

ACCREDITATION STANDARDS

K-12 ONLINE SCHOOLS



AMERICAN INTERNATIONAL ACCREDITATION
ASSOCIATION OF SCHOOLS AND COLLEGES

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INSTRUCTIONS

This Self-Assessment is meant to be used as a framework to prepare and document the school's qualifications for AIAASC Online Accreditation. When properly completed, the self-assessment will reflect the findings of the school's accreditation steering committee and will assist in establishing and monitoring a school improvement plan.

The AIAASC Online Accreditation Standards monitor the mission and vision of the school, how the school selects curriculum, the certifications and qualifications of the staff, the operating procedures, the financial strength of the school, the school improvement plan that has been developed, and other such key elements that demonstrate the accredited school is a quality, well-functioning school and follows the best proven practices of the finest schools. Each standard is divided into indicators. Each indicator contains a rubric to measure the school's alignment to the indicator.

The AIAASC Online Accreditation Standards were developed specifically for online international schools and indicate high-quality educational practices. These standards and indicators should be used by the school to self-assess its practices and programs to ensure that it is providing a high-quality and rigorous education for all students. An online full accreditation visit is conducted by highly qualified and trained volunteers who use these standards and indicators, in addition to the school's self-assessment, to evaluate, provide feedback for, and verify the school's improvement plan. Schools that continually engage in self-assessment and set goals based on these standards and indicators will ensure that they are providing a high-quality educational program for all students.

STEP 1 CREATE A STEERING COMMITTEE

Several months prior to the school's full accreditation visit, the school should create a steering committee. All stakeholder groups and each grade level of the school should be represented in the steering committee. Responsibility for completing the different sections in this self-assessment should be divided among the committee members. The self-assessment should represent the steering committee's collective work and findings; it should not be the work of one or two individuals.

STEP 2 CONDUCT A SELF-ASSESSMENT

To conduct the self-assessment, the steering committee reviews the indicators in each standard and evaluates the school based on the rubric of each indicator. The committee then decides how the school rates for each indicator.

The self-assessment process is meant to help the school recognize strengths as well as understand weaknesses, therefore the committee must be completely honest in rating the school to ensure that the self-assessment process is being constructively followed. Every school will have weak and strong areas. By providing completely honest ratings the committee is able to commend themselves for the positive things they are doing and focus on making weak areas become stronger.

After each indicator, the steering committee can choose to briefly describe why the rating was selected.



STEP 3 GATHER ITEMS OF EVIDENCE

Evidence is documentation or items that substantiate the steering committee's rating for an indicator.

The steering committee will gather items of evidence for each indicator and upload them in a separate folder for each standard on the website. Listed after each indicator are possible items of evidence. The committee should only choose items of evidence that will support the rating selected for the indicator.

The folders containing items of evidence will be reviewed during the school's online full accreditation visit, but are also for the school's ongoing use to aid in the school improvement process.

STEP 4 CREATE A SCHOOL IMPROVEMENT PLAN

After the self-assessment has been completed the steering committee should use it to create a school improvement plan. All indicator ratings should be prioritized according to areas of greatest need. Indicators with the lowest ratings should become main areas of focus for the school improvement plan.

Refer to the [*AIAASC website for the School Profile and Improvement Plan Guide*](#).

STEP 5 TURN IN THE SELF-ASSESSMENT

Four weeks prior to the scheduled full accreditation visit, e-mail the completed self-assessment to the chair of the accreditation team.

STEP 6 THE ACCREDITATION VISIT

The self-assessment, along with the items of evidence, will be used by the accreditation team to evaluate and validate the school's self-assessment, and to assist in verifying whether the school meets the AIAASC online standards for accreditation. Refer to the [*AIAASC website for the document: Information for Schools on How to Prepare for the Accreditation Visit*](#).

STEP 7 UPDATE AND REVIEW THE SCHOOL IMPROVEMENT PLAN

Following the full online accreditation visit the school will receive a Visiting Team Accreditation Report. This report will contain the accreditation team's ratings for each indicator, as well as commendations, recommendations, and required actions for select indicators.

The school should then update the school improvement plan based on the Visiting Team Accreditation Report. Indicators with the lowest ratings should become the areas of focus and priorities for the school improvement plan. Any required actions must be immediately added to the school improvement plan and completed by the dates as indicated in the report.

The school should regularly conduct a self-assessment to monitor its progress on all indicators of the AIAASC Standards.

Refer to the [*AIAASC website for the School Profile and Improvement Plan Guide*](#)



GENERAL SCHOOL INFORMATION

for

(NAME OF SCHOOL)

OWNER / CHAIRMAN INFORMATION

Name of School Owner /
Chairman:

Cellular:

E-mail Address:

DIRECTOR'S INFORMATION

Name of School Director:

Cellular:

E-mail Address:

SCHOOL INFORMATION

Mailing Address:

Phone:

Fax:

E-mail:

Web Site:

Grades Included in
Accreditation:

Total Enrollment:



SCHOOL DESCRIPTION

Include here a brief description of the school, its history, and the clientele it serves.



STEERING COMMITTEE INFORMATION

STEERING COMMITTEE CHAIRPERSON

Name of Chairperson:

Job Title:

E-mail Address:

COMMITTEE MEMBERS

Committee Member:

Job Title:

E-mail Address:

Committee Member:

Job Title:

E-mail Address:

Committee Member:

Job Title:

E-mail Address:

Committee Member:

Job Title:

E-mail Address:



ACCREDITATION VISIT PREPARATION

Briefly describe what the school has done to prepare for the accreditation visit.

COMMITTEE MEETING INFORMATION

Date :	Topic :
Date :	Topic :
Date :	Topic :
Date :	Topic :
Date :	Topic :
Date :	Topic :
Date :	Topic :
Date :	Topic :



REQUIRED ITEMS OF EVIDENCE

The school must show evidence of the following requirements:

YES	NO	<i>Double click on box to mark with an "x." Change default value from "Not Checked" to "Checked."</i>
<input type="checkbox"/>	<input type="checkbox"/>	The school is licensed by or approved by the government of the country where the school maintains its headquarters.
<input type="checkbox"/>	<input type="checkbox"/>	The school has been in operation for a minimum of one year.



ACCREDITATION STANDARDS

Standard 1: School Vision, Mission and Strategic Goals

The school has developed a vision and mission for the future of its students that includes a view of the global society that the students will enter. The vision and mission are rooted in a regard for the common good of all stakeholders, and demonstrate the school’s respect for all ethnicities, creeds and cultures. The values, goals and aspirations expressed in the mission guide the school in its operational and instructional decision-making, along with its strategic planning.

Indicators and Rubrics:

1.1 World Vision

The school’s vision is a collective expression of the school community’s ethos and aspirations, and reflects the global society its students will encounter. The vision statement is concise, easy to recall, and is used to guide the mission of the school.

RATING	<i>Double click on box to mark with an “x.” Change default value from “Not Checked” to “Checked.”</i>
Commendable <input type="checkbox"/>	The vision of the school is founded on a well-outlined view and understanding of the global society that its students will encounter in the future. This vision clearly reflects the values and aspirations of the school community, and consistently guides the mission of the school.
Meets Expectations <input type="checkbox"/>	The vision of the school is clear and concise, and clearly reflects the values and aspirations of the school community. The vision guides the mission of the school.
Emerging <input type="checkbox"/>	The vision of the school generally reflects the values and aspirations of the school community, but does not consistently guide the mission of the school.
Requires Action <input type="checkbox"/>	The vision of the school is vague, poorly structured, or does not address the global society that its students will encounter in the future <i>OR</i> the school does not have a vision.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- Current vision statement.
- Other: *Please List*

1.2 Mission Statement

The school has developed a concise mission statement that reflects its vision while serving the needs of its students.

RATING	
Commendable <input type="checkbox"/>	The school has developed a concise mission statement that reflects its specific and unique vision. It encompasses the values of the school community, and clearly outlines the actions it will take to achieve its vision.
Meets Expectations <input type="checkbox"/>	The school has developed a concise mission statement that reflects its vision and provides a general framework to achieve the goals of the school community.
Emerging <input type="checkbox"/>	The school has developed a mission statement that partially reflects the school's vision. The mission statement does not clearly state the actions or steps it will take to achieve the vision.
Requires Action <input type="checkbox"/>	The school has not developed a mission statement that outlines the path to achieve its vision.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee's rating for this indicator. Appropriate items might include:

- Current mission statement.
- Description of how the school uses the mission statement to direct decisions made about the school programs.
- Other: *Please List*

1.3 Mission Display and Publication

The mission statement is displayed on the school website and included in its publications.

