

Report of the
Quality Assurance Review Team
for
Douglass Elementary School

Gary B. Pyrtle, Principal

Review Dates: 10/15/2008 - 10/16/2008



AdvancED is the unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE).

Quality Assurance Review Report

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About AdvancED and NCA CASI/SACS CASI

Background. Founded in 1895, the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) accredit public and private schools and districts in 30 states, the Navajo Nation, Latin America, and the Department of Defense Schools worldwide.

In 2006, NCA CASI, SACS CASI, and the research and development arm of the accrediting associations, the National Study of School Evaluation, unified to form AdvancED. Dedicated to advancing excellence in education, AdvancED provides accreditation, research, and professional services to 23,000 schools in 65 countries, serving 15 million students.

NCA CASI and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI and SACS CASI have defined shared, research-based accreditation standards that cross state, regional, and national boundaries. Accompanying these standards is a unified accreditation process designed to help schools continuously improve.

The Accreditation Process. To earn and maintain accreditation from NCA CASI or SACS CASI, schools must:

- 1) Meet the AdvancED Standards for Quality Schools.** Schools demonstrate adherence to the seven AdvancED standards which describe the quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance and organizational effectiveness.
- 2) Engage in continuous improvement.** Schools implement a continuous improvement process that articulates the vision and purpose the school is pursuing (vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (profile); employs goals and interventions to improve student performance (plan); and documents and uses the results to inform what happens next (results).
- 3) Demonstrate quality assurance through internal and external review.** Schools engage in a planned process of ongoing internal review and self-assessment. In addition, schools host an external Quality Assurance Review Team once every five years. The team evaluates the school's adherence to the AdvancED quality standards, assesses the efficacy of the school's improvement process and methods for quality assurance, and provides commendations and recommendations to help the school improve. The team provides an oral exit report to the school and a written report detailing the team's recommendations. The school acts on the team's recommendations and submits a progress report following the review.

NCA CASI and SACS CASI accreditation engages the entire school community in a continuous process of self-evaluation and improvement. The overall aim is to help schools be the best they can be on behalf of the students they serve.

Introduction to the Quality Assurance Review

Purpose. The purpose of the Quality Assurance Review is to:

1. Evaluate the school's adherence to the AdvancED quality standards.
2. Assess the efficacy of the school's improvement process and methods for quality assurance.
3. Identify commendations and recommendations to improve the school.
4. Make an accreditation recommendation for review by the national AdvancED Accreditation Commission.

A key aim of the Quality Assurance Review is to verify that the school is operating with institutional integrity - that it is fulfilling its vision and mission for its students.

School Preparation. To prepare for the Quality Assurance Review, the school community engages in an in-depth self assessment of each of the seven AdvancED standards. The school identifies and describes the evidence that demonstrates that it is meeting each standard. Through this internal review, the school examines how its systems and processes contribute to student performance and school effectiveness.

Summary of Team Activities. The Quality Assurance Review Team is led by an AdvancED certified team chair and comprised of professionals from outside the school. The team reviews the findings of the school's internal self-assessment, conducts interviews with representative groups of stakeholders, reviews student performance data and other documentation provided by the school, and observes practices and daily operations. The team engages in professional deliberations to reach consensus on the school's adherence to the standards for accreditation. The team provides an oral exit report and prepares a written Quality Assurance Review Team Report designed to help the school improve.

The Quality Assurance Review Team Report. Following the visit, the review team completes the Quality Assurance Review report. After review by a nationally-trained reader, the report is submitted to the school. The report contains commendations and recommendations for improvement.

Using the Report - Acting on the Recommendations. The school uses the report to guide its improvement efforts. The school is held accountable for addressing the recommendations identified in the report. The NCA CASI/SACS CASI State Office is available to assist schools in addressing the recommendations. Following the Quality Assurance Review Team visit, the school must submit a progress report detailing the actions and progress the school has made on the team's recommendations. The report is reviewed at the state and national level to ensure the school is addressing the recommendations.

