearly result in improvement. Decisions, progress and improvement are regularly communicated to stakeholder groups through a variety of media.

3

The institution uses feedback data to inform decisions that result in improvement and regularly communicates decisions to stakeholder groups.

2

The institution includes feedback data as a part of the continuous improvement process and sometimes communicates decisions to stakeholder groups.

1

The institution rarely or never uses feedback data to inform decisions for improvement.

2

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Standard 2.1:

Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.

4

Personalizing learning opportunities for all learners is an integral part of the institution's culture and permeates teaching and learning.

3

Learning opportunities are personalized to meet most individual learners' needs and interests.

2

Learning opportunities are sometimes personalized to meet some individual learners' needs and interests.

1

Personalizing learning opportunities is not a regular part of the institution's teaching and learning culture.

4

Alignment between learning opportunities and the institution's high learning expectations is unmistakably evident.

3

The institution strives to align learning opportunities with its high learning expectations, with some work still to be accomplished.

2

Learning opportunities sometimes align to the institution's learning expectations.

1

There is little to no alignment between learning opportunities and the institution's learning expectations.

Standard 2.2:

The learning culture promotes creativity, innovation and collaborative problem-solving.

4

Faculty and staff purposefully plan and implement all learning experiences and activities to actively promote a high level of learner engagement, creativity, critical thinking, application of knowledge, innovation, collaborative problem-solving, and self-reflection and include the completion of projects and inquiry-based activities within all courses and subjects.

3

Most learning experiences and activities are planned and implemented to promote learner engagement, creativity, critical thinking, application of knowledge, innovation, collaborative problem-solving, and self-reflection and include the completion of projects and inquiry-based activities within all courses and subjects.

2

Some learning experiences demonstrate learner engagement, creativity, critical thinking, application of knowledge, innovation, collaborative problem-solving, and self-reflection through the completion of projects and inquiry-based activities within most courses and subjects.

1

Few or no learning experiences demonstrate learner engagement, creativity, critical thinking, application of knowledge, innovation, collaborative problem-solving, and self-reflection or the completion of projects and inquiry-based activities within courses and subjects.

4

Faculty and staff enthusiastically embrace and consistently demonstrate a set of shared beliefs that focus on learner engagement and the development of creativity, innovation, and problem-solving.

3

Faculty and staff exhibit a set of shared beliefs that focus on learner engagement and the development of creativity, innovation, and problem-solving.

2

Most faculty and staff exhibit some shared beliefs that focus on learner engagement and the development of creativity, innovation, and problem-solving.

1

Few or no faculty and staff exhibit shared beliefs that focus on learner engagement and the development of creativity and innovation.

Standard 2.3:

The learning culture develops learners' attitudes, beliefs and skills needed for success.

4

Educators consistently provide numerous and equitable experiences that teach learners effective communication skills in all formats (oral, written and digital) and self-direction by expecting them to set goals for their learning and monitor their own progress.

3

Educators frequently provide experiences that teach learners effective communication skills in all formats (oral, written and digital) and self-direction by encouraging them to set goals for their learning and monitor their own progress.

2

Educators sometimes provide experiences that teach learners communication skills in all formats (oral, written and digital) and self-direction by encouraging them to set goals for their learning and monitor their own progress.

1

Educators rarely or never provide experiences to teach learners communication skills or the skills of self-direction.

4

The institution clearly and consistently demonstrates the explicit and intentional development of learners' positive attitudes, self-perceptions, and beliefs about learning.

3

The institution demonstrates the explicit development of learners' positive attitudes, self-perceptions and beliefs about learning.

2

The institution demonstrates some development of learners' positive attitudes, self-perceptions and beliefs about learning.

1

The institution demonstrates little or no explicit development of learners' positive attitudes, self-perceptions and beliefs about learning.

Standard 2.4:

The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.

4

The institution implements and regularly and comprehensively evaluates a formal structure for all learners to have frequent and consistent access to a particular adult, selected by the learner, who ensures the learners are fully supported throughout their educational experiences.

3

The institution implements and evaluates a formal structure for learners to have consistent access to an adult who ensures the learners are supported during their educational experiences.

2

The institution implements a minimal structure for learners to have access to an adult who ensures the learners are supported during their educational experiences.

1

The institution has no structure for learners to have access to an adult who ensures the learners are supported during their educational experiences.

4

The institution consistently ensures each learner has numerous opportunities to develop strong and mutually respectful relationships with the institution's adults and the learner's peers.

3

The institution ensures learners have opportunities to develop strong and mutually respectful relationships with the institution's adults and the learner's peers.

2

The institution provides learners with some opportunities to develop respectful relationships with the institution's adults and the learner's peers.

1

The institution provides learners with limited or no opportunities to develop respectful relationships with the institution's adults and the learner's peers.

Standard 2.5:

Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.

4

The institution has adopted and all educators consistently implement a relevant, rigorous, and aligned curriculum across all grade levels and content areas.

3

The institution has adopted and most educators consistently implement a relevant, rigorous, and aligned curriculum across most grade levels and content areas.

2

The institution has adopted a relevant, rigorous, and aligned curriculum across some grade levels and content areas, but few educators implement it consistently.

1

The institution has adopted a curriculum but can provide little or no evidence of consistent implementation.

4

Educators expect all learners to participate in a curriculum that is based on high expectations and prepares them to be successful at their next levels.

3

Educators expect most learners to participate in a curriculum that is based on high expectations and prepares them for their next levels.

2

Educators expect some learners to participate in a curriculum that has high expectations for learning and may prepare them for their next levels.

1

Educators engage learners in a curriculum that has expectations for learning that appear lower than would be expected and may or may not prepare them for their next levels.

Standard 2.6:

The institution implements a process to ensure the curriculum is aligned to standards and best practices.

4

The institution implements a systematic process to ensure the curriculum is clearly aligned to a recognized, rigorous set of standards.

3

The institution implements a process to ensure the curriculum is aligned to a rigorous set of standards.

2

The institution appears to have a process to ensure the curriculum is aligned to a set of standards.

1

The institution rarely or never ensures the curriculum is aligned to a set of standards.

4

The curriculum is clearly aligned to research and best practices related to the institution's purpose.

3

The curriculum is aligned to research and best practices related to the institution's purpose.

2

The curriculum is somewhat aligned to research or best practices related to the institution's purpose.

1

The curriculum has minimal or no alignment to research or best practices related to the institution's purpose.

Standard 2.7:

Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.