RATING	
Commendable <input type="checkbox"/>	The mission statement is clearly displayed on the school website and included in all school publications.
Meets Expectations <input type="checkbox"/>	The mission statement is posted on the school website and included in some school publications.
Emerging <input type="checkbox"/>	The mission statement is posted on the school website.
Requires Action <input type="checkbox"/>	The mission statement is not displayed on the school website or in school publications.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- Copies of documents that show how and where school’s mission statement is posted or published (examples might include a screenshot of the school’s home page on its website).
- Advertisement and promotional materials.
- Other: *Please List*

1.4 Mission Development and Review

The school can clearly demonstrate the process through which the mission statement was created and that it involved all groups of stakeholders in its creation. The school demonstrates an ongoing review of the school’s mission statement and updates the mission according to the changing needs of the students.

RATING	
Commendable <input type="checkbox"/>	The mission statement was created in a cooperative process that involved all groups of stakeholders. At least on a yearly basis the mission statement is reviewed with each group of stakeholders and updated as needed to ensure it serves the needs of the students.
Meets Expectations <input type="checkbox"/>	The mission statement was created in a cooperative process that involved most stakeholders. At least on a yearly basis the mission statement is reviewed with most stakeholders.
Emerging <input type="checkbox"/>	The mission statement was created with input from some stakeholders and is reviewed occasionally, but on no specific time schedule.
Requires Action <input type="checkbox"/>	Few stakeholders were involved in creating the mission statement. It is rarely reviewed.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- Description of the process the school used to develop the mission statement.
- Description of how the school involved representatives from all stakeholder groups in developing the mission statement.
- Description of the process for reviewing the mission statement.
- Schedule for reviewing the mission statement, including a sample meeting agenda and attendance records.
- Survey information.
- Other: *Please List*

1.5 Mission Use

The mission statement guides instructional programs, school activities, and community outreach. It is referred to in meetings and is a driving force behind decisions made at the school.

RATING	
Commendable <input type="checkbox"/>	The mission statement guides all instructional programs, school activities, and community outreach. It is consistently referred to in meetings and is a driving force behind all decisions made at the school.
Meets Expectations <input type="checkbox"/>	The mission statement is used as a guide for most instructional programs, school activities and community outreach. It is often referred to in meetings and is a driving force behind most decisions made at the school.
Emerging <input type="checkbox"/>	The mission statement is used as a guide for some instructional programs, school activities and community outreach. It is sometimes referred to in meetings and used as a guide for some school decisions.
Requires Action <input type="checkbox"/>	The mission statement is used infrequently as a guide for instructional programs, school activities and community outreach. It is rarely referred to in meetings or used as a guide for school decisions.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- Description of how the school uses its mission statement in staff meetings and other public meetings as a guide to determine school’s progress toward achieving its mission.
- Agenda and attendance records from meetings in which the mission statement is referred to for decision making.
- Other: *Please List*

1.6 Measurement of Mission Statement

The mission statement has been developed in such a way that accomplishment of the mission can be measured throughout the programs of the school.

RATING	
Commendable <input type="checkbox"/>	Methods are in place to measure the accomplishment of the mission statement throughout all programs of the school.
Meets Expectations <input type="checkbox"/>	Methods are in place to measure the accomplishment of the mission statement throughout most programs of the school.
Emerging <input type="checkbox"/>	Methods are in place to measure the accomplishment of the mission statement in some programs of the school.
Requires Action <input type="checkbox"/>	Methods are rarely used to measure the accomplishment of the mission statement in the school.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- Examples of how the school’s curricular areas use the mission statement to measure the success of the programs.
- Description of how program successes lead to the accomplishment of the school mission.
- Other: *Please List*

Standard 2: The Educational Program

Essential to a quality student experience is the instructional process—including how the curriculum is devised, monitored, updated, and delivered. The experience and qualifications of the teaching staff, ongoing professional development, use of relevant technologies, and the monitoring and encouragement of the teaching staff are vital to quality instruction.

The educational program is standards-based*, aligned with the school mission, and supported by proven instructional and assessment strategies. Curriculum development at the school level ensures that content is appropriate, logically sequenced, and that all students can succeed in their course of studies. The program is regularly validated by both internal and external assessments of student learning.

** recommends the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). However, schools are free to adopt individual state standards, such as Virginia State Standards of Learning.*

INDICATORS AND RUBRICS:

2.1 Mission-Driven

The educational program is driven by an understanding of the school’s unique mission statement.

RATING	
Commendable <input type="checkbox"/>	The course goals and instructional practices of all curricular areas clearly reflect and support the school’s mission.
Meets Expectations <input type="checkbox"/>	The course goals and instructional practices of most curricular areas clearly reflect and support the school’s mission.
Emerging <input type="checkbox"/>	The course goals and instructional practices of some curricular areas reflect and support the school’s mission.
Requires Action <input type="checkbox"/>	The mission is not clearly reflected in the school’s curricular goals or instructional practices.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- Examples showing how course goals for various curricular areas are written to reflect and support the school’s mission.
- Examples showing how instructional practices from various curricular areas reflect and support the school’s mission.
- Master course schedule.
- Other: *Please List*

2.2 Standards-Based

The school’s curricular areas meet all local governmental regulations and are based on clearly referenced and generally recognized and accepted standards. *

RATING	
Commendable <input type="checkbox"/>	All curricular areas are aligned with generally recognized and accepted standards and local government regulations, and meet professional expectations for the specific content area.
Meets Expectations <input type="checkbox"/>	The curriculum is aligned with generally recognized and accepted standards and local government regulations, and most curricular areas meet professional expectations for the specific content area.
Emerging <input type="checkbox"/>	The curriculum is partially aligned with generally recognized and accepted standards and local government regulations, and some curricular areas meet professional expectations for the specific content area.
Requires Action <input type="checkbox"/>	The curriculum is not aligned with generally recognized and accepted standards and only a few of the curricular areas meet the professional expectations of that content area.

** recommends the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). However, schools are free to adopt individual state standards, such as Virginia State Standards of Learning.*

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- Examples showing how curricular areas meet local government regulations.
- Examples showing how content areas align with professional expectations.
- Curriculum framework.
- Sample Curriculum with Standards and Benchmarks
- Other: *Please List*

2.3 Curriculum Design

The development of the curriculum follows professional curriculum guide formats and components, including the knowledge and skills students will learn, proven “good practice” instructional methods, a variety of authentic assessment methods, plans for differentiation of learning, and vertical and horizontal alignment with standards and levels of learning.

RATING	
Commendable <input type="checkbox"/>	All curricular areas are aligned horizontally and vertically, and follow professional curriculum guide formats and components.
Meets Expectations <input type="checkbox"/>	Most curricular areas are aligned horizontally and vertically, and follow professional curriculum guide formats and components.
Emerging <input type="checkbox"/>	Some curricular areas follow professional curriculum guide formats and components, but lack horizontal and vertical alignment with standards and levels of learning.
Requires Action <input type="checkbox"/>	Curriculum guides do not follow professional standards and lack some or most of the required components.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- Examples showing how curricular areas are organized consistently and model professional standard formats.
- Curriculum guide.
- Other: *Please List*

2.4 Curriculum Scope and Sequence

The curriculum demonstrates a complete scope and sequence of the subject matter. As defined:

Scope – the total body of knowledge that each student should know about the subject matter upon graduation.

Sequence – the learning that takes place at each grade level, including grade specific goals, to help students move from one level to another.

Grade Specific Goals – each course has specific content goals for every grade level which are aligned with the sequence of learning for that subject matter.

RATING	
Commendable <input type="checkbox"/>	All curricular areas clearly demonstrate a complete scope of what each student should know about the subject matter upon the completion of the program (or graduation), as well as a complete sequence of what takes place at each grade level including grade specific goals.
Meets Expectations <input type="checkbox"/>	Most curricular areas demonstrate a clear scope of what each student should know about the subject matter upon the completion of the program (or graduation), as well as a clear sequence of what takes place at each grade level including grade specific goals.
Emerging <input type="checkbox"/>	Some curricular areas demonstrate a general scope of what each student should know about the subject matter upon the completion of the program (or graduation), as well as a general sequence of what takes place at each grade level including grade specific goals.
Requires Action <input type="checkbox"/>	Very few curricular areas demonstrate a scope of what each student should know about the subject matter upon the completion of the program (or graduation), or a sequence of what takes place at each grade level.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- Examples from each curricular area showing the scope of what each student should know about the subject matter upon the completion of the program (or graduation).
- Examples showing grade specific goals and sequence for each grade level.
- Course descriptions.
- Example standard lesson and unit plans.
- Other: *Please List*

2.5 Curriculum Adoption and Review

The school maintains a curriculum adoption and review policy to ensure that the curriculum is rigorous and relevant.