Accreditation Recommendation. The Quality Assurance Review Team uses the findings from the onsite visit to make an accreditation recommendation that is reviewed at the state level and by the national AdvancED Accreditation Commission. Accreditation is granted by the AdvancED Accreditation Commission and communicated to the school following action from the commission.

Summary of Findings

A Quality Assurance Review Team representing the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), a division of AdvancED, visited the Douglass Elementary School in Eden, North Carolina on 10/15/2008 - 10/16/2008.

During the visit, members of the Quality Assurance Review Team interviewed the Principal, 9 members of the administrative team, 9 students, 5 parents, and 35 teachers. In addition, 5 Support Staff and 1 Central Office Administrator were interviewed. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and recommendations.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **The school has acquired state of the art technology and is using it in the teaching environment.**

Teachers are using many new technologies to teach the children. Most of the teachers have Active Boards and use them continuously. Teachers also write a large number of grants to enhance the resources available to them.

Using technology in the classroom contributes to student engagement in a learning environment. The school motto, "Educate every child, every day, in every way", is truly implemented daily. The team saw 100% of the students working and learning in many different ways.

- **School leadership is responsive to students, staff, and community needs.**

The School Improvement Team (SIT) meets monthly. Teachers and students bring questions or concerns to the SIT. The team, the principal, and the assistant principal discuss and resolve the issues. Parents are also polled continually for their input.

The leadership team is welcoming and willing to listen to parents, staff, and students for discussion on all topics that pertain to the school and the academic progress and achievement of students.

Having a leadership team that is welcoming and willing to listen contributes to positive two-way communication between the school, the parents, the staff, and the students. This promotes stakeholder involvement which enhances student achievement and overall organizational effectiveness.

- **Multiple avenues for open communication to all members of the school community are evident.**

The principal uses meetings, Connect-Ed, newsletters, and weekly folders to establish effective channels for communication. Teachers use weekly agendas, e-mail, and web sites to keep parents informed.

Having open communication is extremely important because it creates a family atmosphere among all internal and external school stakeholders. Varying the ways to communicate to stakeholders contributes to understanding and feeling a part of the total school program.

Recommendations

In addition to the commendations, the Quality Assurance Review Team identified the following recommendations for improvement. The team focused its recommendations on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for making progress on each of the recommendations noted in this section. Following this review, the school will be asked to submit a progress report on these recommendations.

- **Investigate ways to balance common planning time with training and meetings.**

The concern was shared that much of the grade-level common planning time was not used for planning, but for training and meetings.

Balancing individual teacher planning and common grade-level planning will positively affect trainings and meetings.

- **Assess the need for additional personnel in terms of a growing population.**

While Douglass Elementary has a music teacher, P.E teacher, media specialist, and a technology assistant, there is no art teacher. The counselor has testing duties and is limited in the amount of focus on the emerging socio-economic shift in the student population. The EC staff is concerned that the staff may not be sufficient to serve the growing population of exceptional children.

Having a system in place to assess personnel needs is an effective approach in continuous improvement efforts.

- **Work to review facility needs that comply with ADA regulations and building codes.**

The current building was constructed as a high school. There are multiple entrances to the school. Students have to cross a public road to enter the playground. Some of the rooms do not have enough plugs to support what is needed for computers, Active Boards, data projections and other equipment.

When a school is upgrading its technology uses, upgrading the wiring and/or facility may be necessary. Having a system in place for assessing the needs whether they be instructional or facility related, enhance continuous improvement efforts for student performance and organizational effectiveness.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the recommendations made by the team. Include methods for monitoring progress toward the recommendations.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the team's recommendations. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the recommendations. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The SACS CASI accreditation seals are available at www.advanc-ed.org/communicationskit for accredited schools and districts to post on their website and to use in school

communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the recommendations noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Standards for Accreditation

The primary requirement for accreditation is that the Douglass Elementary School demonstrates that it meets the seven standards for accreditation. The findings of the Quality Assurance Review Team regarding the standards for accreditation are summarized on the following pages.