4

Educators consistently use current and relevant data and a clearly defined process to monitor and adjust instruction to ensure individual learners' needs and the institution's learning expectations are met.

3

Educators frequently use current and relevant data from major content areas and a process to monitor and adjust instruction to ensure individual learners' needs and the institution's learning expectations are met.

2

Educators sometimes use relevant data and a process to monitor and adjust instruction to ensure individual learners' needs and the institution's learning expectations are met.

1

Educators rarely or never use data or a process to monitor and adjust instruction to ensure individual learners' needs and the institution's learning expectations are met.

4

Educators consistently implement effective, individualized instructional strategies that address each learner's needs based on deliberate and purposeful planning.

3

Educators implement individualized instructional strategies that address each learner's needs based on purposeful planning.

2

Educators sometimes implement effective, somewhat individualized instructional strategies that address each learner's needs based on planning.

1

Educators rarely or never engage in deliberate and purposeful planning to determine or implement effective instructional strategies that address each learner's needs.

Standard 2.8:

The institution provides programs and services for learners' educational futures and career planning.

4

The institution identifies and implements comprehensive programs and services for all learners to identify strengths and interests that support their career planning and/or educational success at the next level.

3

The institution identifies and implements many programs and services for learners to identify strengths and interests that support their career planning and/or educational success at the next level.

2

The institution identifies and implements some programs or services for learners to identify strengths and interests that support their career planning and/or educational success at the next level.

1

The institution implements few or no programs or services for learners to identify strengths and interests for career planning and/or educational success at the next level.

4

The institution assists all learners in developing and documenting their personal goals and achievements, based on interests and needs, to support their success at the next level.

3

The institution assists most learners in developing and documenting their personal goals and achievements to support their success at the next level.

2

The institution assists some learners in developing and documenting their personal goals and achievements.

1

The institution does not assist learners in developing and documenting their personal goals and achievements.

Standard 2.9:

The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.

4

The institution consistently implements a formalized and documented process for the identification and referral of all students who need additional assistance, services, and resources.

3

The institution usually implements a formalized process for the identification and referral of all students who need additional assistance, services, and resources.

2

The institution has some processes for the identification and referral of students who need additional assistance, services, and resources.

1

The institution has few or no processes for the identification and referral of students who need additional assistance, services, and resources.

4

The institution consistently utilizes internal and external resources and monitors and evaluates all programs and progress toward addressing the specialized needs of students, and relevant data are regularly used to modify and adjust services.

3

The institution utilizes internal and external resources and monitors and evaluates most programs and progress toward addressing specialized needs of students, and data are used to modify and adjust services.

2

The institution utilizes available resources and sometimes monitors and evaluates progress toward addressing the specialized needs of students.

1

The institution utilizes available resources and seldom or never monitors progress toward addressing the specialized needs of students.

Standard 2.10:

Learning progress is reliably assessed and consistently and clearly communicated.

4

Educators across all grades and subject areas consistently and with fidelity use the institution's established common grading practices and criteria to represent the learner's attainment of content knowledge and skills. These are assessed based on a cohesive set of formative and summative assessments to ensure each learner improves and is prepared for the next level through consistent and clear communication.

3

Educators consistently use the institution's established common grading practices and criteria to represent the learner's attainment of content knowledge and skills. These are assessed based on a variety of formative and summative assessment data to ensure each learner improves and is prepared for the next level through consistent and clear communication.

2

Some educators use common grading practices and criteria to represent the learner's attainment of content knowledge and skills based on data.

1

Few or no educators use common grading practices and criteria to represent the learner's attainment of content knowledge and skills.

4

Formal and informal communication about each learner's progress is consistently and frequently provided to all appropriate stakeholders, including the individual learner, in language that is clear and understandable.

3

Formal and informal communication about each learner's progress is frequently provided to appropriate stakeholders, including the individual learner, in language that is clear and understandable.

2

Formal and informal communication about each learner's progress is sometimes provided to appropriate stakeholders, including the individual learner, in language that is clear and understandable.

1

Communication about each learner's progress is inconsistently, rarely or never provided to stakeholders in language that is clear and understandable.

Standard 2.11:

Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.

4

All educators analyze data from a cohesive set of formative and summative assessments that lead to the demonstrable improvement of achievement and success of individual and collective groups of learners in preparation for the next educational level.

3

Most educators analyze data from multiple types of formative and summative assessments that lead to the demonstrable improvement of achievement and success of individual and collective groups of learners in preparation for the next educational level.

2

Some educators analyze data from assessments that improve the achievement and success of individual and collective groups of learners.

1

Few or no educators analyze data from assessments that lead to improvement of achievement of individual and collective groups of learners.

4

All educators consistently use data to modify instruction and transform learning experiences for learners.

3

Most educators use data to modify instruction and transform learning experiences for learners.

2

Some educators occasionally use data to modify instruction and improve the learning experiences for learners.

1

Few educators use data to modify instruction or improve the learning experiences for learners.

Standard 2.12:

The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.

4

The institution implements a formal, documented evaluation process that includes contextually based research and an ongoing and systematic analysis of trend and comparison data related to student learning across the curriculum and organizational effectiveness.

3

The institution implements an evaluation process that includes an ongoing analysis of trend and comparison data related to student learning in most academic areas and organizational effectiveness.

2

The institution implements an evaluation process that includes analysis of trend or comparison data related to student learning in some academic areas or organizational effectiveness.

1

The institution implements few or no evaluation processes related to student learning or organizational effectiveness.

4

The institution uses results from the evaluation process to inform decision-making, improve and refine curriculum, programs, and innovative practices, and improve student learning.

3

The institution uses results from the evaluation process to inform decision-making, improve and refine curriculum and programs, and improve student learning.

2

The institution uses the results of the evaluation process to inform decision-making and improve and refine curriculum.

1

The institution rarely or never uses results for improvement.

3

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Standard 3.1:

The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.

4

Using data from a variety of sources, the institution plans, evaluates the effectiveness of, and uses the results of professional learning to improve practice and learner achievement and increase content and pedagogical knowledge and organizational effectiveness.

3

Using data from evaluation and supervision processes, the institution plans and evaluates the effectiveness of professional learning to improve practice and learner achievement and increase content and pedagogical knowledge and organizational effectiveness.

2

Using limited data, the institution plans professional learning to improve practice and organizational effectiveness.

1

Professional learning, if offered, is not based on data.

4

The institution delivers relevant and job-embedded professional learning for all staff members to improve their practice and achieve institutional goals.