RATING	
Commendable <input type="checkbox"/>	The school can demonstrate that all curricular areas are adopted according to a specific policy and process, and reviewed on a regular cycle to ensure that the curriculum is rigorous and relevant. Curriculum adoption and review is completed among professionals in a cooperative process.
Meets Expectations <input type="checkbox"/>	The school can demonstrate that most curricular areas are adopted according to a general policy and process, and reviewed on a regular cycle to ensure that the curriculum is rigorous and relevant. Curriculum adoption and review is completed among professionals in a cooperative process.
Emerging <input type="checkbox"/>	The school can demonstrate that some curricular areas are adopted according to a process and reviewed occasionally. Curriculum adoption and review is completed among professionals.
Requires Action <input type="checkbox"/>	Few curricular areas are adopted according to a process and reviewed regularly.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- Current curriculum adoption and review policy.
- Schedule for reviewing the curriculum.
- Agenda and attendance records from meetings in which the curriculum adoption and review is completed among professionals in a cooperative process.
- Description of the process for reviewing the curriculum.
- Other: *Please List*

2.6 Individualized Instruction

Teachers demonstrate the ability to assist all students to achieve the learning objectives in each subject at each grade level. Teachers provide specific interventions or accommodations for students who are above or below grade-level expectations.

RATING	
Commendable <input type="checkbox"/>	All teachers clearly provide specific interventions or accommodations for students who are above or below grade-level expectations.
Meets Expectations <input type="checkbox"/>	Most teachers provide specific interventions or accommodations for students who are above or below grade-level expectations.
Emerging <input type="checkbox"/>	Some teachers provide interventions or accommodations for students who are above or below grade-level expectations.
Requires Action <input type="checkbox"/>	Few teachers provide interventions or accommodations for students who are above or below grade-level expectations.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- Description of how teachers demonstrate the ability to assist all students to achieve the learning objectives in each subject at each grade level.
- Examples showing how teachers provide specific interventions for students who are above or below grade-level expectations.
- Description of assessments or methods used to identify students who are in need of interventions.
- Other: *Please List*

2.7 Instructional Materials

Teachers effectively use a wide range of instructional materials to bring about effective teaching and learning for all learners.

RATING	
Commendable <input type="checkbox"/>	All teachers use a variety of current instructional materials to ensure effective delivery of the school’s curriculum. Digital and other resources are selected based on their relevance, interest value, and appropriateness for the age, emotional and social development, and ability level of the student.
Meets Expectations <input type="checkbox"/>	Most teachers use a variety of current instructional materials to ensure effective delivery of the school’s curriculum. Digital and other resources are selected based on their relevance, interest value, and appropriateness for the age, emotional and social development, and ability level of the student.
Emerging <input type="checkbox"/>	Some teachers use a variety of current instructional materials, but many still demonstrate reliance on textbooks.
Requires Action <input type="checkbox"/>	There is little variety in the instructional materials used to deliver the school’s curriculum. Heavy reliance on textbooks is evident.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- Examples of the variety of current instructional materials teachers use to enhance the school’s curriculum.
- Other: *Please List*

2.8 Teacher Qualifications

Teachers have an appropriate level of subject knowledge (at least a Bachelor’s degree, or equivalent professional qualification) and pedagogic skills as evidenced by formal qualifications, and satisfy local government requirements for teaching qualifications.

RATING	
Commendable <input type="checkbox"/>	All teachers have appropriate professional qualifications that meet both the governmental policies and professional preparation expectations.
Meets Expectations <input type="checkbox"/>	Most teachers have appropriate professional qualifications that meet both the governmental policies and professional preparation expectations.
Emerging <input type="checkbox"/>	Some teachers have appropriate professional qualifications that meet both the governmental policies and professional preparation expectations.
Requires Action <input type="checkbox"/>	Few teachers have appropriate professional qualifications that meet both the governmental policies and professional preparation expectations.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- A complete list of the school’s teachers and their professional qualifications.
- Description and/or a copy of the government’s policy on teacher qualifications.
- Description and/or a copy of the teachers’ professional preparation.
- Personnel records.
- Other: *Please List*

2.9 Teaching Strategies

Teachers demonstrate skill in the “art” of teaching by helping students to develop and use higher order thinking skills to understand the subject matter, how it relates to the global society they face, and to make connections from one subject area to another.

RATING	
Commendable <input type="checkbox"/>	All teachers demonstrate teaching skills that are creative, challenge cognitive thinking processes and help students develop and use higher order thinking skills (critical and creative thinking, problem framing and problem solving, analysis, evaluation, memorization, and recall). Teachers consistently guide students in understanding the subject matter, how it relates to the global society they face, and how the subject matter is connected from one subject area to another.
Meets Expectations <input type="checkbox"/>	Most teachers help students develop and use higher order thinking skills to understand the subject matter, how it relates to the global society they face, and how the subject matter is connected from one subject area to another.
Emerging <input type="checkbox"/>	Some teachers help students develop and use higher order thinking skills to understand the subject matter, how it relates to the global society they face, and how the subject matter is connected from one subject area to another.
Requires Action <input type="checkbox"/>	Few teachers help students develop higher order thinking skills. Teachers rely largely on content delivery, while the students’ main task is to memorize and repeat facts and information.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- Examples of how teachers help students use higher order thinking skills (critical and creative thinking, problem framing and problem solving, analysis, evaluation, memorization, and recall) to understand the subject matter.
- Examples of how teachers help students understand how the subject matter relates to the society they face.
- Examples of how the subject matter is connected from one subject area to another.
- Other: *Please List*

2.10 Assessment of Teaching

Teaching is regularly assessed to ensure implementation of the curriculum, alignment with academic standards, use of research-based, effective instructional strategies and continuous assessment of student learning.

RATING	
Commendable <input type="checkbox"/>	Teaching is regularly assessed by a trained administrator to ensure implementation of the curriculum and alignment with academic standards. The assessment tool measures the use of recognized, research-based effective practices that support student engagement and learning. The school provides timely, targeted and actionable feedback and follow-up. Teaching assessment data are integrated into planning for additional training, coaching and mentoring, or resources to augment instruction. Educators are regularly monitored and scaffolded as they use new knowledge and skills.
Meets Expectations <input type="checkbox"/>	Teaching is assessed at least once each term to ensure implementation of the curriculum and alignment with academic standards. Assessment feedback leads to an action plan for teachers to improve their practice, and assessment data are used to determine professional development needs. The school provides timely, targeted and actionable feedback and follow-up.
Emerging <input type="checkbox"/>	Teaching is assessed, but assessment data may not always lead to an action plan for teachers to improve their practice. Coaching and follow-up are not provided.
Requires Action <input type="checkbox"/>	There is no consistent process for the assessment of teaching.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- Teacher evaluation tool.
- Classroom observation form.
- Staff evaluation schedule.
- Description of training completed by evaluators to conduct teacher evaluations.
- Other: *Please List*

2.11 Professional Development

The school has a professional development plan that includes training and opportunities for collaboration to improve instructional practices. The professional development plan is based on teacher and student performance data, and is developed collaboratively between teachers and school leaders. Regular and ongoing professional development specific to the technology integration and digital resources is provided for all teachers.

RATING	
Commendable <input type="checkbox"/>	The school has a thorough professional development plan, designed collaboratively by teachers and school leaders. Training needs are determined by teacher and student performance data, as well as the expressed needs of the teachers. The plan includes training as well as opportunities for peer coaching and collaboration to improve instructional practices. Ongoing training in technology integration and effective use of digital resources is provided for all teachers. Teachers and IT staff have been trained in digital citizenship and online safety.
Meets Expectations <input type="checkbox"/>	The school has a professional development plan based on observed training needs. The plan includes training events and opportunities for collaboration to improve instructional practices. Training in technology integration and effective use of digital resources is provided for all teachers. Teachers and IT staff have been trained in digital citizenship and online safety.
Emerging <input type="checkbox"/>	The school has a general professional development plan that is not fully defined or collaboratively developed. Professional development events may not be designed based on teacher or student performance data.
Requires Action <input type="checkbox"/>	The school does not have a formal professional development plan.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- Professional development plan and schedule.
- Agenda and attendance records from teacher trainings.
- Other: *Please List*

2.12 Teaching with Technology

Whether in fully online, hybrid, or brick-and-mortar schools, technology is integrated across the curriculum to provide a rich, transformative and globally relevant learning experience for students.

