

Report of the  
Quality Assurance Review Team  
for  
Southwest Secondary Learning Center

Al Baysinger, Administrator

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Review Dates: 11/11/2008 - 11/13/2008



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

# Quality Assurance Review Report

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## About AdvancED and NCA CASI/SACS CASI

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

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

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

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

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

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

# Introduction to the Quality Assurance Review

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

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

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

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

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

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

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

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

## Summary of Findings

A Quality Assurance Review Team representing the North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the Southwest Secondary Learning Center in Albuquerque, New Mexico on 11/11/2008 - 11/13/2008.

During the visit, members of the Quality Assurance Review Team interviewed the Administrator, 5 members of the administrative team, 4 students, 6 parents, and 8 teachers. In addition, board members and community stakeholders were interviewed. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

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

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

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

### Commendations

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

- **The school's leadership provides governance and direction that promotes student performance and school effectiveness. The leaders provide direction and allocate resources to implement curricular programs that enable students to achieve expectations for their learning. The leaders collaborate closely with staff to maintain the school's vision and improvement efforts.**

Southwest Secondary Learning Center (SSLC) has carefully established a strong board of directors whose main work, as true advocates for the school's mission and vision, is to provide direction and lend support for the innovative efforts of the school. The school is responsive to community expectations by offering multiple opportunities for students to prepare for the job opportunities of the future. Weekly staff meetings are used as vehicles for communicating with stakeholders.

SSLC's school leaders have established clear policies and procedures that provide for the effective and safe operation of the school. The teachers and students are provided with multiple opportunities to lead through the use of best practices and the use of technology.

- **The overall structure and implementation of the school's technology-based curriculum promotes active involvement of students in the learning process and offers opportunities for the exploration and application of higher-order thinking skills.**

SSLC's curriculum is based on clear and measurable expectations for student learning. It designs and uses instructional strategies, innovation and activities that are research-based and reflective of best practice. Students at SSLC consistently score among the highest in the state and the nation.

SSLC is a leader in the state of New Mexico and in the nation in implementing innovative and research-based strategies and educational programs. Its computer-based delivery combined with one-on-one instruction has been selected by the U.S. Department of Education as a model of educational reform.

- **The Southwest Secondary Learning Center is the only school in the state of New Mexico that currently allows students to earn their private pilot license through a school-sponsored program. Project SOAR (Student Outcomes through Aeronautical Research) was developed in the spring of 2006. To date, the program has produced 24 student pilots. One student has completed his private pilot license, and two others have soloed an airplane and anticipate completing their licenses by June 2009. All 24 student pilots have operated a Diamond DA 40 airplane under the supervision of a licensed flight instructor.**

Project SOAR is a collaborative effort among Southwest Secondary Learning Center, Central New Mexico University (CNM), Bode Aviation, and the students/parents. Each of the four participants makes an important contribution to the overall program:

- Southwest Secondary Learning Center provides students to participate, a facility in which CNM courses can be held, a facility in which the CNM flight simulator is utilized, carries the insurance, and leases the airplane on behalf of the students.
- Central New Mexico Community College provides ground school instructors free of charge, offers college and dual enrollment credit to participating students, and loans their flight simulator to the project.
- Bode Aviation provides certified flight instructors who work one-on-one with students during the flight stage of the program, provides FAA approved testing facilities for student pilots, and performs all maintenance on the school-leased aircraft.
- Parents grant permission for their child to participate and pay \$50 per hour for a certified flight instructor while their child is in the aircraft.

Project SOAR was designed to meet the growing needs within the aviation community in New Mexico. With the formation of Eclipse Aviation and smaller spin off companies relocating to New Mexico, aviation and the related industries will provide high paying future employment opportunities for current high school students.

## Recommendations

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

submit a progress report on these recommendations.

- **Engage all stakeholder groups in the development of a five-year plan to ensure the sustainability of the school's successes in the areas of student achievement and delivery of a technology-based curriculum.**

SSLC has achieved success in the areas of Standards Based Assessment, scoring proficient or advanced in all core subject areas, and in the implementation of a technology-based curriculum.

Although SSLC is continuing to maintain success in all areas through collaboration with staff and stakeholders, it does not have a written plan to ensure sustainability of its continued success.

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

## Next Steps

The school should:

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

## Resources

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

### **Celebrating Accreditation**

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA CASI accreditation seals are available at [www.advanced.org/communicationskit](http://www.advanced.org/communicationskit) for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

### **Summary**

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

## Standards for Accreditation

The primary requirement for accreditation is that the Southwest Secondary Learning Center demonstrates that it meets the seven standards for accreditation. The findings of the Quality Assurance Review Team regarding the standards for accreditation are summarized on the following pages.