3

The institution frequently delivers relevant professional learning for most staff members to improve their practice and achieve institutional goals.

2

The institution sometimes delivers professional learning for staff members related to their position and institutional needs and goals.

1

The institution rarely delivers professional learning for staff members related to their position or institutional needs and goals.

3

Resource Capacity Domain - *continued*

Standard 3.2:

The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

4

All staff members participate in structured, accountable professional learning communities that focus their discussions on data analysis and use the results of their analyses to improve learner performance and organizational effectiveness.

3

All professional staff members participate in structured, accountable professional learning communities that analyze data and use the results of their analyses to improve student learning.

2

Some staff members participate in professional learning communities that sometimes review data on student learning.

1

Few or no staff members participate in professional learning communities.

4

The institution consistently allocates ample resources to provide both formal and informal structures for collaboration.

3

The institution allocates adequate resources to provide formal and informal structures for collaboration.

2

The institution provides some resources for collaboration.

1

The institution provides few or no resources for collaboration.

Standard 3.3:

The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.

4

The institution provides, monitors, evaluates, and modifies induction and mentoring programs for all new staff that include performance expectations and are designed to meet individual needs.

3

The institution provides and monitors induction and mentoring programs for new professional staff that include performance expectations and are designed to meet individual needs.

2

The institution provides some induction and mentoring programs for new staff.

1

The institution provides little or no induction or mentoring for new staff.

4

The institution provides, monitors, evaluates, and modifies coaching and modeling programs that address unique professional practices and organizational expectations for all staff through guidance, support, and feedback from peers and leaders.

3

The institution provides and monitors coaching and modeling programs that address organizational expectations for all professional staff through guidance, support, and feedback from peers and leaders.

2

The institution provides coaching and modeling programs for some staff through guidance, support, and feedback from peers and leaders.

1

Instructional coaching and modeling is rarely or never used.

3

Resource Capacity Domain - *continued*

Standard 3.4:

The institution attracts and retains qualified personnel who support the institution's purpose and direction.

4

The institution uses and regularly evaluates a documented and ongoing process that uses data to determine personnel needs, which includes an assessment of talent, qualifications, and assurance of sufficient numbers, to ensure learners' and organizational needs are met.

3

The institution uses a documented process that uses data to determine personnel needs, which includes an assessment of talent, qualifications and sufficient numbers, to ensure organizational needs are met.

2

The institution uses a process to determine personnel needs that sometimes includes an assessment of talent, qualifications and sufficient numbers.

1

The institution uses an informal process or has no process to assess personnel needs.

4

The institution uses and regularly evaluates a deliberate and formalized process to recruit and retain personnel through meaningful learning opportunities, personal growth, financial support, and leadership opportunities.

3

The institution uses a deliberate and formalized process to recruit and retain personnel.

2

The institution uses a formal process to recruit and retain personnel.

1

The institution uses a vague and/or informal process to recruit and retain personnel.

Standard 3.5:

The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.

4

Using a variety of data sources, including needs assessments, the institution engages in a comprehensive planning process that focuses on the integration of digital resources into teaching, learning, and operations and evaluates and demonstrates improvements in professional practice, student performance, and organizational effectiveness.

3

Using a needs assessment, the institution engages in a comprehensive planning process that focuses on the integration of digital resources into teaching, learning, and operations and evaluates improvements in professional practice, student performance, and organizational effectiveness.

2

The institution engages in a planning process that focuses on the integration of digital resources into teaching, learning and operations.

1

The institution engages in little or no planning focused on the integration of digital resources into teaching, learning and operations.

4

The institution provides ample human, material, and fiscal resources and monitors that these resources are appropriately used to effectively integrate digital resources into teaching, learning, and operations.

3

The institution provides sufficient human, material, and fiscal resources to effectively integrate digital resources into teaching, learning, and operations.

2

The institution provides some resources to integrate digital resources into teaching, learning and operations.

1

The institution provides few or no resources to integrate digital resources into teaching, learning and operations.

Standard 3.6:

The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.

4

The institution implements a documented comprehensive process based on research and best practice for the identification, acquisition, use, and updating of appropriate materials and resources aligned to curricular and instructional programs as well as organizational needs and initiatives.

3

The institution implements a documented process for the identification, acquisition, use, and updating of materials and resources aligned to curricular and instructional programs as well as organizational needs and initiatives.

2

The institution implements a process for the identification, acquisition, use, and updating of materials and resources.

1

The institution has limited or no processes for the identification, acquisition, use, and updating of materials and resources.

4

The institution provides a wide variety of high-quality resources that are easily accessible and sufficiently address the needs and interests of students, staff, and the institution.

3

The institution provides a variety of high-quality resources that are easily accessible and address the needs and interests of students, staff, and the institution.

2

The institution provides a variety of resources that are accessible and address the needs of students, staff, and the institution.

1

The institution provides minimal resources that address the needs of students, staff and the institution.

Standard 3.7:

The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.

4

The institution implements and evaluates formal planning processes for long-range strategic resource management of budgets, facilities and other organizational needs.

3

The institution implements a planning process for long-range strategic resource management of budgets, facilities and other organizational needs.

2

The institution uses a planning process to manage budgets, facilities and other organizational needs.

1

The institution does not use a planning process to manage budgets, facilities and other organizational needs.

4

The institution demonstrates effective practices for long-range, strategic management of budgets, facilities and other organizational needs in support of the institution's purpose and direction.

3

The institution implements practices for long-range, strategic management of budgets, facilities and other organizational needs in support of the institution's purpose and direction.

2

The institution implements some clear practices for management of budgets, facilities and other organizational needs.

1

The institution implements vague and/or unclear practices for management of budgets, facilities and other organizational needs.

Standard 3.8:

The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.

4

The institution has a formal budgeting process that allocates and aligns resources to address priorities for improvement designed to improve student learning and is equitably distributed to meet the needs of students.

3

The institution frequently aligns resources to address priorities for improvement designed to improve student learning and is equitably distributed to meet the needs of students.

2

The institution sometimes aligns resources to address priorities for improvement designed to improve student learning.

1

The institution rarely or never aligns resources to address priorities for improvement designed to improve student learning.

4

The institution consistently evaluates and demonstrates effective use of human, material, and fiscal resources to meet the learners' and institution's identified needs and priorities.

3

The institution frequently evaluates and demonstrates effective use of human, material, and fiscal resources to meet the learners' and institution's identified needs and priorities.

2

The institution sometimes evaluates and demonstrates effective use of human, material, and fiscal resources.