RATING	
Commendable <input type="checkbox"/>	Teachers design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning. Principles of digital citizenship are embedded in the curriculum. Digital classrooms are interactive and promote student-centered, active learning. Activities incorporate opportunities for scaffolding from teachers and classmates, as well as differentiation to meet the needs of all learners, including special needs, gifted and talented, and English Language Learners. Teachers and students have available an ample supply of digital tools and resources that they frequently use in creative ways to increase student engagement and enhance learning. Students are introduced to concepts of plagiarism and ethical information-gathering.
Meets Expectations <input type="checkbox"/>	Teachers design authentic learning activities that align with content area standards and use digital tools and resources to promote effective learning. Principles of digital citizenship are embedded in the curriculum. Digital classrooms are interactive and promote student-centered, active learning. Teachers assure differentiation of activities to meet the needs of all students. Students are introduced to the concepts of plagiarism and ethical information-gathering.
Emerging <input type="checkbox"/>	Technology-related activities are aligned with learning objectives and relevant standards. While a number of interesting activities may be integrated into the lesson, there is heavy reliance on textbook-provided activities and resources that may not always be adjusted for students' current progress. There are few accommodations for individual students.
Requires Action <input type="checkbox"/>	Online or digital learning activities are not always aligned with learning objectives and relevant standards. Rather than fostering interactive, student-centered learning, digital classrooms may reflect teacher-centered, passive learning techniques. Student engagement in the learning process may be minimal. Teachers and students have limited access to digital resources.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee's rating for this indicator. Appropriate items might include:

- School technology plan.
- Agenda and attendance records from teacher trainings on technology.
- Examples of how technology is used in creative ways, both in and out of the classroom, to increase student engagement and enhance learning.
- Other: *Please List*

2.13 Online Delivery of Instruction

Online instruction, whether for a blended learning or a fully digital program, is purposefully and professionally designed to facilitate learning in an online environment.

RATING	
<p>Commendable</p> <p><input type="checkbox"/></p>	<p>Platform navigation is straight-forward and easy to use, and instructional design for both synchronous and asynchronous activities enhances student motivation and engagement. Lecturing or reliance on videos are kept to a minimum, and students are given maximum opportunity for inquiry, discovery, and application of learning. Course materials and digital resources are accessible for all learners. Technology tools and resources are current, and maintain student privacy and confidentiality. Sufficient bandwidth is provided to ensure uninterrupted access to online instruction and resources.</p>
<p>Meets Expectations</p> <p><input type="checkbox"/></p>	<p>Digital platform/resources are straight-forward and easy to use. Instructional design promotes student motivation and engagement. Accommodations are made to ensure access to all materials and activities for learners with special needs. Technology tools and resources are current, and maintain student privacy and confidentiality. Sufficient bandwidth is provided to ensure uninterrupted access to online instruction and resources.</p>
<p>Emerging</p> <p><input type="checkbox"/></p>	<p>Digital platform/resources are straight-forward and accessible by all students. Technology tools and resources are current, and maintain student privacy and confidentiality. Sufficient bandwidth is provided to ensure uninterrupted access to online instruction and resources.</p>
<p>Requires Action</p> <p><input type="checkbox"/></p>	<p>Digital platform/resources do not meet student needs. Technology tools and resources are not current. Bandwidth is insufficient to ensure uninterrupted access to online instruction and resources.</p>

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- Synchronous observation of online instruction.
- Review of recorded sessions.
- Links to online materials and digital resources used during instruction.
- Other: *Please List*

2.14 Use of Student Assessment Data

The school systematically collects and analyzes student performance data using varied forms of valid, reliable, and equitable assessments. A wide variety of summative and formative assessments are used to determine students’ entry-level and end-of-course knowledge as well as progress throughout the year. Assessment data are used to modify or expand the curriculum, instructional methods, the professional development program, student services and other school improvement goals.

RATING	
Commendable <input type="checkbox"/>	All students are systematically assessed in all subject areas to determine students’ entry-level and end-of-course knowledge, as well as progress throughout the year. Student performance data is regularly used to inform instruction and curriculum development, and other school improvement goals.
Meets Expectations <input type="checkbox"/>	All students are systematically assessed in most subject areas. Formative and summative assessments are used in different formats to assess student learning. Student performance data is regularly used to inform instruction and curriculum development.
Emerging <input type="checkbox"/>	All students are systematically assessed in most subject areas. Formative and summative assessments are used to assess student learning. Student performance data is not always used to inform instruction, curriculum development, or school improvement goals.
Requires Action <input type="checkbox"/>	Assessment may be sporadic, and assessment results are rarely used to modify the curriculum, instruction, or school improvement goals. Assessment is primarily summative.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- Examples of assessments to determine students’ entry-level and end-of-course knowledge.
- Description of how teachers use assessment data to modify or expand the curriculum where necessary to assure student progress.
- Examples of how assessment information is used to modify or expand the curriculum where necessary to assure student progress.
- Examples of how assessment information is used to inform professional development planning, provision of student services, or other school improvement goals.
- Description and/or examples of how teachers use assessment data to guide the instructional process.
- Organized longitudinal assessment data.
- Other: *Please List*

2.15 Assessment Design

Assessments are aligned to all curricular goals, and a wide variety of formal and informal assessments are used to guide the instructional process. Differentiation within assessment allows opportunities for success for students with various learning abilities.

RATING	
Commendable <input type="checkbox"/>	Assessments are clearly aligned with the curricular goals, learning objectives and targeted standards. Forms of assessment are varied and provide students with multiple ways to display their learning, such as written assignments, online discussions and wiki’s, concept maps, simulations, presentations and other original work, in addition to tests and quizzes. Student portfolios (digital or paper) provide an opportunity to view and celebrate academic progress. Students have frequent opportunities to self-assess and reflect on their learning. Assessments are differentiated according to student needs and learning preferences.
Meets Expectations <input type="checkbox"/>	Assessments are clearly aligned with learning objectives and targeted standards. Student learning is assessed using a variety of methods, both formal and informal. Students have frequent opportunities to self-assess and reflect on their learning. Assessments are most often differentiated according to student needs.
Emerging <input type="checkbox"/>	Assessments are aligned with lesson learning objectives. Student learning is most often assessed using tests, quizzes and homework, and may include occasional individual projects. Differentiation of assessment is infrequent.
Requires Action <input type="checkbox"/>	Assessments are not purposefully aligned with learning objectives, and student performance is measured solely by tests, quizzes and homework.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- Examples of how classroom assessments are matched to the curricular goals, learning objectives and targeted standards.
- Examples of various forms of assessment from different grade levels.
- Examples of student portfolios or other artifacts.
- Description and/or examples of how teachers differentiate assessment to accommodate students’ learning needs.
- Other: *Please List*

2.16 External Assessment

The school uses an external, standardized assessment system to measure and track student performance. Data from external assessments are used to compare student academic performance with national and/or international norms. Assessment results are shared with stakeholders, and provide a basis for development of the academic program, instructional methods and materials, as well as student academic services.

RATING	
Commendable <input type="checkbox"/>	The school uses an external, standardized assessment system that has been determined to have reliability and validity. The findings from the external assessments are frequently used to track and compare the performance of its students to national and/or international norms.
Meets Expectations <input type="checkbox"/>	The school uses an external, standardized assessment system that has been determined to have reliability and validity. The findings from the external assessments are regularly used to track and compare the performance of its students to national and/or international norms.
Emerging <input type="checkbox"/>	The school uses an external, standardized assessment system, but it has not been determined to have reliability and validity. The findings from the external assessments are sometimes used to track and compare the performance of its students to national and/or international norms.
Requires Action <input type="checkbox"/>	The school has not adopted an external assessment system.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- Description of the external assessment(s).
- Copy of the external assessment(s).
- Schedule of external assessment(s).
- Copy of the agreement between the school and the external assessment company.
- Organized longitudinal assessment data.
- Description of how the school uses data from the external assessment(s).
- Student achievement profiles.
- Other: *Please List*

2.17 Report of Student Performance

Student performance is regularly documented and shared with students and parents, including examples of the work completed by the students.