### Standard 1. Vision and Purpose

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

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

Southwest Secondary Learning Center communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school. The school meets the intent of the Vision and Purpose standard by preparing students for college and career and to be self-motivated, life-long learners. This is a college-prep school, where dual enrollment is offered with participating state secondary institutions. All stakeholders support an understanding of the mission and vision of the school and share its purpose and direction.

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

- The administration and staff are to be commended for staying focused on their vision and mission of the school.
- The implementation of a flight school demonstrates the innovative approach to offering students a wide range of learning opportunities.
- SSLC's mission is communicated in a variety of ways: The mission statement and core value statements are posted throughout the school; student results are shared with stakeholders; weekly staff meetings, bi-monthly board meetings, parent meetings, and annual community budget meetings are held; PowerSchool is a data collection system where parents, students, and teachers may access student grades and progress reports at all times. Students also maintain their own progress reports; school website, emails, newsletters, meeting minutes; data is used to maintain a school profile.

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

- Use better venues of communicating ideas to get the message out to all stakeholders. To date, emails and newsletters are the primary means to broadcast news, and sometimes these are forgotten or lost. If reminders were sent out to parents, they may participate more frequently.
- Encourage students to organize and participate in more community programs outside of school to develop a broader understanding of community and purpose.

**Finding:** Southwest Secondary Learning Center has earned the overall assessment level of "Highly Functional" and has met this standard for accreditation.

## Standard 2. Governance and Leadership

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

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

The school provides governance and leadership that promote student performance and school effectiveness. SSLC has established an effective operational system through the development of policies and procedures designed to provide effective guidance and focus for stakeholders. The charter with its policies and procedures ensures compliance with local, state, and federal laws, standards, and regulations while offering leadership prerogatives and creativity in addressing school community needs, evaluating their growth, seeking input from stakeholders, and keeping learning as the primary focus.

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

- School leadership and governance clearly empower and hold in high esteem all stakeholders in the school community. The interaction of the board, administration and teachers indicate trusting relationships that allow for problem solving and building win/win situations.
- The school establishes policies and procedures that provide for effective operation of SSLC. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the school functions.

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

- Include all stakeholders in a written five-year plan to sustain success.

**Finding:** Southwest Secondary Learning Center has earned the overall assessment level of "Highly Functional" and has met this standard for accreditation.

## Standard 3. Teaching and Learning

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

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

The school provides research-based curriculum, and implements instructional methods and practices that facilitate and support achievement for all students. Students have opportunities to explore and apply new approaches to learning.

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

- The curriculum is based on clear and measurable expectations for student learning that provides multiple opportunities for all students to acquire requisite knowledge, and attitudes. Teachers actively engage students in the learning process, and encourage students to take ownership of their learning.
- The Smart Lab provides a constructivist style, social learning environment where teachers are transformed from "deliverers of information" to "facilitators of learning." The curriculum uses technology that connects to individual interests, abilities and skill levels of students.
- Active involvement of students and parents in the learning process is facilitated by the individual meetings with each student and their parents before school begins in August. At this meeting, an individualized plan for student success is collaboratively developed.
- All content teachers are highly qualified in their subject areas. In-service and professional development is provided in the areas of emerging technologies that affect delivery of courses and content.
- Every student is provided access to instructional technology, comprehensive information and media services. A rating of highly functional is based upon teachers using proven, research-based instructional practices to provide opportunities for students to apply their knowledge and skills to real world situations. Teachers provide continuous feedback using a variety of methods to help improve student performance.

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

- Continue to engage in developing new approaches to curriculum delivery that are innovative and grounded in best practice.

**Finding:** Southwest Secondary Learning Center has earned the overall assessment level of "Highly Functional" and has met this standard for accreditation.

## Standard 4. Documenting and Using Results

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

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

SSLC enacts a comprehensive assessment system to monitor and document student performance, and uses the results to improve student performance and school effectiveness. Student data is maintained on PowerSchool, a web-based method of storing data that is available to students, parents, and teachers 24/7. This assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts for individual students, groups, and subgroups of students.

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

- All data pertaining to students is integral in the decisions that determine the direction of the school and its programs. Weekly review of student data takes place in Friday staff meetings. Year-to-year monitoring of graduation rates, attendance rates, course completions, and overall student retention rates are used to help the school evaluate program effectiveness and to reevaluate its expectations of students, parents, and other stakeholders.
- The school's goals established in the Educational Plan for Student Success are designed around two measurable focus goals, as mandated by No Child Left Behind, in the areas of reading and math.