1

The institution rarely or never evaluates or demonstrates effective use of human, material, and fiscal resources.



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AdvancED[®] Performance Standards

for School Systems

AdvancED[®] Performance Standards



Continuous improvement that results in success for all learners should be the goal of every institution. The *Improvement Journey* for each institution may look different but should always include measures of quality of learning and instruction. The *AdvancED Performance Standards* serve this purpose by providing a set of evaluative criteria that lays the foundation for improvement planning and implementation. Based on rigorous research and best practices, the Standards are a powerful tool for driving institutional change.

AdvancED is committed to quality and meeting the needs of the educational institutions we serve. Every five years, we use an iterative process to review, revise and renew our Standards to ensure they remain relevant and challenge institutions to reach higher. Our guiding question is: What will support the success of each and every learner?

The *AdvancED Performance Standards* embody our belief that high quality learning can transform lives, communities and the world.

Anatomy of the *AdvancED Performance Standards*

The new Standards, varying in number based on institution type, are organized under three Domains:

- 1** Leadership Capacity
- 2** Learning Capacity
- 3** Resource Capacity

The Domains are statements that define the capacity of an organization or institution to provide quality and meet the rigorous demands of continuous improvement. Each Domain is further defined by Standards, which in turn, are defined by Performance Rubrics.

The *AdvancED Performance Standards* are research-based statements that describe conditions that are necessary for institutions to support organizational effectiveness and improve student performance.

In addition to the Domains and accompanying Standards, two Performance Rubrics also are aligned to the Standards to help provide measurable progress and an overall assessment of practices. The Rubrics act as a diagnostic tool, each consisting of four performance levels, that contain evaluative criteria related to concepts contained within the Standard statement.

Collectively, the elements of the *AdvancED Performance Standards* serve as a road map for the continuous improvement process for institutions and as the foundation of the accreditation process used by AdvancED Review Teams to provide relevant and quality feedback on how institutions are serving the learner.

1

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Standard 1.1:

The system commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.

4

The system has a documented and systematic process for the development and/or review of the purpose statement that includes collaboration and input from all representative stakeholder groups.

3

The system has a documented process for the development and/or review of the purpose statement that includes collaboration and input from most representative stakeholder groups.

2

The system has a process for the development and/or review of the purpose statement that includes input from some stakeholder groups.

1

The system does not have a process for the development and/or review of the purpose statement and the involvement of stakeholder groups.

4

The purpose statement contains clearly defined and measurable expectations for student learning that include shared beliefs about teaching and learning and is used to guide decisions about teaching and learning.

3

The purpose statement contains defined expectations for student learning that include shared beliefs about teaching and learning and is used to guide decisions about teaching and learning.

2

The purpose statement contains some defined expectations for student learning and sometimes is used to guide decisions about teaching and learning.

1

The purpose statement contains limited expectations for student learning and may not guide decisions about teaching and learning.

1

Leadership Capacity Domain - *continued*

Standard 1.2:

Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learners.

4

The system has clearly documented evidence of actions involving all stakeholder groups and decisions aligned with the purpose in support of the achievement of desired outcomes for learners.

3

The system has some documented evidence of actions involving most stakeholder groups and decisions aligned with the purpose in support of the achievement of desired outcomes for learners.

2

The system has limited evidence of actions involving stakeholder groups and decisions aligned with the purpose in support of the achievement of desired outcomes for learners.

1

The system has little to no evidence of actions involving stakeholder groups and decisions aligned with the purpose in support of the achievement of desired outcomes for learners.

4

There is a documented process to collect and use data to evaluate the achievement of the purpose and desired outcomes for learners.

3

There is a process to use data to evaluate the achievement of the purpose and desired outcomes for learners.

2

There is some data used to evaluate the achievement of the purpose and desired outcomes for learners.

1

There is no evidence of data used to evaluate the achievement of the purpose and desired outcomes for learners.

1

Leadership Capacity Domain - *continued*

Standard 1.3:

The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.

4

The system engages in a focused, intentional, data-driven, and collaborative planning process for continuous improvement and monitors and revises the improvement plan based on evidence and results of implementation.

3

The system engages in a data-driven planning process for continuous improvement and monitors and revises the improvement plan based on evidence and results of implementation.

2

The system engages in a planning process for continuous improvement that is based on some data and monitors the implementation.

1

The system has no evidence of planning for continuous improvement.

4

The plan is well-articulated, widely communicated, and contains clearly identified and specific goals, strategies, activities, and measures based on identified needs. The results are systematically evaluated and clearly communicated to all representative stakeholder groups.

3

The plan contains identified goals, strategies, activities and measures based on identified needs. The results are evaluated and communicated to some representative stakeholder groups.

2

The plan contains goals, strategies, activities and measures, and the results are evaluated.

1

The plan lacks sufficient information regarding goals, strategies, activities and measures, and there is no evidence of evaluation or communication of results.

1

Leadership Capacity Domain - *continued*

Standard 1.4:

The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.

4

The governing authority has a documented, data-driven process for the ongoing development, review and revision of policies.

3

The governing authority has a documented process for the development, review and revision of policies.

2

The governing authority has a limited and inconsistent process for the development, review and revision of policies.

1

The governing authority does not have a process for the development, review and revision of policies.

4

The governing authority adopts, updates, and holds itself accountable to clearly written policies that comply with applicable laws and regulations and ensure integrity and effective operations.

3

The governing authority adopts and updates written policies that comply with applicable laws and regulations and ensure integrity and effective operations.

2

The governing authority has policies that comply with applicable laws and regulations and ensure effective operations.

1

The governing authority's policies are vague, and it is unclear whether they comply with applicable laws and regulations or whether they ensure effective operations.

1

Leadership Capacity Domain - *continued*

Standard 1.5:

The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.

4

The governing authority adopts and holds itself accountable to a written code of ethics that defines principles of conduct and ethical standards for governance that include policies and practices that provide leadership the autonomy for day-to-day effective operations of the system.

3

The governing authority has a written code of ethics that defines principles of conduct and ethical standards for governance that include policies and practices that provide leadership the autonomy for day-to-day operations of the system.

2

The governing authority has a written code of ethics for governance that include policies that provide leadership the autonomy for day-to-day operations of the system.

1

The governing authority has a vague code of ethics or does not have a code of ethics and does not provide leadership the autonomy for day-to-day operations of the system.

