

North Central Association

Commission on Accreditation and School Improvement

Preparing for the AdvancED/NCA CASI QAR Visit



*prepared especially for the
NCA CASI Member Schools Preparing to Host
a Quality Assurance Review (QAR)*

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General Information

This document is designed to assist schools in preparing for a visit from an NCA CASI quality assurance review team. NCA CASI believes that accredited schools and those pursuing accreditation are already excellent schools striving to become even better. Therefore, while a purpose of accreditation is to protect the public trust, NCA CASI believes that meeting the AdvancED Standards for Quality Schools is critical to our schools. NCA CASI does not attempt to “catch” schools doing something wrong; rather, our desire is to inform and assist schools so that their continuous improvement process is a positive experience. To that end, every effort has been made to make this handbook as useful and usable as possible to NCA CASI schools and teams.

If you have suggestions for improvement for this handbook, please contact Al Monetta (amonetta@ncamichigan.org) or 866-642-4622.

Concepts and Information

Every accrediting agency wants to ensure the public that its schools meet a high set of standards and have powerful processes in place for continuous school improvement. However, many times different agencies will use different terms to describe those standards and processes, which can sometimes lead to frustration for school personnel. NCA CASI, the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and the National Study of School Evaluation (NSSE) are working closely under the parent organization of AdvancED to make the alignment of our processes and glossaries as seamless as possible. In spite of our ongoing efforts, schools may still see some terms that are unfamiliar. This section is designed to share some of the most important terms and processes NCA CASI uses.

Accreditation and the Process of School Improvement

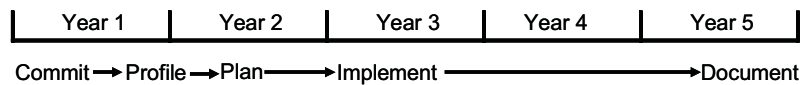
The concept of accreditation has been the primary purpose of NCA CASI since its inception in 1895. Over the years, standards have improved, and new processes to meet those standards have been introduced. In the mid-eighties, schools had a significant need for a powerful continuous improvement process that focused on increased student performance.



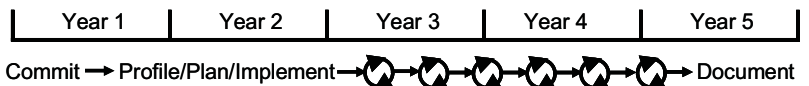
The Evolution of School Improvement

Separating accreditation from the improvement process also means that schools are no longer tied to a specific activity (such as creating a profile) in a specific calendar year based on their accreditation cycle. In fact, NCA CASI is strongly encouraging schools to take a systemic approach to school improvement (see Figure 1). Schools should be continuously collecting and analyzing data, identifying goals, designing and implementing action plans, and evaluating the results of their efforts.

First Generation



Second Generation



Next Generation

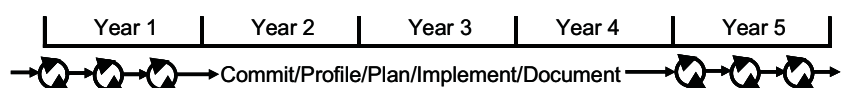


Figure 1: The evolution of the improvement process.

Embracing Change

As new research becomes available, NCA CASI reviews past experience and compares it with existing standards and processes, just as we ask accredited schools to do. These modifications to standards and processes must be embraced by visiting teams or school personnel will become frustrated, anxious, or a host of other less than positive emotional responses to their accreditation visit (Figure 2).