Standard 1. Vision and Purpose

Standard: The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

The team observed several practices which demonstrate stakeholders' knowledge of a shared vision and direction for improving student achievement. Staff members, in conjunction with the principal, were involved in the development of the mission statement and school motto. The school's motto "Educate Every Child, Everyday, and in Every Way" was echoed by teachers and students. Data from the North Carolina End-of-Grade tests and local benchmark assessments are analyzed and used to improve student performance. This data is utilized to form small learning groups for more individualized instruction.

Profile information indicates that the demographics of the school has changed significantly over the past couple of years. A challenge for the counselor is that she is also the testing coordinator and finds it challenging to address health and home concerns which impact student performance.

Strengths - The team noted the following successful practices deserving of recognition:

Evidence shows that the principal has clearly established a vision for the school. The school's vision is manifested throughout the day-to-day practices. The principal and assistant principal have developed a climate of collaborative and supportive interaction with high standards and expectations. The staff commitment to the school's mission has contributed to the high growth on the North Carolina End of Grade assessments (NC EOG) in math.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

Acknowledgement of the impact that the economic crisis has had on the demographics of the school community is noted. However, in an effort to serve the "whole" student, having a system in place that addresses the staffing needs is critical to continuous improvement efforts.

Finding: Douglass Elementary School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 2. Governance and Leadership

Standard: The school provides governance and leadership that promote student performance and school effectiveness.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Practices are in place to provide governance and leadership that promote student performance and school effectiveness. Interview data gathered through dialogue with administration, teachers, support staff, parents, and students evinces that the entire faculty and staff had input in the development of the school's vision, mission, and instructional programs. Staff members indicate that leadership opportunities abound and are encouraged by the administration. The administration has aligned professional development with improving student performance with math and technology being focus areas. According to teachers, "All have a part in something" with regard to school improvement. All evidence shows the governance of the school is conducted under the jurisdiction of the Rockingham County Schools and adheres to all policies and procedures of the local Board of Education.

Strengths - The team noted the following successful practices deserving of recognition:

Interview and observational data along with extensive review of artifacts evinces strong leadership on the part of both the principal and assistant principal. Additionally, the school has leaders who ensure collaboration and expect school-wide shared responsibility for student learning. The staff expresses their trust in and appreciation of the school leadership. Systems (i.e. the principal's "Friday Notes," the open door policy, the involvement of parent volunteers, the teacher mentor program and the role of the SIT liaison) are in place to ensure frequent and meaningful communication takes place among all internal and external stakeholders. The willingness on the part of both the principal and assistant principal to allow the staff to have a voice is repeatedly noted. As one teacher said, "We are allowed to say our feelings and opinions. The administration will always listen—there's no intimidation. They encourage us and if they can fix a problem, they will."

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

Concern was shared that much of the grade-level common planning time was used not for planning but training and meetings. Consideration of possible protected planning days is an idea to consider. Continued exploration and utilization of professional development centered around technology is also encouraged.

Finding: Douglass Elementary School has earned the overall assessment level of "Highly Functional" and has met this standard for accreditation.

Standard 3. Teaching and Learning

Standard: The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Practices are in place to assess student performance. Through the frequent use of progress monitoring via benchmarks, STAR and Accelerated Reading (AR) reports, running records, and ThinkLinks, teachers are able to analyze data and appropriately plan instruction that is research-based and tailored to meet the individual needs of students. Interview data gathered through dialogue with administration, teachers, support staff, students, and observational data acquired through classroom walkthroughs indicate use of a diverse set of instructional strategies and initiatives. The curriculum is aligned with the North Carolina Standard Course of Study (NCSCOS) and is differentiated to meet the needs of the students of the school.