4

The governing authority adopts, updates, and holds itself accountable to policies that define its roles and responsibilities and regularly engages in ongoing professional learning to enable it to stay current and informed regarding roles and responsibilities, applicable laws, regulations, organizational best practices, and the use of evidence to guide decision-making.

3

The governing authority adopts and updates policies that define its roles and responsibilities and engages in professional learning to enable it to stay current and informed regarding roles and responsibilities, applicable laws, regulations, and organizational best practices.

2

The governing authority has policies that define its roles and responsibilities and engages in limited professional learning to enable it to stay current regarding roles and responsibilities, applicable laws, and regulations.

1

The governing authority does not maintain policies or has vague policies that define its roles and responsibilities and rarely engages in professional learning to enable it to be effective in its roles and responsibilities.

1

Leadership Capacity Domain - *continued*

Standard 1.6:

Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.

4

The system has written supervision and evaluation processes for staff members that include specific criteria and models for effective performance and use the results to inform and improve professional practice and student performance.

3

The system has written supervision and evaluation processes for staff members that include specific criteria for performance and use the results to inform and improve professional practice.

2

The system has an evaluation process for staff members that includes general criteria for performance and provides limited results for improving professional practice.

1

The system does not have a supervision and evaluation process for staff members or has a vague or unclear process for supervising and evaluating staff members.

4

The evaluation process is systematically implemented with fidelity by evaluators who have the knowledge, expertise, and training and includes mechanisms for ongoing feedback and monitoring.

3

The evaluation process is implemented by evaluators who have the knowledge, expertise, and training and includes mechanisms for feedback and monitoring.

2

The evaluation process is implemented by trained evaluators and includes a mechanism for feedback.

1

The evaluation process is implemented without consistency and provides little or no feedback.

1

Leadership Capacity Domain - *continued*

Standard 1.7:

Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.

4

The system establishes, trains staff, and has evidence of effective implementation of systematic and systemic written processes and procedures.

3

The system establishes and trains staff to implement written processes and procedures.

2

The system establishes written processes and procedures.

1

The system establishes vague or few, if any, written processes and procedures.

4

The system gathers evidence, including the performance of educators and learners, to evaluate the effectiveness and inform the review and revision of processes and procedures.

3

The system gathers evidence to evaluate the effectiveness and inform the review and revision of processes and procedures.

2

The system evaluates and makes revisions, when needed, of processes and procedures.

1

The system does not evaluate the effectiveness of processes and procedures.

1

Leadership Capacity Domain - *continued*

Standard 1.8:

Leaders engage stakeholders to support the achievement of the system's purpose and direction.

4

Leaders at all levels implement a formal program that provides for meaningful roles and active participation of internal and external stakeholder groups, including staff, students, parents, community, governmental, and educational policy groups.

3

Leaders at all levels provide opportunities for active participation of internal and external stakeholder groups, including staff, students, parents, community, governmental, and educational policy groups.

2

Leaders at all levels engage staff, students and parent stakeholder groups.

1

Leaders rarely or never engage internal and external stakeholder groups.

4

Leaders at all levels consistently and deliberately enact strategies that provide opportunities for two-way communication with internal and external stakeholder groups, including staff, students, parents, community, governmental, and educational policy groups.

3

Leaders at all levels enact strategies that provide opportunities for two-way communication with internal and external stakeholders.

2

Leaders at all levels provide opportunities for communication with stakeholders.

1

Leaders rarely or never enact strategies that provide opportunities for communication with stakeholders.

1

Leadership Capacity Domain - *continued*

Standard 1.9:

The system provides experiences that cultivate and improve leadership effectiveness.

4

The system enacts a formal program designed to build capacity for effective leadership that includes modeling, coaching and team-building activities.

3

The system supports activities that are designed to improve leadership effectiveness.

2

The system provides support to individuals to engage in activities that are designed to improve leadership effectiveness.

1

The system has little or no evidence of opportunities designed to build leadership capacity.

4

The system and its leaders nurture a collaborative culture that includes multiple and varied opportunities for shared leadership among stakeholders.

3

The system and its leaders support a culture that includes opportunities for shared leadership among stakeholders.

2

The system and its leaders provide opportunities for shared leadership among stakeholders.

1

The system and its leaders provide limited opportunities for shared leadership among stakeholders.

1

Leadership Capacity Domain - *continued*

Standard 1.10:

Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.

4

The system has a comprehensive system for the collection and analysis of feedback data from multiple, reliable sources, including internal and external stakeholder groups.

3

The system collects and analyzes feedback data from multiple sources, including internal and external stakeholder groups.

2

The system collects and analyzes feedback data from parent, staff, and student stakeholder groups.

1

The system rarely collects and analyzes feedback data.

4

The system systematically uses evidence from multiple sources of feedback data to inform decisions that clearly result in improvement. Decisions, progress and improvement are regularly communicated to stakeholder groups through a variety of media.

3

The system uses feedback data to inform decisions that result in improvement and regularly communicates decisions to stakeholder groups.

2

The system includes feedback data as a part of the continuous improvement process and sometimes communicates decisions to stakeholder groups.

1

The system rarely or never uses feedback data to inform decisions for improvement.

1

Leadership Capacity Domain - *continued*

Standard 1.11:

Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.

4

The system has clearly defined policies and procedures for ensuring each of its institutions engages in a focused, intentional, data-driven, and collaborative planning process for continuous improvement and monitors and revises its improvement plan based on evidence and results of implementation.

3

The system has procedures for ensuring each of its institutions engages in a data-driven planning process for continuous improvement and monitors and revises its improvement plan based on evidence and results of implementation.

2

The system engages in a planning process for each of its institutions that is based on some data and monitors the implementation.

1

The system has no evidence of planning for continuous improvement.

4

The plan is well-articulated, widely communicated, and contains clearly identified and specific goals, strategies, activities, and measures based on identified needs. The results are systematically evaluated and clearly communicated to all representative stakeholder groups.

3

The plan contains identified goals, strategies, activities and measures based on identified needs. The results are evaluated and communicated to some representative stakeholder groups.

2

The plan contains goals, strategies, activities and measures, and the results are evaluated.

1

The plan lacks sufficient information regarding goals, strategies, activities and measures, and there is no evidence of evaluation or communication of results.

2

Learning Capacity Domain

The impact of teaching and learning is the primary expectation of every system and its institutions. The establishment of a learning culture built on high expectations for learning, along with quality programs and services, which include an analysis of results, are all key indicators of the system's impact on teaching and learning.

Standard 2.1:

Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.