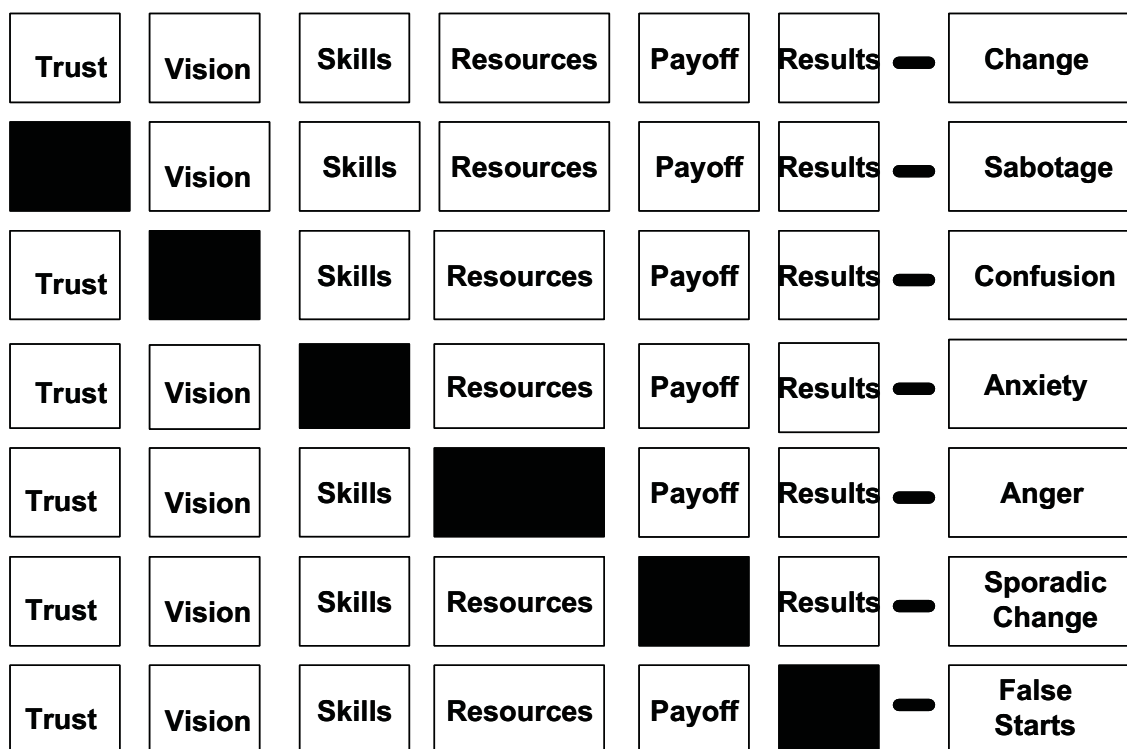


Figure 2: Senge's Change Puzzle

Standards

Consistency and quality come from well-defined specifications. In many service industries such as NCA CASI, these specifications are called standards. AdvancED, the parent organization for NCA CASI, SACS CASI and NSSE, has maintained the highest quality standards in the field of education since 1895.

NSSE is the primary research partner on best educational practices. We use the results of that research to help educators achieve high performance. Our most recent iteration of standards is built around seven standards: *The AdvancED Standards for Quality Schools*. These standards are posted on the AdvancED website and are available in booklet format. We recommend that every school have several paper copies of the standards for reference.

The Three Pillars supporting the AdvancED Accreditation Process

NCA CASI member schools must:

- 1) Meet the AdvancED standards for quality schools
- 2) Engage in continuous improvement
- 3) Demonstrate quality assurance through external review (QAR)

The Purpose of QAR Visits

It is not possible to check every single indicator thoroughly in the short length of time the QAR team is on-site. However, the team can gauge the overall quality of the school, its programs, and student performance through a careful, diagnostic approach.

State Office Responsibilities

The Michigan NCA CASI office is available to assist the school as it prepares for the QAR team visit and is responsible for training and scheduling the QAR chair and scheduling the QAR team members.

The QAR team chair will contact the school principal or school contact person to: negotiate a schedule for the visit days, request housing arrangements for team members as needed, assure all details at the school site are requested, and help the school understand the QAR activities.

Process Evaluation

AdvancED and NCA CASI strive to continually improve the QAR process to better serve schools. In order to do this, we ask that school personnel respond to a brief visit evaluation questionnaire when it is sent to the school after the visit. These evaluations are used exclusively by AdvancED and NCA CASI to improve the quality of the QAR process.

Purpose #1

Evaluate the school's adherence to the AdvancED quality standards.

Purpose #2

Assess the efficacy of the school's improvement process and methods for quality assurance.

Purpose #3

Identify commendations and recommendations to improve the school.

Purpose #4

Make an accreditation recommendation for review by the national AdvancED Accreditation Commission.

Managing the Visit

The list below contains action items that will help you understand who is responsible for what before, during, and after the NCA team visit. Following the list, additional details are provided for each action item (identified by number).

Action Item	
Before the Visit	
1.	Just prior to the QAR year, an information packet is sent to the school. Once this packet is received: select a contact person for the school; select and submit possible dates to host the QAR to the state office; review the Word version of the SAR and get staff input to complete the rubrics and focus questions.
2.	Once the SAR is completed with the staff, enter the SAR responses at the AdvancED website.
3.	Once the QAR team visit date is confirmed, the QAR team chair will contact the school.
4.	Develop a timeline and visit agenda/schedule with the QAR team chair.
5.	Make housing, meeting room and food arrangements for the visit. Contact the team members with housing and directions when the chair provides team member information.
6.	Prepare/gather print materials and mileage reimbursement form for the QAR team.
7.	Inform staff about the QAR team schedule and activities, meetings of QAR team with administration, school leadership team, teachers, students, and other stakeholder groups.
During the Visit	
8.	Host entrance report before school day, introduce QAR chair.
9.	Provide nametags to all teachers and school stakeholders to be in focus groups.
10.	Remind the faculty about the QAR team meetings and classroom visits.
11.	Remind staff about the oral exit report; introduce QAR chair at oral exit report session.
After the Visit	
12.	Complete and send visit evaluations to AdvancED.
13.	Obtain the QAR team report. Act on the findings identified in the report.
14.	Complete the Two-year Progress Report on-line.

Action Item 1: The Standards Assessment Report (SAR)

A Word version of the SAR can be downloaded from the Michigan NCA website (www.ncamichigan.org). This is a good document to provide all staff members as your staff reviews the standards and prepares to complete the rubrics and focus questions together.

Action Item 2: Entering the SAR data at the AdvancED website

Access to the SAR for your school is at the AdvancED website (www.advanc-ed.org). Directions for the access are in the document “Directions for Completing the SAR” that can be downloaded from the QAR tab at the Michigan NCA website (www.ncamichigan.org).