Strengths - The team noted the following successful practices deserving of recognition:

Interview and observational data along with extensive review of artifacts evinces superior use of instructional time and resources. Small group instruction and the use of RISE (reading) and MISE (math) systems are noted to be particularly organized, smooth, and varied. All students have the chance to work and be successful in all centers. A minimum of two adults are present in nearly every classroom observed, and students are highly engaged. The students with which the team conversed stated they see their teachers working together on teaching and websites and the students have many specific areas of study they can tell the team about in detail. Regarding curriculum and teaching strategies, the teachers indicate they have input regarding resource selection and acquisition.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

Assess the need for having additional staff who are serving children with special needs.

Research the benefits of teachers looping with their children from one grade to another.

Expand the repertoire of strategies and best practices that can be used to differentiate instruction for all learners.

Finding: Douglass Elementary School has earned the overall assessment level of "Highly Functional" and has met this standard for accreditation.

Standard 4. Documenting and Using Results

Standard: The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Practices are in place for monitoring and documenting student performance (ThinkLink, benchmark tests, running records, STAR Reader, & Accelerated Reader). Staff development is conducted to prepare teachers on the use of assessment data and how to modify teaching to improve student achievement. School-wide attention is given to data from benchmarks and EOGs which are used to compare the school performance against district performance.

Strengths - The team noted the following successful practices deserving of recognition:

Examination of artifacts and interviews with staff members reveal that student data is available and is used for making instructional decisions. Teachers are provided with professional development in the analysis and use of assessment data. Students performing below grade level are identified and serviced through Title I. The school met AYP for the 07-08 school year and received high growth status on the NC ABCs achievement model.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

Expand utilization of data to include student analysis of their own growth and achievement.

Finding: Douglass Elementary School has earned the overall assessment level of "Highly Functional" and has met this standard for accreditation.

Standard 5. Resource and Support Systems

Standard: The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Systems and processes are in place for teachers and staff members to acquire the necessary resources to meet the needs of their students. Staff is regularly surveyed for feedback on needed resources. Professional development is offered within the school and through the district's early release days. An annual budget is created and funds are appropriately distributed based on the school improvement plan. The school has been the recipient of several grants which are used to enhance the school's resources and services.

The current building was built as a high school and though the leadership team makes the facility work, it is challenging to meet elementary programs. There are multiple entrances to the school and the students have to

cross a public road to enter the playground. The school leadership works to ensure a safe and orderly environment as evidenced by the safety practices established and the crisis plan.

Wiring for technology is an issue. Many rooms do not have enough plugs to support what is needed for computers, Active Boards, data projectors and other equipment.

Strengths - The team noted the following successful practices deserving of recognition:

Resources and services are readily available and accessible to all staff members. Acquisition and implementation of technology and acquisition of grants have enhanced student learning .

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

Assess the need for additional personnel to meet the vision and purpose of the school.

Work closely with the Board of Education in assessing the building needs related to safety and updating.

Finding: Douglass Elementary School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 6. Stakeholder Communications and Relationships

Standard: The school fosters effective communications and relationships with and among its stakeholders.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

The evidence gathered by the Quality Assurance Team shows genuine efforts by the school to foster effective communication and relationships with its stakeholders. The school has developed a representative model of school leadership via the leadership team and the School Improvement Team (SIT) to facilitate two-way communication on issues of school improvement and governance. The administration uses staff surveys, confidential notes, and the SIT committee to elicit information on planning and instruction. The school also constantly communicates with parents. Title I schedules parent curriculum nights with surveys for participates to complete. Data gleaned from the surveys is used to plan additional meetings and functions to enhance student achievement. The school has an effective PTSO which corresponds with key communicators at the school as evidenced by e-mail. All evidence shows the school effectively uses websites, newsletters, weekly folders, and agendas to communicate with students and parents.

Strengths - The team noted the following successful practices deserving of recognition:

Communication between the principal and all stakeholders is effective. The principal uses meetings, Connect-Ed, newsletters, and weekly folders to establish effective channels for communication. The concept of having a common planning time for all grade levels to communicate and plan with the administration and each other was established this year.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

Explore new and effective ways to communicate with parents and the community, such as a radio podcast for parents to tune into while waiting in the car line.

Explore student -created morning news show, using webcams, etc., for broadcast on classroom Active boards.

