
Standard 1

Purpose and Direction

The agency maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to providing programs and services, active learning, and high expectations for professional practice as well as shared values and beliefs.

Indicator 1.1

The agency engages in a systematic, inclusive and comprehensive process to review, revise and communicate an agency purpose.

Possible Evidence

- Purpose statements - past and present
- Committee membership for development of agency purpose
- Documentation, minutes or description of the process for creating the agency's purpose including the role of stakeholder
- Communication plan to stakeholders regarding the agency's purpose
- Examples of communications to stakeholders about the agency's purpose (i.e., website, newsletter, annual report)
- Survey results

Indicator 1.2

The agency leadership and staff at all levels commit to a culture that is based on shared values and beliefs that include provision of relevant and targeted educational programs and services, equitable support, active engagement in learning, application of knowledge and skills and high expectations for professional practice.

Possible Evidence

- Agendas, minutes of meetings, newsletters or communications that reference a commitment to the agency's shared values and beliefs about teaching and learning, equity, active engagement in learning and application of knowledge/skills.
- Survey results

Indicator 1.3

Leadership of the agency implements a continuous improvement process that provides clear direction for improving conditions that support learning.

Possible Evidence

- Agenda, minutes from continuous improvement planning meetings
- Agency profile
- The agency continuous improvement plan with goals that have measurable targets
- Communication plan and artifacts that show two-way communication to staff and stakeholders about continuous improvement planning
- Documentation that process resulted in improved conditions
- Survey results

Indicator 1.4 (School Only)

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

Possible Evidence

- Agenda, minutes from continuous improvement planning meetings
- Communication plan and artifacts that show two-way communication to staff and stakeholders
- Agency plans that document two-way communication on corporation and school effectiveness and learning, thinking and life skills

Standard 2

Governance and Leadership

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

Indicator 2.1

The governing body establishes policies and leadership that promote and support practices that ensure effective administration of the agency

Possible Evidence

- Agency policies, procedures and practices including any related to learning experiences, professional growth and fiscal management
- Survey results

Indicator 2.2

The governing body operates responsibly and functions effectively.

Possible Evidence

- Governing body policies on roles and responsibilities, conflict of interest
- Governing body code of ethics
- List of professional learning offerings for governing body and individual members
- Survey results

Indicator 2.3

The governing body ensures that agency leadership has the autonomy to meet established goals and to manage day-to-day operations effectively.

Possible Evidence

- Examples of protection, support and respect of governing body for autonomy of agency leadership
- Written descriptions of roles and responsibilities of board and of agency leadership
- Survey results

Indicator 2.4

Leadership and staff throughout the agency foster a culture consistent with the agency's purpose and direction.

Possible Evidence

- Examples of decisions in support of the agency's continuous improvement plan
- Examples of decisions aligned with the agency's statement of purpose
- Examples of collective accountability for agency effectiveness
- Examples of leadership support of innovation, collaboration, shared leadership and professional growth

Indicator 2.5

Leadership engages stakeholders effectively in support of the agency's purpose and direction.

Possible Evidence

- Representative communication with stakeholders
- Examples of opportunities for stakeholders to shape decisions, have meaningful leadership roles, work collaboratively on improvement efforts
- Communication plan with stakeholders
- Minutes from meeting with stakeholders
- Feedback mechanisms from stakeholders with examples
- Survey results

Indicator 2.6

The agency's supervision and evaluation processes result in improved professional practice.

Possible Evidence

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

Indicator 2.7 (School Only)

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

Possible Evidence

- School improvement plan development by the school
- Agenda and minutes of meeting
- Roles and responsibilities of school leadership
- Maintenance of consistent academic oversight, planning and resource allocation
- Survey results regarding functions of the governing body
- Stakeholders input and feedback
- Social media
- Communications regarding board actions

Indicator 2.8 (School Only)

Leadership and staff foster a culture consistent with the school's purpose and direction.

Possible Evidence

- Examples of collaboration and shared leadership
- Examples of decisions aligned with the school's statement purpose
- Examples of decisions in support of the school's continuous improvement plan
- Survey results

Indicator 2.9 (School Only)

Leadership engages stakeholders effectively in support of the school's purpose and direction.

Possible Evidence

- Survey results
- Copies of surveys or screen shots from online surveys
- Communication plan
- Minutes from meeting with stakeholders
- Involvement of stakeholders in a school improvement plan

Indicator 2.10 (School Only)

Leadership and staff supervision and evaluation processes result in improved professional practice and student success.

Possible Evidence

- Job specific criteria
- Supervision and evaluation documents with criteria for improving professional practice and student success
- Representative supervision and evaluation reports
- Governing body policy on supervision and evaluation
- Examples of professional development offering and plan tied specifically to the results from supervision and evaluation

Standard 3

Teaching and Assessing for Learning

The agency's services and programs support the educational needs of its constituent schools/systems through meaningful professional learning experiences.