RATING	
Commendable <input type="checkbox"/>	All teachers keep accurate records of all student work (assessments, assignments, projects). Records and examples of student work are frequently shared with students and their parents.
Meets Expectations <input type="checkbox"/>	Teachers keep accurate records of the majority of student work. Records and examples of student work are regularly shared with students and their parents.
Emerging <input type="checkbox"/>	Teachers keep records of most student work. Records and examples of student work are sometimes shared with students and their parents.
Requires Action <input type="checkbox"/>	Teachers occasionally keep records of student work. Records and examples of student work are sporadically shared with students and their parents.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- Description of how teachers keep accurate records of all student work (assessments, assignments, projects, etc.).
- Description of how teachers share records of student work with students and parents.
- Examples of student work shared with parents.
- Copies of progress reports, quarterly reports, semester report cards, etc.
- Online student management portal (for example, a screenshot of the school’s student management portal).
- Schedule of parent teacher conferences.
- Other: *Please List*

Standard 3: Administrative and Facility Support

The learning opportunities made available to students will be enhanced by a well-defined and organized administrative support structure. It is important that the administrative functions and responsibilities are communicated to all stakeholders. The facilities and resources of the school and the atmosphere that is part of the learning environment will help determine the adequacy of learning opportunities for students. The school ownership and the financial resources available for the school program will assure continued success of operations.

INDICATORS AND RUBRICS:

3.1 Organizational Chart

The school has developed and published an organizational chart that outlines the administrative structure of the school and has developed position descriptions for employees.

RATING	
Commendable <input type="checkbox"/>	The school has a clearly developed organizational chart that specifies levels of responsibility and reporting relationships for all staff members. The organizational chart is published and stakeholders are aware of the school's administrative structure. Accurate job descriptions exist for all positions.
Meets Expectations <input type="checkbox"/>	The school has a developed organizational chart which reflects the "that specifies levels of responsibility and reporting relationships chain of command" for staff members. The organizational chart is published and stakeholders are aware of the school's administrative structure. Accurate job descriptions exist for most positions.
Emerging <input type="checkbox"/>	The school has a conceptual organizational chart that is published. Job descriptions exist for some positions.
Requires Action <input type="checkbox"/>	The school does not have an organizational chart. Job descriptions exist for few, if any, positions.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee's rating for this indicator. Appropriate items might include:

- Organizational chart that outlines the administrative structure of the school including names of persons in each position.
- Job descriptions for all positions.
- Other: *Please List*

3.2 School Environment

The school administration provides a participatory climate supportive of change, development, and acceptance of innovation. To this end, the school uses a well-defined process for identifying issues to be addressed by school improvement efforts as well as the daily operations of the school and actively promotes the involvement of staff members, students and parents.

RATING	
Commendable <input type="checkbox"/>	The school has a well-defined process for frequently receiving input from all stakeholders. This input is always considered during the decision-making process.
Meets Expectations <input type="checkbox"/>	The school has a defined process for regularly receiving input from stakeholders. This input is often considered during the decision-making process.
Emerging <input type="checkbox"/>	The school has a process for occasionally receiving input from stakeholders. This input is sometimes considered during the decision-making process.
Requires Action <input type="checkbox"/>	The school infrequently seeks input from stakeholders. This input is rarely considered during the decision-making process.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- Description of the process, including a timeline, for receiving input from stakeholders.
- Examples of how the school has considered stakeholder input when making decisions that affect the school and stakeholders.
- Agenda and attendance records from stakeholder meetings.
- Survey information.
- Other: *Please List*

3.3 Staff Meetings

Staff meetings are held regularly to provide opportunities for professional collaboration, as well as to discuss policies, procedures and general information.

RATING	
Commendable <input type="checkbox"/>	Staff meetings are held frequently (once a month or more) and always provide opportunities for professional collaboration, as well as time to discuss policies, procedures and general information.
Meets Expectations <input type="checkbox"/>	Staff meetings are held regularly (at least monthly) and frequently provide opportunities for professional collaboration, as well as time to discuss policies and procedures, and receive general information.
Emerging <input type="checkbox"/>	Staff meetings are held occasionally. They rarely provide opportunities for professional collaboration, but do provide some time for staff to discuss policies and procedures. The general purpose of the meetings is to share information with staff members.
Requires Action <input type="checkbox"/>	Staff meetings are held sporadically, do not provide opportunities for professional collaboration, and the sole purpose is to share information with staff members.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- Agenda and attendance records from a sampling of staff meetings.
- Staff meeting schedule.
- Staff meeting minutes.
- Other: *Please List*

3.4 Policies and Procedures

The school has developed and made available for stakeholders the policies and procedures which are used for the operation of the school.

RATING	
Commendable <input type="checkbox"/>	The school has a complete and comprehensive set of policies and procedures for the operation of the school. All of the policies and procedures are collaboratively developed and made available for all stakeholders. They are frequently reviewed and updated to ensure optimum school performance.
Meets Expectations <input type="checkbox"/>	The school has a complete and mostly comprehensive set of policies and procedures for the operation of the school. Most of the school’s policies and procedures are collaboratively developed and made available for stakeholders. They are regularly reviewed and updated to ensure proper operation of the school.
Emerging <input type="checkbox"/>	The school has general policies and procedures for the operation of the school. Some of the school’s policies and procedures are collaboratively developed and sometimes made available for stakeholders upon request. They are sometimes reviewed and updated.
Requires Action <input type="checkbox"/>	The school’s policies and procedures are incomplete. They are not generally available for stakeholders and there is no schedule for reviewing or updating them.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- Policy and procedure manual.
- Description of how the policies and procedures are collaboratively developed.
- Description of how the policies and procedures are made available for stakeholders.
- Description of how the policies and procedures are reviewed and updated.
- Other: *Please List*

3.5 Staff Handbook

The school has developed and made available a staff handbook for employees.

RATING	
Commendable <input type="checkbox"/>	The school has a fully developed and complete staff handbook that is readily available for all employees. The handbook includes all information necessary for employment, staff expectations for personal conduct, expectations for working with students, and general school policies and procedures. The school has a signed statement from each staff member acknowledging that they have read and understand the handbook and will abide by the policies and procedures therein.
Meets Expectations <input type="checkbox"/>	The school has a developed and mostly complete staff handbook that is available for employees. The handbook includes information for employment and general school policies and procedures. The school has a signed statement from most staff members acknowledging that they will abide by the policies and procedures in the staff handbook.
Emerging <input type="checkbox"/>	The school has a general handbook for staff that is available for employees when requested.
Requires Action <input type="checkbox"/>	The school has a handbook for staff, but it is not very well developed and it is not generally available for employees OR the school does not have a staff handbook.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee's rating for this indicator. Appropriate items might include:

- Staff handbook.
- Copy of the statement, which is signed by each staff member, acknowledging that they have read and understand the handbook and will abide by the policies and procedures therein.
- Other: *Please List*

3.6 Student Handbook

The school has developed and made available for stakeholders a student handbook, which includes a student code of conduct and a process for progressive discipline for student behavior.

RATING	
Commendable <input type="checkbox"/>	The school has a fully developed and complete student handbook that is readily available for all stakeholders. The handbook includes a code of conduct regarding student behavioral expectations, consequences for violation of the behavioral expectations, and clear communication of the progressive discipline options for violations of the code of conduct. The school has a signed statement from each student or his/her parents acknowledging that they have read and understand the student handbook and will abide by the policies, procedures and expectations therein.
Meets Expectations <input type="checkbox"/>	The school has a developed and mostly complete student handbook that is available for students and parents. The handbook includes a code of conduct regarding student behavioral expectations, consequences for violation of the behavioral expectations, and discipline options for violations of the code of conduct. The school has signed statements from most students or their parents acknowledging that they will abide by the policies, procedures and expectations in the student handbook.
Emerging <input type="checkbox"/>	The school has a general student handbook with a code of conduct that contains basic expectations and consequences. It is available for students and parents when requested.
Requires Action <input type="checkbox"/>	The school has a very general student handbook. The code of conduct does not contain specifics and/or information about the consequences for the violation of this code of conduct. It is not generally available to students and parents OR the school does not have a student handbook that contains a code of conduct.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- Student handbook.
- Copy of the statement, which is signed by each student and his/her parents, acknowledging that they have read and understand the handbook and will abide by the policies and procedures therein.
- Other: *Please List*

3.7 Appeals and Complaints

The school has developed and made available for stakeholders a policy and procedure for appeals or complaints from any stakeholder.