Achievement toward meeting these goals is measured by using the test scores on standards based assessments and by the data received from PowerSchool, which is updated bi-weekly to help staff be better informed in making decisions regarding each student's individualized instruction.

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

- Look at comparison and trend data of student performance from comparable schools that are using on-line programs to evaluate school effectiveness in the area of supporting student achievement.

**Finding:** Southwest Secondary Learning Center has earned the overall assessment level of "Highly Functional" and has met this standard for accreditation.

## Standard 5. Resource and Support Systems

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

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

Appropriate resources and services necessary to support the vision and purpose and to ensure achievement for all students are available. SSLC is highly effective and efficient in its use of resources and services as evidenced by student interviews, teacher interviews, and observations. The center has 90 computers in the main lab, 30 laptops and 60 iPods available for student check out, and a very well equipped Smart Lab. Teachers report that they receive all the resources needed to teach effectively. Two technology specialists are hired to keep the system running smoothly.

Documentation indicates that all staff are certified or licensed by the state, and there is an extremely low personnel turn-over rate. Professional development is provided according to the needs voiced by the staff in the Friday morning meetings. Frequent technology training occurs due to the nature of the course delivery system. Staff needs are met with swift responses from the administration.

Student support needs are met through contractual agreements with licensed professionals in the community. SSLC provides a safe environment and has excellent written plans for safety, crises, security and facility maintenance.

Dual-enrollment agreements with four institutions of higher learning extends student learning beyond the SSLC curriculum offerings.

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

- SSLC holds steadfastly to its mission of producing competent, life-long learners. High expectations for student achievement is demonstrated by the high scores on achievement tests. Student achievement is very well supported by the allocation of financial resources for hardware, software, equipment and excellent staff members.
- Dual-enrollment agreements and school/business partnerships (Flight School) encourage learning at higher levels.

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

- Continue to upgrade software and hardware in order to enhance student learning.
- Dual-enrollment agreements and school/business partnerships can be expanded as student needs dictate.
- Developing a service learning or community service component could enhance student learning.

**Finding:** Southwest Secondary Learning Center has earned the overall assessment level of "Highly Functional" and has met this standard for accreditation.

## Standard 6. Stakeholder Communications and Relationships

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

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

The school fosters effective communications and relationships with and among its stakeholders. Parents are informed about student progress and school information through a variety of effective communication tools.

Relationships among students, teachers, parents and school administration are built and strengthened through effective communications.

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

- Southwest Secondary Learning Center is to be commended for their well thought out plan for student progress and support. The staff shows great respect for all stakeholders, in particular their students, and provide a rich and creative curriculum support by a dedicated faculty.

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

- Although strict behavior practices ensure focused and goal oriented students, it is encouraged to allow students opportunities to socialize more.

**Finding:** Southwest Secondary Learning Center has earned the overall assessment level of "Highly Functional" and has met this standard for accreditation.

## Standard 7. Commitment to Continuous Improvement

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

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

Southwest Secondary Learning Center has established a collaborative and ongoing process for continuous improvement that aligns the function of the school with expectations for student performance. The school demonstrates progress in improving student performance and school effectiveness. SSLC applies for grants to improve opportunities for students, engages in a continuous improvement process review by staff, implements staff development and engages in weekly staff meetings to discuss current issues and create solutions.

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

- Staff members feel empowered to implement solutions to issues addressed through the continuous improvement process as well to approach administration with concerns.
- SSLC ensures that plans for continuous improvement are aligned with its vision and purpose and its expectations for student learning.

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

- Provide documentation of the weekly continuous improvement process to ensure new improvement efforts are clearly informed by the documented results of earlier efforts through reflection and assessment of a highly sustained, continuous process of improvement.

**Finding:** Southwest Secondary Learning Center has earned the overall assessment level of "Highly Functional" and has met this standard for accreditation.

## Conclusion

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

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

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

# Appendix

## Quality Assurance Review Team Members

- Dr. Paula Papponi, Chair (NM NCA CASI / AdvancED)
- Joyce Hodges, Team Member
- Ms. Karen Dondelinger, Team Member (Rio Rancho Elementary School)
- Katherine McGill, Team Member (NM Research and Study Council)
- Ms. Vivia Sparkler, Team Member (Albuquerque Public Schools)

## AdvancED Standards for Quality Schools

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

### **Vision and Purpose**

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

### **Governance and Leadership**

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

### **Teaching and Learning**

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

### **Documenting and Using Results**

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

### **Resource and Support Systems**

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

### **Stakeholder Communications and Relationships**

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

### **Commitment to Continuous Improvement**

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