Indicator 3.1

The agency provides equitable, relevant and targeted support programs and/or services for all schools/systems.

Possible Evidence

- List of support programs and/or services provided to each constituent school/system
- Explanation of how learning activities are tied to needs of schools/systems
- Evidence that learning experiences have prepared learners for success
- Survey results

Indicator 3.2

The agency monitors its programs and services to measure effectiveness and to guide ongoing adjustments in delivery.

Possible Evidence

- Description of agency monitoring system for programs and services including those involved
- Examples of adjustments to programs and services in response to data findings
- Survey results

Indicator 3.3

Agency staff provide professional learning opportunities that engage practitioners in their learning.

Possible Evidence

- Examples of instructional strategies used to engage practitioners in learning
- List of professional learning offerings
- Examples of practitioner learning demonstrating the application of knowledge, authentic assessments
- Examples of practitioner use of technologies as a learning tool
- Survey results

Indicator 3.4

The agency uses collaboration as an essential operating principle in the development and delivery of its services and programs.

Possible Evidence

- Schedules/examples of collaborative learning community meetings within the agency
- Schedules/examples of collaboration with constituent schools/systems
- Survey results

Indicator 3.5

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

Possible Evidence

- Listing of professional learning activities in the last 3 years with brief explanation of connection to agency purpose, direction and needs
- Recent evaluations of professional learning activities
- Survey results

Indicator 3.6

All agency support services meet the unique learning needs of its constituent schools/systems.

Possible Evidence

- Data used to identify learning needs of constituent schools/systems
- Examples of provision of unique support services to constituent schools/systems
- Survey results

Indicator 3.7 (School Only)

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

Possible Evidence

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

Indicator 3.8 (School Only)

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

Possible Evidence

- Curriculum writing process
- A description of the systematic review for curriculum, instruction and assessment
- Curriculum guides
- Lesson plans aligned to the curriculum
- Products - scope and sequence, curriculum maps
- Common assessments
- Survey results
- Standards-based report card

Indicator 3.9 (School Only)

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

Possible Evidence

- Teacher evaluation criteria
- Findings from supervisor walk-thrus and observations
- Students work demonstrating the application of knowledge
- Examples of teacher use of technology as an instructional resource
- Examples of student use of technology as a learning tool
- Interdisciplinary projects
- Authentic assessments
- Professional development focused on these strategies
- Agenda items addressing these strategies
- Survey results

Indicator 3.10 (School Only)

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

Possible Evidence

- Supervision and evaluation procedures
- Curriculum maps
- Peer or mentoring opportunities and interactions
- Recognition of teachers with regard to these practices
- Administrative classroom observation protocols and logs
- Examples of improvement to instructional practices resulting from the evaluation process

Indicator 3.11 (School Only)

Teachers participate in collaborative learning communities to improve instruction and student learning.

Possible Evidence

- Agendas and minutes of collaborative learning committees
- Calendar/schedule of learning community meetings
- Common language, protocols, and reporting tools
- Examples of improvement to content and instructional practice resulting from collaboration
- Evidence of informal conversation that reflect collaboration about students learning
- Examples of cross curriculum projects, interdisciplinary instruction and classroom action research project
- Professional development funding to promote professional learning committees
- Peer coaching guidelines and procedures
- Survey results

Indicator 3.12 (School Only)

Teachers implement the agency's instructional process in support of student learning.

Possible Evidence

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

Indicator 3.13 (School Only)

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

Possible Evidence

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

Indicator 3.14 (School Only)

The agency and its school engage in meaningful ways in their children's education and keep them informed of their children's learning progress.

Possible Evidence

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

Indicator 3.15 (School Only)

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

Possible Evidence

- Description of formalized structures for adults to advocate on behalf of students
- List of students matched to adults who advocate on their behalf
- Curriculum and activities of structures for adults advocating on behalf of students
- Master schedule with time for formalized structure
- Survey results

Indicator 3.16 (School Only)

The agency ensures that school staff participate in a continuous program of professional learning.

Possible Evidence

- Crosswalk between professional learning and agency purpose and direction
- Agency professional development plan involving the agency and all schools
- Agency quality control procedures showing implementation plan for professional development for agency and school staff
- Brief explanation of alignment between professional learning and identified needs
- Evaluation tools for professional learning

- Survey results

Indicator 3.17 (School Only)

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

Possible Evidence

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

Indicator 3.18 (School Only)

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

Possible Evidence

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

Standard 4

Resources and Support Systems

The agency provides resources, programs, and services that support its purpose and direction for all constituent schools/systems.

Indicator 4.1

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

Possible Evidence

- Policies , processes and procedures and other documentation related to the hiring, placement and retention of staff
- Agency budgets over the last 3 years
- Needs assessment related to hiring needs
- Survey results

Indicator 4.2

Material and fiscal resources are sufficient to support the purpose and direction of the agency.