RATING	
Commendable <input type="checkbox"/>	A written policy for appeals and/or complaints from any stakeholder has been developed and made available for all stakeholders. The policy gives very clear directions as to how to file the appeal/complaint, and includes procedures to follow and the responsibility of the school to respond. The procedure aims to have the appeal/complaint handled at the lowest level possible and indicates that unless the appeal/complaint alleges a violation of a governmental law or violation of an accreditation standard, the decision of the school administration is final.
Meets Expectations <input type="checkbox"/>	A policy for appeals and/or complaints from any stakeholder has been developed and is available for most stakeholders and has directions for responding to the complaint. The procedure includes a statement that unless the appeal/complaint alleges a violation of a governmental law or violation of an accreditation standard, the decision of the school administration is final.
Emerging <input type="checkbox"/>	A policy for appeals and/or complaints has been developed and is available when requested. The policy contains general guidelines for any stakeholder regarding the process of handling the appeal/complaint.
Requires Action <input type="checkbox"/>	The stakeholders have partial information for the process of filing an appeal and/or complaint, but the policy has not been clearly written and is only available when requested. The school does not have a policy for stakeholders who want to file an appeal and/or complaint.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- Policy and procedure for appeals or complaints.
- Description of how the school communicates the appeals and complaints policy to stakeholders.
- Other: *Please List*

3.8 School Finances

The board/owner(s) of the school have supplied a budget reflecting adequate resources to assure the school’s continued operation, professional development, and growth.

RATING	
Commendable <input type="checkbox"/>	The school is well financed by the school board/owner(s) and has developed a budget to provide for all departments and programs, instructional resources, staff professional development, supplies, and upkeep of facilities to assure that the school offers and maintains a high-quality educational program.
Meets Expectations <input type="checkbox"/>	The school is adequately financed by the school board/owner(s) and has developed a budget with funds regularly available to provide ongoing support for departments and programs, instructional resources, supplies, and upkeep of facilities.
Emerging <input type="checkbox"/>	The school has general funds designated for departments and programs, instructional resources, supplies, and upkeep of facilities and when funds are available, the school can access these resources.
Requires Action <input type="checkbox"/>	The school funds some of the needed departments and programs, but funding for instructional resources, supplies and upkeep of facilities is only sporadically available. The school may have very limited financial resources available for needed continuation of the school.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- School budget. (Note: The accreditation team leader, and possibly one other team member, will review the school’s budget with the school owner(s) or administration. This information will be confidential and not part of any file).
- Description of how the budget is developed to assure that the school offers and maintains a high-quality educational program.
- Salary scale information.
- Other: *Please List*

3.9 Financial Management

The school financial accounts are properly managed by a qualified accountant or bookkeeper on a regular basis.

RATING	
Commendable <input type="checkbox"/>	The school financial records are managed by a qualified accountant or bookkeeper and are reviewed on an annual basis.
Meets Expectations <input type="checkbox"/>	The school financial records are managed by a qualified accountant or bookkeeper, and are reviewed on an as-needed basis.
Emerging <input type="checkbox"/>	The school financial records are managed by a staff member who understands financial reporting procedures. Reviews are not completed on a consistent basis.
Requires Action <input type="checkbox"/>	The school financial records are controlled by a staff member, but the staff member is not trained in professional financial reporting procedures. Reviews are rarely completed. The school financial records are incomplete.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- Audit or other financial evaluation report(s).
- Description of how financial records are managed and reviewed.
- Other: *Please List*

3.10 Child Protection

endorses the International Task Force on Child Protection Statement of Commitment to Child Protection (ITFCP), its *Thirteen Essential Questions* and its *Expectations, a copy of which is available on the website*. requires its accredited schools to adopt and publish their own Child Protection Policy based on ITFCP Guiding Principles and Expectations as well as relevant local government regulations. The school also publishes and successfully implements a robust and clearly articulated set of procedures for preventing abuse and dealing with potential incidents of abuse. The school provides an appropriate level of information and training for all stakeholders. Students have been given age-appropriate information and instructions about how to deal with predators and cyberbullying.

RATING	
<p>Commendable <input type="checkbox"/></p>	<p>The school has developed and made available to all stakeholders a written Child Protection Policy based on the guiding principles and expectations of the International Task Force on Child Protection Statement of Commitment to Child Protection (ITFCP as well as relevant local government regulations). The policy is published and supporting documents related to specific procedures are available to all stakeholders. A designated counselor or trained staff member has been appointed to oversee policy and procedure implementation. All stakeholders have received an appropriate level of information and training on the policy and procedures. Students have been given age-appropriate information and instructions about how to deal with predators and cyberbullying.</p>
<p>Meets Expectations <input type="checkbox"/></p>	<p>The school has developed and made available to most stakeholders a written Child Protection Policy based on the guiding principles and expectations of the International Task Force on Child Protection Statement of Commitment to Child Protection (ITFCP), as well as relevant local government regulations. The policy is published and supporting documents related to specific procedures are available to some stakeholders. A designated counselor or trained staff member has been appointed to oversee policy and procedure implementation. Most stakeholders have received an appropriate level of information and training on the policy and procedures.</p>
<p>Emerging <input type="checkbox"/></p>	<p>The school has developed and made available to some stakeholders a written Child Protection Policy based on the Guiding Principles and Expectations of the International Task Force on Child Protection Statement of Commitment to Child Protection (ITFCP). The policy is published and supporting documents related to specific procedures are available upon request. A designated counselor or trained staff members has been appointed to oversee policy and procedure implementation. Some stakeholders have received information and training on the policy and procedures. Students have been given age-appropriate information and instructions about how to deal with predators and cyberbullying.</p>

Requires Action <input type="checkbox"/>	The school has developed a Child Protection Policy, but it is incomplete, and not all supporting documents are in evidence. There may or may not be a designated counselor or trained staff member to oversee implementation of policy and procedures. Training and information-sharing for stakeholders have been minimal. <p style="text-align: center;">OR</p> The school does not have a Child Protection Policy.
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COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- Role description for the designated safeguarding officer
- Dealing with disclosures and concerns about a child or young person
- Managing allegations against staff and volunteers
- Documenting concerns and information sharing
- Child protection records retention and storage
- Code of conduct for staff and volunteers
- Behavior codes for children and young people
- Photography and sharing images guidance
- Safe employee recruitment
- Online safety
- Anti-bullying
- Managing complaints
- Whistleblowing
- Health and safety
- Induction, training, supervision and support
- Adult to child supervision ratios

(See’s website for a Child Protection Policy template.)

Standard 4: The Student Support Services

External to the classroom, a multitude of services are provided to support student success. These services include availability of up-to-date media and technology resources and access to a well-stocked on-site or digital library. The school also has available counseling services or referral information to families needing the support. The school has a health room that is available for students who become ill or need medical attention and that is staffed by a qualified medical professional. Further, the school makes available for students' co-curricular activities and opportunities for community involvement and service.

INDICATORS AND RUBRICS:

4.1 Adequate Funding

The school provides program coordination and resources for student support services that are external to but support the classroom instruction.

RATING	
Commendable <input type="checkbox"/>	The school has well-developed, fully functioning, and well-funded student support services including counseling, media center, on-site or digital library, health room, co-curricular activities, and community service opportunities.
Meets Expectations <input type="checkbox"/>	The school provides general program coordination and adequate funding for student support services including counseling, media center, on-site or digital library, health room, co-curricular activities, and community service opportunities.
Emerging <input type="checkbox"/>	The school offers some basic student support services, such as a library and health room, and provides essential funding for these services.
Requires Action <input type="checkbox"/>	The school offers few student support services and in general they are inadequately funded.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee's rating for this indicator. Appropriate items might include:

- List with descriptions of the student support services.
- Description of how the various school programs coordinate and support the mission of the school.
- Link to digital library(ies) made available to stakeholders
- Other: *Please List*

4.2 Support Staff

Qualified personnel are provided to administer the student support services.