4

Personalizing learning opportunities for all learners is an integral part of the system's culture and permeates teaching and learning.

3

Learning opportunities are personalized to meet most individual learners' needs and interests.

2

Learning opportunities are sometimes personalized to meet some individual learners' needs and interests.

1

Personalizing learning opportunities is not a regular part of the system's teaching and learning culture.

4

Alignment between learning opportunities and the system's high learning expectations is unmistakably evident.

3

The system strives to align learning opportunities with its high learning expectations, with some work still to be accomplished.

2

Learning opportunities sometimes align to the system's learning expectations.

1

There is little to no alignment between learning opportunities and the system's learning expectations.

Standard 2.2:

The learning culture promotes creativity, innovation and collaborative problem-solving.

4

Faculty and staff throughout the system purposefully plan and implement all learning experiences and activities to actively promote a high level of learner engagement, creativity, critical thinking, application of knowledge, innovation, collaborative problem-solving, and self-reflection through the completion of projects and inquiry-based activities.

3

Most learning experiences and activities are planned and implemented to promote learner engagement, creativity, critical thinking, application of knowledge, innovation, collaborative problem-solving, and self-reflection through the completion of projects and inquiry-based activities.

2

Some learning experiences demonstrate learner engagement, creativity, critical thinking, application of knowledge, innovation, collaborative problem-solving, and self-reflection through the completion of projects and inquiry-based activities.

1

Few or no learning experiences demonstrate learner engagement, creativity, critical thinking, application of knowledge, innovation, collaborative problem-solving, and self-reflection through the completion of projects and inquiry-based activities.

4

Faculty and staff throughout the system enthusiastically embrace and consistently demonstrate a set of shared beliefs that focus on learner engagement and the development of creativity, innovation, and problem-solving.

3

Faculty and staff throughout the system exhibit a set of shared beliefs that focus on learner engagement and the development of creativity, innovation, and problem-solving.

2

Most faculty and staff exhibit some shared beliefs that focus on learner engagement and the development of creativity, innovation, and problem-solving.

1

Few or no faculty and staff exhibit shared beliefs that focus on learner engagement and the development of creativity and innovation.

Standard 2.3:

The learning culture develops learners' attitudes, beliefs and skills needed for success.

4

Educators throughout the system consistently provide numerous and equitable experiences that teach learners effective communication skills in all formats (oral, written and digital) and self-direction by expecting them to set goals for their learning and monitor their own progress.

3

Educators throughout the system frequently provide experiences that teach learners effective communication skills in all formats (oral, written and digital) and self-direction by encouraging them to set goals for their learning and monitor their own progress.

2

Educators throughout the system sometimes provide experiences that teach learners communication skills in all formats (oral, written and digital) and self-direction by encouraging them to set goals for their learning and monitor their own progress.

1

Educators rarely or never provide experiences to teach learners communication skills or the skills of self-direction.

4

The system clearly and consistently demonstrates the explicit and intentional development of learners' positive attitudes, self-perceptions, and beliefs about learning.

3

The system demonstrates the explicit development of learners' positive attitudes, self-perceptions and beliefs about learning.

2

The system demonstrates some development of learners' positive attitudes, self-perceptions and beliefs about learning.

1

The system demonstrates little or no explicit development of learners' positive attitudes, self-perceptions and beliefs about learning.

Standard 2.4:

The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.

4

The system implements and regularly and comprehensively evaluates a formal structure for all learners to have frequent and consistent access to a particular adult, selected by the learner, who ensures the learners are fully supported throughout their educational experiences.

3

The system implements and evaluates a formal structure for learners to have consistent access to an adult who ensures the learners are supported during their educational experiences.

2

The system implements a minimal structure for learners to have access to an adult who ensures the learners are supported during their educational experiences.

1

The system has no structure for learners to have access to an adult who ensures the learners are supported during their educational experiences.

4

The system consistently ensures each learner has numerous opportunities to develop strong and mutually respectful relationships with the system's adults and the learner's peers.

3

The system ensures learners have opportunities to develop strong and mutually respectful relationships with the system's adults and the learner's peers.

2

The system provides learners with some opportunities to develop respectful relationships with the system's adults and the learner's peers.

1

The system provides learners with limited or no opportunities to develop respectful relationships with the system's adults and the learner's peers.

Standard 2.5:

Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.

4

The system has adopted and all educators consistently implement a relevant, rigorous, and aligned curriculum across all grade levels and content areas.

3

The system has adopted and most educators consistently implement a relevant, rigorous, and aligned curriculum across most grade levels and content areas.

2

The system has adopted a relevant, rigorous, and aligned curriculum across some grade levels and content areas, but few educators implement it consistently.

1

The system has adopted a curriculum but can provide little or no evidence of consistent implementation.

4

Educators expect all learners to participate in a curriculum that is based on high expectations and prepares them to be successful at their next levels.

3

Educators expect most learners to participate in a curriculum that is based on high expectations and prepares them for their next levels.

2

Educators expect some learners to participate in a curriculum that has high expectations for learning and may prepare them for their next levels.

1

Educators engage learners in a curriculum that has expectations for learning that appear lower than would be expected and may or may not prepare them for their next levels.

Standard 2.6:

The system implements a process to ensure the curriculum is aligned to standards and best practices.

4

The system implements a systematic process to ensure the curriculum is clearly aligned to a recognized, rigorous set of standards.

3

The system implements a process to ensure the curriculum is aligned to a rigorous set of standards.

2

The system appears to have a process to ensure the curriculum is aligned to a set of standards.

1

The system rarely or never ensures the curriculum is aligned to a set of standards.

4

The curriculum is clearly aligned to research and best practices related to the system's purpose.

3

The curriculum is aligned to research and best practices related to the system's purpose.

2

The curriculum is somewhat aligned to research or best practices related to the system's purpose.

1

The curriculum has minimal or no alignment to research or best practices related to the system's purpose.

Standard 2.7:

Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.

4

Educators throughout the system consistently use current and relevant data and a clearly defined process to monitor and adjust instruction to ensure individual learners' needs and the system's learning expectations are met.

3

Educators throughout the system frequently use current and relevant data from major content areas and a process to monitor and adjust instruction to ensure individual learners' needs and the system's learning expectations are met.

2

Educators throughout the system sometimes use relevant data and a process to monitor and adjust instruction to ensure individual learners' needs and the system's learning expectations are met.

1

Educators rarely or never use data or a process to monitor and adjust instruction to ensure individual learners' needs and the system's learning expectations are met.