Possible Evidence

- Examples of how materials and fiscal resources support purpose and direction of agency
- Examples of effort to improve agency effectiveness
- Examples of how to identify needs of constituent schools/systems are met through agency's material and fiscal resources
- Demonstrate of equitable allocation of resources to constituents
- Survey results

Indicator 4.3

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

Possible Evidence

- Maintenance system for requests
- Maintenance schedules
- Recorded depreciation of equipment
- Documentation of compliance with local and state requirements
- Security systems
- Survey results

Indicator 4.4

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

Possible Evidence

- Policies and procedures for resource management
- Planning process for managing budgets, facilities and other agency components
- Agency strategic plan
- Evaluation process for assessing the effectiveness of planning process
- Board monitoring process to ensure implementation and completion of strategic plans
- Survey results

Indicator 4.5

The agency provides, coordinates and evaluates the effectiveness of programs and services delivered to constituent schools and systems.

Possible Evidence

- Agency systems for evaluating programs and services to constituent schools/systems
- Agency system for evaluating effectiveness of recruiting, hiring and retention processes
- Survey results

Indicator 4.6

The agency provides technology infrastructure and equipment to support the teaching, informational and operational needs of the agency and the schools/system it serves.

Possible Evidence

- Job description of technical support staff
- Policies and procedures related to technology use and technology needs
- Technology plan
- Technology budget
- Survey results

Indicator 4.7 (School Only)

Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the agency and its schools.

Possible Evidence

- Alignment of agency budget with agency purpose and direction
- Agency strategic plan showing resources support
- Agency quality assurance procedures showing agency oversight of schools pertaining to school resources
- Alignment of school budgets with school purpose and direction
- Examples of school calendars
- Examples of school schedules
- Examples of efforts of school leaders to secure necessary material and fiscal resources
- Survey examples

Indicator 4.8 (School Only)

The agency provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support its schools' educational programs throughout the agency.

Possible Evidence

- Agency education delivery model intended for school implementation including media and information resources to support the education program
- Evaluation procedures and results of education resources
- Data on media and information resources available to students and staff
- Schedule of staff availability to assist students and schools personnel related to findings and retrieving information

- Survey results

Indicator 4.9 (School Only)

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

Possible Evidence

- List of support services available to students
- Agreements with school community agencies for student-family support
- Social classes and services, e.g., bullying, character education
- Student assessment system for identifying student records
- Schedule of family services, e.g., parent classes, survival skills
- Examples of improvements to be made to education programs and delivery models based on results of program effectiveness evaluations
- Rubrics on developmentally appropriate benchmarks; e.g., early childhood education
- Survey results

Indicator 4.10 (School Only)

The agency provides services that support the counseling, assessment, referral educational and career planning needs of all students.

Possible Evidence

- List of services available related to counseling, assessment, referral, educational and career planning
- Description of referral process
- Description of IEP process
- Budget for counseling, assessment, referral, educational and career planning
- Agency quality assurance procedures that monitor program effectiveness of student support services
- Survey results

Standard 5

Using results for Continuous Improvement

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

Indicator 5.1

The agency establishes and maintains a clearly defined and comprehensive evaluation system.

Possible Evidence

- Policy and/or procedure to monitor overall agency effectiveness
- Agency Profile document
- Annual Report to stakeholders - past and present
- Action plans, including assessment used to measure progress
- In-service evaluations
- Documentation or description of evaluation protocols
- Calendars/Schedules
- Survey results

Indicator 5.2

Professional and support staff throughout the agency continuously collects, analyze and use a range of data sources, including comparison and trend data related to program evaluation and organizational conditions.

Possible Evidence

- Orientation manual for new staff documenting data procedures
- Written protocols for data collection
- Needs assessment conducted by the agency
- Goals and action plan for individual agency departments and programs
- Policy or procedures for agency's in-service registration system
- Student achievement data in the agency's region - summarized with trends noted
- Survey results

Indicator 5.3

The agency's leadership monitors and communicates to stakeholders' comprehensive information about learning and the achievement of agency improvement goals.

Possible Evidence

- Communication plan
- Newsletter, paper or on-line
- Examples of reports/presentations to governing board and advisory groups
- Agency website
- Annual reports to stakeholders

- Documentation of continuous improvement plans, goals and action plans
- Survey results

Indicator 5.4 (School Only)

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

Possible Evidence

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

Indicator 5.5 (School Only)

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

Possible Evidence

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

Indicator 5.6 (School Only)

Professional and support staff is trained in the evaluation, interpretation and use of data.

Possible Evidence

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

Indicator 5.7 (School Only)

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

Possible Evidence

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

Indicator 5.8 (School Only)

Agency and school leaders monitor and communicate to stakeholders' comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to.

Possible Evidence

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