RATING	
Commendable <input type="checkbox"/>	The student support services are well staffed by qualified educators with specialized training in the area of support services for which they have been employed.
Meets Expectations <input type="checkbox"/>	The student support services are adequately staffed and most staff are professionally qualified in the area for which they have been employed.
Emerging <input type="checkbox"/>	The student support services are sometimes staffed and some staff are professionally qualified in the area for which they have been employed.
Requires Action <input type="checkbox"/>	The student support services are infrequently staffed and few staff are professionally qualified in the area for which they have been employed.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- List of all support staff and their professional qualifications.
- Personnel records.
- Other: *Please List*

4.3 Availability and Management of Technology

The school’s technology program meets the educational objectives and supports the administrative functions of the school.

RATING	
<p>Commendable</p> <p><input type="checkbox"/></p>	<p>All of the school’s technology, including network, hardware, and software, is more than adequate to meet the educational objectives of the program and support the administrative functions of the school. Technical assistance is available for all teachers, students, and parents. A technology professional oversees the technology infrastructure, network, technology security systems, hardware, and software. The school maintains a reliable, fast, secure internet connection which is readily available throughout the school.</p> <p>The school has a well-developed and comprehensive technology plan which includes a purchasing timeline for equipment, ensures there are a variety of technology resources available to teachers and students, that the technology is functioning properly, and that equipment and internet are readily accessible to staff and students.</p> <p>The school provides access to a Learning Management System (LMS), whether in-house or a free communication and collaboration platform publicly available.</p>
<p>Meets Expectations</p> <p><input type="checkbox"/></p>	<p>All of the school’s technology, including network, hardware, and software, is adequate to meet the educational objectives of the program and support the administrative functions of the school. Technical assistance is available for all teachers, students and parents.</p> <p>The school has a well-developed and comprehensive technology plan which includes a purchasing timeline for equipment, ensures that a variety of digital resources are available to teachers and students, that the technology is functioning properly, and that equipment and internet are readily accessible to staff and students.</p> <p>The school provides access to a Learning Management System (LMS), whether in-house or a free, publicly available communication and collaboration platform.</p>
<p>Emerging</p> <p><input type="checkbox"/></p>	<p>The school’s technology, including network, hardware, and software, is adequate to meet the basic educational objectives of the program and support the administrative functions of the school. Technical assistance is available for teachers, students and parents. The school provides access to a free, publicly available communication and collaboration platform.</p>
<p>Requires Action</p> <p><input type="checkbox"/></p>	<p>There is limited technology in the school available to teachers and students. The school’s technology plan is weak or incomplete. The school’s technology (network, hardware, and software) is not adequate to meet the educational objectives of the program. Devices and digital resources are not readily available to all students.</p>

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- School technology plan.
- Other: *Please List*

4.4 Student Records and Transcripts

A permanent record and transcript are maintained for each student by the school.

RATING	
Commendable <input type="checkbox"/>	Student permanent records and transcripts are complete, maintained according to generally accepted procedures with transcripts stored in a fire-safe location or backed up electronically. Transcripts are maintained for a minimum of five years after the student has graduated or transferred to another school, and parents or guardians are provided access upon request to these records.
Meets Expectations <input type="checkbox"/>	Student records and transcripts are complete, transcripts are maintained in a fire-safe location or backed up electronically, and parents or guardians have access to these records upon request.
Emerging <input type="checkbox"/>	Student records and transcripts are somewhat complete, transcripts are maintained, and parents or guardians have access to these records upon request.
Requires Action <input type="checkbox"/>	Student records and transcripts are not created according to any specified procedure, and they are not maintained on a regular basis.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- Blank transcript form.
- Complete transcripts of five randomly selected students of various grade levels.
- Complete attendance records of five randomly selected students of various grade levels.
- Description of the school’s method for storing student transcripts.
- Description of how the school provides parental access to student records.
- Other: *Please List*

4.5 Grading Policy

The school has policies for grading and granting of grade completion or credit.

RATING	
Commendable <input type="checkbox"/>	The school has a comprehensive grading policy which gives guidance for all teachers to help determine what comprises appropriate and consistent assignment of A, B, C, D, and F grades according to a standardized scale. The school has a comprehensive policy on how it evaluates and accepts credits received from other accredited and non-accredited schools.
Meets Expectations <input type="checkbox"/>	The school has a general grading policy which gives guidance for most teachers to help determine what comprises appropriate and consistent assignment of A, B, C, D, and F grades according to a standardized scale. The school has a general policy on how it evaluates and accepts credits received from other schools.
Emerging <input type="checkbox"/>	The school gives limited instructions to teachers to be consistent in their assignment of grades for student work, but does not monitor the grading to assure consistency. The school has a general understanding of how to evaluate and accept credits received from other schools.
Requires Action <input type="checkbox"/>	The school does not provide any guidance for teachers in how grades are to be assigned for student work and does not have a policy for acceptance of credits from other schools.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- Policy for grading.
- Policy for granting grade completion or credit.
- Policy for evaluating and accepting credits from other schools.
- Other: *Please List*

4.6 Guidance and Counseling Services

Academic guidance and counseling services are available to assist students in planning a course of study that will prepare them to meet their future goals for career and study, and a referral process for community resources is made available.

RATING	
Commendable <input type="checkbox"/>	The school has a well-developed guidance and counseling program. All students are provided assistance with course planning to prepare them to meet their post-secondary goals for career and study. A professional school counselor is on staff to advise students. The school maintains a complete list of community resources for students or their families who need further services beyond what the school provides.
Meets Expectations <input type="checkbox"/>	The school has a guidance and counseling program to guide students with their post-secondary career and study plans. A school counselor or trained staff member is readily available to advise students. The school has a list of community resources for students or their families who need further services beyond what the school provides.
Emerging <input type="checkbox"/>	The school provides general information about course planning and post-secondary opportunities to students upon request. A staff member is available to answer students' questions. The school has some information about community resources that is available when requested.
Requires Action <input type="checkbox"/>	The school has limited information about course planning and post-secondary opportunities for students. The school does not provide information about community resources for students or their families.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee's rating for this indicator. Appropriate items might include:

- Description of the school's guidance and counseling program.
- Job description of school counselor or dedicated staff member.
- List with descriptions of community resources available for students and families.
- Agreements between the school and community agencies for services available to students and families.
- Example course of study forms.
- Other: *Please List*

4.7 Online Community Service

The school actively promotes community service, and engages students, parents, and teachers in community service projects.

RATING	
Commendable <input type="checkbox"/>	The school strongly emphasizes the importance of community service. Students are required to complete a community service project before graduation. The school provides a well-coordinated community service project for all stakeholders to be involved in at least once a year.
Meets Expectations <input type="checkbox"/>	The school emphasizes the importance of community service. Students are encouraged to participate in at least one community service project before graduation. The school takes part in community service occasionally.
Emerging <input type="checkbox"/>	The school recommends and encourages community service projects for students and their families but has no specific requirement for involvement. The school provides information about community service projects that stakeholders can get involved in.
Requires Action <input type="checkbox"/>	The school does not address the importance of community service.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee's rating for this indicator. Appropriate items might include:

- School online community service plan, including requirements for student participation and opportunities for stakeholder involvement in community service activities.
- Description and pictures of past online community service projects.
- Other: *Please List*

Standard 5: Quality Management and School Improvement

The school's quality management program includes ethical organizational practices, productive school community relationships and a school improvement plan that encompasses all areas of student learning and well-being. The school develops a comprehensive school profile including a student profile, a description of the community in which the school is located, and student performance. After the profile is created, a comprehensive school improvement plan is developed in collaboration with key stakeholders. (Refer to the [website for the School Profile and Improvement Plan Guide](#)).

INDICATORS AND RUBRICS:

5.1 School Profile

The school profile contains information about the community, staff, students, student performance, and student growth in the curricular program.

RATING	
Commendable <input type="checkbox"/>	The school has developed a comprehensive and detailed school profile that includes pertinent information about the community, staff, students, student performance, student growth in the curricular program, and any other information that would assist the school in determining the greatest student needs for the school improvement plan.
Meets Expectations <input type="checkbox"/>	The school has developed a school profile that provides basic information about students and their performance, the school and the community that would assist the school in developing the school improvement plan.
Emerging <input type="checkbox"/>	The school has gathered some general information about the school and its stakeholders that might assist the school in developing the school improvement plan.
Requires Action <input type="checkbox"/>	The school has not developed a school profile.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee's rating for this indicator. Appropriate items might include:

- School profile.
- Description of how the school profile is used to develop the school improvement plan.
- Other: *Please List*

5.2 School Improvement Plan

The school improvement plan is organized and composed of measurable goals, strategies for accomplishing the set goals, timelines for meeting the goals, and plans to take measurements for monitoring goal progress. The plan is available to stakeholders.