4

Educators throughout the system consistently implement effective, individualized instructional strategies that address each learner's needs based on deliberate and purposeful planning.

3

Educators throughout the system frequently implement individualized instructional strategies that address each learner's needs based on purposeful planning.

2

Educators throughout the system sometimes implement effective, somewhat individualized instructional strategies that address each learner's needs based on planning.

1

Educators rarely or never engage in deliberate and purposeful planning to determine or implement effective instructional strategies that address each learner's needs.

Standard 2.8:

The system provides programs and services for learners' educational future and career planning.

4

The system identifies and implements comprehensive programs and services for all learners to identify strengths and interests that support their career planning and/or educational success at the next level.

3

The system identifies and implements many programs and services for learners to identify strengths and interests that support their career planning and/or educational success at the next level.

2

The system identifies and implements some programs or services for learners to identify strengths and interests that support their career planning and/or educational success at the next level.

1

The system implements few or no programs or services for learners to identify strengths and interests for career planning and/or educational success at the next level.

4

All learners develop and document individualized goals, plans, and achievements, based on interests and needs, to support their success at the next level.

3

Most learners develop and document individualized goals, plans and achievements to support their success at the next level.

2

Some learners develop goals and plans and/or document some achievements to support their success at the next level.

1

Few or no learners develop goals and plans to support their success at the next level.

Standard 2.9:

The system implements processes to identify and address the specialized needs of learners.

4

The system and its institutions consistently implement a formalized and documented process for the identification and referral of all students who need additional assistance, services, and resources.

3

The system and its institutions usually implement a formalized process for the identification and referral of all students who need additional assistance, services, and resources.

2

The system and its institutions have some processes for the identification and referral of students who need additional assistance, services, and resources.

1

The system has few or no processes for the identification and referral of students who need additional assistance, services, and resources.

4

The system and its institutions consistently utilize internal and external resources and monitor and evaluate all programs and progress toward addressing the specialized needs of students, and relevant data are regularly used to modify and adjust services.

3

The system and its institutions utilize internal and external resources and monitor and evaluate most programs and progress toward addressing specialized needs of students, and data are used to modify and adjust services.

2

The system and its institutions utilize available resources and sometimes monitor and evaluate progress toward addressing the specialized needs of students.

1

The system utilizes available resources and seldom or never monitors progress toward addressing the specialized needs of students.

Standard 2.10:

Learning progress is reliably assessed and consistently and clearly communicated.

4

Educators across all grades and subject areas throughout the system consistently and with fidelity use the institution's established common grading practices and criteria to represent the learner's attainment of content knowledge and skills. These are assessed based on a cohesive set of formative and summative assessments to ensure each learner improves and is prepared for the next level through consistent and clear communication.

3

Educators throughout the system consistently use the institution's established common grading practices and criteria to represent the learner's attainment of content knowledge and skills. These are assessed based on a variety of formative and summative assessment data to ensure each learner improves and is prepared for the next level through consistent and clear communication.

2

Some educators throughout the system use common grading practices and criteria to represent the learner's attainment of content knowledge and skills based on data.

1

Few or no educators use common grading practices and criteria to represent the learner's attainment of content knowledge and skills.

4

Formal and informal communication about each learner's progress is consistently and frequently provided to all appropriate stakeholders, including the individual learner, in language that is clear and understandable.

3

Formal and informal communication about each learner's progress is frequently provided to appropriate stakeholders, including the individual learner, in language that is clear and understandable.

2

Formal and informal communication about each learner's progress is sometimes provided to appropriate stakeholders, including the individual learner, in language that is clear and understandable.

1

Communication about each learner's progress is inconsistently, rarely or never provided to stakeholders in language that is clear and understandable.

Standard 2.11:

Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.

4

All educators throughout the system analyze data from a cohesive set of formative and summative assessments that lead to the demonstrable improvement of achievement and success of individual and collective groups of learners in preparation for the next educational level.

3

Most educators throughout the system analyze data from multiple types of formative and summative assessments that lead to the demonstrable improvement of achievement and success of individual and collective groups of learners in preparation for the next educational level.

2

Some educators throughout the system analyze data from assessments that improve the achievement and success of individual and collective groups of learners.

1

Few or no educators analyze data from assessments that lead to improvement of achievement of individual and collective groups of learners.

4

All educators throughout the system consistently use data to modify instruction and transform learning experiences for learners.

3

Most educators throughout the system use data to modify instruction and transform learning experiences for learners.

2

Some educators throughout the system occasionally use data to modify instruction and improve the learning experiences for learners.

1

Few educators use data to modify instruction or improve the learning experiences for learners.

Standard 2.12:

The system implements a process to continuously assess its programs and organizational conditions to improve student learning.

4

The system implements a formal, documented evaluation process that includes contextually based research and an ongoing and systematic analysis of trend and comparison data related to student learning across the curriculum and organizational effectiveness.

3

The system implements an evaluation process that includes an ongoing analysis of trend and comparison data related to student learning in most academic areas and organizational effectiveness.

2

The system implements an evaluation process that includes analysis of trend or comparison data related to student learning in some academic areas or organizational effectiveness.

1

The system implements few or no evaluation processes related to student learning or organizational effectiveness.

4

The system uses results from the evaluation process to inform decision-making, improve and refine curriculum, programs, and innovative practices, and improve student learning.

3

The system uses results from the evaluation process to inform decision-making, improve and refine curriculum and programs, and improve student learning.

2

The system uses the results of the evaluation process to inform decision-making and improve and refine curriculum.

1

The system rarely or never uses results for improvement.

3

Resource Capacity Domain

The use and distribution of resources align and support the needs of the system and institutions served. Systems ensure that resources are aligned with its stated purpose and direction and distributed equitably so that the needs of the system are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The system examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, and system effectiveness.

Standard 3.1:

The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.

4

Using data from a variety of sources, the system plans, evaluates the effectiveness of, and uses the results of professional learning to improve practice and learner achievement and increase content and pedagogical knowledge and organizational effectiveness.

3

Using data from evaluation and supervision processes, the system plans and evaluates the effectiveness of professional learning to improve practice and learner achievement and increase content and pedagogical knowledge and organizational effectiveness.

2

Using limited data, the system plans professional learning to improve practice and organizational effectiveness.

1

Professional learning, if offered, is not based on data.

4

The system delivers relevant and job-embedded professional learning for all staff members to improve their practice and achieve organizational goals.

3

The system frequently delivers relevant professional learning for most staff members to improve their practice and achieve organizational goals.