Finding: Douglass Elementary School has earned the overall assessment level of "Highly Functional" and has met this standard for accreditation.

Standard 7. Commitment to Continuous Improvement

Standard: The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

The school incorporates objectives pertinent to the school within the framework of Rockingham County's mandated goals and objectives for school improvement. There is a clear process in place regarding the improvement process at the school. Improvements and accomplishments are recognized and celebrated. Data regarding school and student performance is collected frequently and the results shared with all stakeholders such as staff, students, and parents. There is stakeholder involvement and input regarding developing, implementing, and monitoring the school improvement plan.

The Quality Assurance Review Team did not determine that sufficient systems are in place to assess personnel and facility needs that affect the vision and purpose of the school.

Strengths - The team noted the following successful practices deserving of recognition:

Interview and observational data along with extensive review of artifacts indicate to the QAR team that the school community has continual improvement as a top priority. The School Improvement Team (SIT) meets monthly (and more frequently if necessary). There is designated time each instructional day for grade levels to meet, plan, and participate in professional development. Small group instruction on a daily basis allows teachers to observe and confer with students. Data is shared school-wide as it is received and achievements are celebrated. Additional achievements are noted—Attendance of the Month award, the “No Tardy” parties, Accelerated Reader celebrations, and Toe Tokens, awarded to students who walk predetermined distances as part of the morning Walking Club (which fits in the Healthy Schools initiative for the state). Student interests also drive the development of clubs (i.e. Mileage, Science, Jump Rope, Chorus, Dance, Scrapbooking, and Student Leadership Clubs) that meet after school. Continuous improvement is centered on academic success and improvements also focus on the whole child—life skills, character education, and healthy choices. The school administration is welcoming and because of this, parents and teachers feel comfortable working in the school and sounding their voices.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

Continue data sharing via whole school, grade level, and classroom settings, as transparency and perpetual, candid dialogue are musts. Investigate ways of meeting informally with parents to visit and talk with administration to further develop the relationship between school and home.

Use the school website to share data, initiatives, and news about celebrations for stakeholder perusal. The team recommends that the School Improvement Plan (SIP) be accessible via the school website as well.

Review the systems that are in place to determine student performance results, that allows the school to assess its personnel and facility needs.

Finding: Douglass Elementary School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Conclusion

The commendations and recommendations in this report are designed to focus the school on those areas that will have the greatest impact on student performance and school effectiveness. While powerful in potential, the commendations and recommendations only have meaning when acted upon by the school. The strength of this report lies in the school's commitment to using the findings to continuously improve. The key is action. The school is encouraged to use the report as a call to action, a tool to sustain momentum in the ongoing process of continuous improvement.

The team identified several recommendations for improvement that the school will need to address. Following this review, the school will be required to submit a progress report summarizing its progress toward addressing the team's recommendations.

The Quality Assurance Review Team expresses appreciation to Gary B. Pyrtle, members of the professional staff, students, parents and other community representatives for their hospitality throughout the visit. The team wishes the school and its students much success in the quest for excellence through SACS CASI accreditation with AdvancED.

Appendix

Quality Assurance Review Team Members

- Ms. Kay Fowler, Chair (Charlotte-Mecklenburg School System)
- Ms. Ashley Hurley, Team Member (Union County Public Schools)
- David Legrand, Team Member (Carmel Middle School)

AdvancED Standards for Quality Schools

The AdvancED Standards for Quality Schools are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance and organizational effectiveness. As schools reach higher levels of implementation of the standards, they will have a greater capacity to support ever-increasing student performance and organizational effectiveness. Each of the seven standards listed below has corresponding indicators and impact statements which can be accessed at www.advanc-ed.org.

Vision and Purpose

The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Governance and Leadership

The school provides governance and leadership that promote student performance and school effectiveness.

Teaching and Learning

The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Documenting and Using Results

The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Resource and Support Systems

The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Stakeholder Communications and Relationships

The school fosters effective communications and relationships with and among its stakeholders.

Commitment to Continuous Improvement

The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.