RATING	
Commendable <input type="checkbox"/>	The school has a well-organized and fully developed school improvement plan. The plan is composed of measurable goals, detailed strategies for accomplishing the set goals, complete timelines for implementing the plan and accomplishing the goals, and clear proposals on what measurements will be taken to monitor goal progress. The plan is readily available for all stakeholders.
Meets Expectations <input type="checkbox"/>	The school has developed a mostly complete school improvement plan. The plan contains measurable goals, as well as strategies and timelines for implementation of the plan, and indicates measurements that will be taken to monitor progress. The plan is available for stakeholders upon request.
Emerging <input type="checkbox"/>	The school has a general school improvement plan. The plan contains some goals and strategies for implementation of the plan. The plan is available for stakeholders upon request.
Requires Action <input type="checkbox"/>	The school has not developed a formal school improvement plan.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- School improvement plan.
- Description and examples of how the school improvement plan is available for all stakeholders.
- Other: *Please List*

5.3 School Improvement Plan Development and Review

The school can clearly demonstrate the process through which the school improvement plan was created and that it involved all groups of stakeholders in its creation. The school’s mission statement and school profile guided the development of the plan. The school demonstrates an ongoing review and evaluation of the school improvement plan.

RATING	
Commendable <input type="checkbox"/>	The school improvement plan was created in a collaborative process that actively involved all groups of stakeholders. The school’s mission statement and information from the school profile played vital roles in the development of the plan. The plan is reviewed with each group of stakeholders at least semi-annually and updated as needed to ensure it serves the needs of the students.
Meets Expectations <input type="checkbox"/>	The school improvement plan was created in a collaborative process that involved most stakeholders. The school’s mission statement and information from the school profile were used in meaningful ways in the development of the plan. At least on a yearly basis the plan is reviewed with most stakeholders.
Emerging <input type="checkbox"/>	The school improvement plan was created with input from some stakeholders. The school’s mission statement and information from the school profile were used in a general way in the development of the plan. The plan is reviewed occasionally, but on no specific time schedule.
Requires Action <input type="checkbox"/>	The school improvement plan was created with input from only a few stakeholders. The school’s mission statement and information from the school profile were used minimally in the development of the plan. The plan is rarely reviewed.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- Description of how the school improvement was developed.
- Description of how the school improvement plan is reviewed, evaluated, and updated.
- Description of how stakeholders were involved in the development of the school improvement plan.
- Agenda and attendance records from meetings held to develop and review the school improvement plan.
- Survey information.
- Other: *Please List*

5.4 Goals

The goals in the school improvement plan are specifically and strategically aimed at sustainable growth in student learning and well-being. The goals are based on current best practices and can be measured.

RATING	
Commendable <input type="checkbox"/>	All of the goals in the school improvement plan are specifically and strategically aimed at improving student learning and well-being from year to year. Each goal lists specific expectations for improvement and how the improvement will be measured. All of the goals are based on current best educational practices.
Meets Expectations <input type="checkbox"/>	Most of the goals in the school improvement plan are specifically and strategically aimed at improving student learning and well-being. Most of the goals list expectations for improvement and how the improvement will be measured. Most of the goals are based on current best educational practices.
Emerging <input type="checkbox"/>	Some of the goals in the school improvement plan are aimed at improving student learning and well-being. Some of the goals list expectations for improvement and how the improvement will be measured. Some of the goals are based on current best educational practices.
Requires Action <input type="checkbox"/>	The school improvement plan has general goals, but they do not address improving student learning or well-being and are not well outlined.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- School improvement plan.
- Description of how the goals of the school improvement plan are developed.
- Other: *Please List*

5.5 Strategies

The strategies in the school improvement plan are designed to achieve the school’s mission, values, and beliefs about learning. The strategies are goal driven and include actions to take and responsibilities to fulfill to ensure implementation of the plan.

RATING	
Commendable <input type="checkbox"/>	All strategies in the school improvement plan are goal driven. All of the strategies are well defined and contain specific details of individual responsibilities to fulfill, actions to take, and tasks to be accomplished to ensure successful implementation of the plan.
Meets Expectations <input type="checkbox"/>	Most strategies in the school improvement plan are based on achieving the plan’s goals. The strategies list responsibilities to fulfill, actions to take, and tasks to be accomplished to implement the plan.
Emerging <input type="checkbox"/>	Some strategies in the school improvement plan are based on achieving the plan’s goals. The strategies include general responsibilities, actions, and tasks for implementing the plan.
Requires Action <input type="checkbox"/>	Few strategies in the school improvement plan are based on achieving the plan’s goals. The strategies are limited or weak in describing responsibilities, actions, and tasks for implementing the plan.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- School improvement plan.
- Description of how the strategies in the school improvement plan are developed.
- Description of how data is used to monitor the achievement of the plan’s goals.
- Other: *Please List*

5.6 Timelines

The timelines in the school improvement plan include realistic short-term, mid-term and long-range targets for accomplishing the plan’s goals. Each set of targets includes their own benchmarks to monitor goal progress and can be used as reliable measurements in the plan.

RATING	
Commendable <input type="checkbox"/>	All timelines in the school improvement plan are well defined and include realistic short-term, mid-term and long-range targets for accomplishing the plan’s goals. Each set of targets includes their own specific benchmarks to monitor goal progress and can be used as reliable measurements in the plan.
Meets Expectations <input type="checkbox"/>	Most timelines in the school improvement plan include realistic short-term, mid-term and long-range targets for accomplishing the plan’s goals. Most targets include their own benchmarks to monitor goal progress and can be used as reliable measurements in the plan.
Emerging <input type="checkbox"/>	Some timelines in the school improvement plan include general short-term, mid-term and long-range targets for accomplishing the plan’s goals. Some targets include benchmarks to monitor goal progress.
Requires Action <input type="checkbox"/>	Few timelines in the school improvement plan include general short-term, mid-term and long-range targets for accomplishing the plan’s goals. Few targets include benchmarks to monitor goal progress.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- School improvement plan.
- Description of how the timelines in the school improvement plan are developed.
- Other: *Please List*

5.7 Measurements

The school improvement plan calls for internal and external measurements to monitor goal progress. Internal (and/or external) measurements are utilized to track progress toward the goals, while measurements from external assessments (Standard 2.15) are used to validate that progress.

RATING	
Commendable <input type="checkbox"/>	The school improvement plan identifies and requires timely and routine internal and external measurements that will comprehensively monitor goal progress. Internal (and/or external) measurements are systematically used to track the progress of each of the plan’s goals. External assessments are routinely used as measurements to validate the progress of the plan’s goals.
Meets Expectations <input type="checkbox"/>	The school improvement plan requires internal and external measurements that will effectively monitor goal progress. Internal (and/or external) measurements are periodically used to track the progress of the plan’s goals. External assessments are periodically used as measurements to validate the progress of the plan’s goals.
Emerging <input type="checkbox"/>	The school improvement plan requires occasional internal and external measurements to monitor goal progress. Internal (and/or external) measurements are sometimes used to track the progress of the plan’s goals. External assessments are occasionally used as measurements to validate the progress of the plan’s goals.
Requires Action <input type="checkbox"/>	The school improvement plan requires infrequent or too few internal and/or external measurements to adequately monitor or validate goal progress.

COMMENTS:

Briefly describe why the steering committee gave this rating.

ITEMS OF EVIDENCE:

Indicate which appropriate items of evidence will be included to substantiate the steering committee’s rating for this indicator. Appropriate items might include:

- School improvement plan.
- Description of how the measurements in the school improvement plan are developed to measure and validate the progress of the plan’s goals.
- Description of the external assessment(s).
- Copy of the external assessment(s).
- Schedule of external assessment(s).
- Description of the internal assessment(s).
- Copy of the internal assessment(s).
- Schedule of internal assessment(s).
- Organized longitudinal assessment and school data.
- Description of how the school uses data from the external and internal assessments to validate and monitor the school’s progress.
- Other: *Please List*

Suggested Resources:

[Introduction to Online Learning](#)

[Universal Design for Learning](#)

[Assessment for Online Learning](#)

[Equitable Access to Online Learning](#)

[Digital Citizenship for Students](#)

[K-12 Quality Matters](#)