2

The system sometimes delivers professional learning for staff members related to their position and organizational needs and goals.

1

The system rarely delivers professional learning for staff members related to their position or organizational needs and goals.

3

Resource Capacity Domain - *continued*

Standard 3.2:

The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

4

All staff members throughout the system participate in structured, accountable professional learning communities that focus their discussions on data analysis and use the results of their analyses to improve learner performance and organizational effectiveness.

3

All professional staff members throughout the system participate in structured, accountable professional learning communities that analyze data and use the results of their analyses to improve student learning.

2

Some staff members participate in professional learning communities that sometimes review data on student learning.

1

Few or no staff members participate in professional learning communities.

4

The system consistently allocates ample resources to provide both formal and informal structures for collaboration.

3

The system allocates adequate resources to provide formal and informal structures for collaboration.

2

The system provides some resources for collaboration.

1

The system provides few or no resources for collaboration.

3

Resource Capacity Domain - *continued*

Standard 3.3:

The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.

4

The system provides, monitors, evaluates, and modifies induction and mentoring programs for all new staff that include performance expectations and are designed to meet individual needs.

3

The system provides and monitors induction and mentoring programs for new professional staff that include performance expectations and are designed to meet individual needs.

2

The system provides some induction and mentoring programs for new staff.

1

The system provides little or no induction or mentoring for new staff.

4

The system provides, monitors, evaluates, and modifies coaching and modeling programs that address unique professional practices and organizational expectations for all staff through guidance, support, and feedback from peers and leaders.

3

The system provides and monitors coaching and modeling programs that address organizational expectations for all professional staff through guidance, support, and feedback from peers and leaders.

2

The system provides coaching and modeling programs for some staff through guidance, support, and feedback from peers and leaders.

1

Instructional coaching and modeling is rarely or never used.

Standard 3.4:

The system attracts and retains qualified personnel who support the system's purpose and direction.

4

The system uses and regularly evaluates a documented and ongoing process that uses data to determine personnel needs, which includes an assessment of talent, qualifications, and assurance of sufficient numbers, to ensure learners' and organizational needs are met.

3

The system uses a documented process that uses data to determine personnel needs, which includes an assessment of talent, qualifications and sufficient numbers, to ensure organizational needs are met.

2

The system uses a process to determine personnel needs that sometimes includes an assessment of talent, qualifications and sufficient numbers.

1

The system uses an informal process or has no process to assess personnel needs.

4

The system uses and regularly evaluates a deliberate and formalized process to recruit and retain personnel through meaningful learning opportunities, personal growth, financial support, and leadership opportunities.

3

The system uses a deliberate and formalized process to recruit and retain personnel.

2

The system uses a formal process to recruit and retain personnel.

1

The system uses a vague and/or informal process to recruit and retain personnel.

3

Resource Capacity Domain - *continued*

Standard 3.5:

The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.

4

Using a variety of data sources, including needs assessments, the system engages in a comprehensive planning process that focuses on the integration of digital resources into teaching, learning, and operations and evaluates and demonstrates improvements in professional practice, student performance, and organizational effectiveness.

3

Using a needs assessment, the system engages in a comprehensive planning process that focuses on the integration of digital resources into teaching, learning, and operations and evaluates improvements in professional practice, student performance, and organizational effectiveness.

2

The system engages in a planning process that focuses on the integration of digital resources into teaching, learning and operations.

1

The system engages in little or no planning focused on the integration of digital resources into teaching, learning and operations.

4

The system provides ample human, material, and fiscal resources and monitors that these resources are appropriately used to effectively integrate digital resources into teaching, learning, and operations.

3

The system provides sufficient human, material, and fiscal resources to effectively integrate digital resources into teaching, learning, and operations.

2

The system provides some resources to integrate digital resources into teaching, learning and operations.

1

The system provides few or no resources to integrate digital resources into teaching, learning and operations.

Standard 3.6:

The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.

4

The system implements a documented comprehensive process based on research and best practice for the identification, acquisition, use, and updating of appropriate materials and resources aligned to curricular and instructional programs as well as organizational needs and initiatives.

3

The system implements a documented process for the identification, acquisition, use, and updating of materials and resources aligned to curricular and instructional programs as well as organizational needs and initiatives.

2

The system implements a process for the identification, acquisition, use, and updating of materials and resources.

1

The system has limited or no processes for the identification, acquisition, use, and updating of materials and resources.

4

The system provides a wide variety of high-quality resources that are easily accessible and sufficiently address the needs and interests of students, staff, and the system.

3

The system provides a variety of high-quality resources that are easily accessible and address the needs and interests of students, staff, and the system.

2

The system provides a variety of resources that are accessible and address the needs of students, staff, and the system.

1

The system provides minimal resources that address the needs of students, staff and the system.

3

Resource Capacity Domain - *continued*

Standard 3.7:

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

4

The system implements and evaluates formal planning processes for long-range strategic resource management of budgets, facilities and other organizational needs.

3

The system implements a planning process for long-range strategic resource management of budgets, facilities and other organizational needs.

2

The system uses a planning process to manage budgets, facilities and other organizational needs.

1

The system does not use a planning process to manage budgets, facilities and other organizational needs.

4

The system demonstrates effective practices for long-range, strategic management of budgets, facilities and other organizational needs in support of the system's purpose and direction.

3

The system implements practices for long-range, strategic management of budgets, facilities and other organizational needs in support of the system's purpose and direction.

2

The system implements some clear practices for management of budgets, facilities and other organizational needs.

1

The system implements vague and/or unclear practices for management of budgets, facilities and other organizational needs.

Standard 3.8:

The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.

4

The system has a formal budgeting process that allocates and aligns resources to address priorities for improvement designed to improve student learning and is equitably distributed to meet the needs of students.

3

The system frequently aligns resources to address priorities for improvement designed to improve student learning and is equitably distributed to meet the needs of students.

2

The system sometimes aligns resources to address priorities for improvement designed to improve student learning.

1

The system rarely or never aligns resources to address priorities for improvement designed to improve student learning.

4

The system consistently evaluates and demonstrates effective use of human, material, and fiscal resources to meet the learners' and system's identified needs and priorities.

3

The system frequently evaluates and demonstrates effective use of human, material, and fiscal resources to meet the learners' and system's identified needs and priorities.

2

The system sometimes evaluates and demonstrates effective use of human, material, and fiscal resources.

1

The system rarely or never evaluates or demonstrates effective use of human, material, and fiscal resources.



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