The rubrics can be completed with a click of the mouse but the focus questions responses must be entered by keying in the response or by using the Word document to copy and paste the responses.

It is a good idea to “Save & Continue” while entering the data. The initial screen is the instructions with screens to follow for each standard. Be sure to Save & Exit then “submit” the SAR when it is finished.

After it is accepted at the state office, the SAR is available in PDF format. The QAR chair can then access, download and print it.

Action Item 4: Develop a timeline and visit agenda/schedule

The following is a sample schedule that will assist you as you prepare for the QAR team visit. The times listed are approximate; they should be tied to the school’s existing schedule.

Sample	NCA CASI Visit Schedule	Sample
<i>DAY ONE</i>		
7:45 am <i>OPTIONAL</i>	Introduce QAR team to faculty at brief faculty meeting before school. The QAR chair will provide 3-5 minute overview on purpose of visit and the team’s evaluative activities.	
8:15-9:00 am	Orientation of QAR team to the school by principal and/or the school leadership team.	
9:00-9:20 am	Student leaders escort QAR team members on a tour of the school.	
9:20 am	QAR team adjourns to work room to organize for the remainder of the visit.	
---??---	Sometime during day one, meetings are to be scheduled with the following focus groups: students, parents, faculty, non-teaching staff, others(?). (Plan no more than 45 minutes for each group.)	
9:30 am	QAR team begins classroom visits and focus group meetings.	
12:00 noon	QAR team in work room for a working lunch.	
12:30 pm	Classroom visits and focus group meetings continue.	
3:30 pm	QAR team meets to review day’s activities.	
Evening	Dinner and informal discussions for QAR team members either at the hotel or at the school. QAR team begins drafting the QAR report.	

DAY TWO

7:30 am	QAR team arrives at school and continues work on QAR report.
8:30 am	QAR team continues classroom visits and meets informally with staff and students to gather any additional data.
11:30 am	Working lunch
12:30 pm	QAR team meets to finalize report.
3:00 pm	QAR team chair meets with administrator(s) to review team findings and recommendation for accreditation.
3:30 pm	Oral exit report by QAR team chair to the entire faculty and community members—10-15 minutes after the end of the school day. The oral exit report will last for 20-30 minutes.

Action Item 5: Make arrangements for the visit

The school contact person should be responsible for making arrangements for the visit. The items listed below should assist the school contact in logistical preparations for the visit.

The school hosting a QAR visit is responsible for housing, travel, and meals of the QAR team members. Substitute costs are the paid by the team member's school.

Housing and Food Needs. Contact the QAR team chair to determine housing and special food needs of the QAR team members.

Getting the Team to the School. Provide clear directions and a map to the hotel and to the school from the hotel and for QAR team members that may be driving from their home.

Logistics. A hotel room should be reserved for each team member. Team members may be housed at a nearby hotel or bed and breakfast. A meeting room at the hotel will provide a place at the hotel for the QAR chair to orient and train the team members the evening before the visit begins.

Team Workroom. Arrangements should be made to provide the following:

- A secure room where all materials and personal items (purses, briefcases, etc.) can be left and where team meetings can be held. The room should be dedicated to the team for the visit and writing day; others at the school should not have access during this period.
- One or two computers and one printer. **Note:** Be sure to check to see that appropriate passwords are available, assigned printer is connected, computers work. Internet access is essential. Computers should have a security level so that files from flash drives can be read and printed.
- Access to a copy machine.
- Supplies (pens, pencils, tablets, sticky notes, chart paper, tape, scissors).

- Copies of school specific materials (staff roster, daily schedule, bell schedule, map of classrooms, school improvement plan, data displays, minutes of improvement committee meetings, school newsletters).
- Any evidence the school wishes the team to review can be placed in the meeting room. This might include assessment data, survey results, meeting agendas, newsletters, and staff development materials.

Food and Refreshments. It is nice to have coffee, tea, soda, and snacks available in the team room. If breakfast is included at the hotel, team members will eat at the hotel; if not, make sure breakfast items are available in the team room. Most teams prefer to have a working lunch in the workroom; eating out takes time away from the task at hand. Possible options:

- Eat school lunch with the students.
- Get school lunch then eat in the team workroom
- Selections from a local delivery establishment
- Lunch delivered by volunteer staff members or PTSA moms.
- Lunch prepared by students from a club or class.
- School-wide potluck or lunch coordinated by hospitality committee.

Action Item 5: Contact the team

The QAR chair will receive the names and email addresses of the QAR team members and send the list to the school contact. A welcome email that includes the following attachments should be sent approximately two weeks before the QAR visit is scheduled.

- ✓ Name and address of the hotel where team will be staying with telephone and fax numbers as well as directions to the hotel.
- ✓ Maps/directions to the school as well as school parking information.

Action Item 6: Prepare materials for the visiting team

Information may be provided to the team via written documents or presentations. Schools are encouraged to use existing documentation whenever possible. The intent is to minimize paperwork and duplicate reporting for schools, while at the same time inform the visiting team members with the information they need to provide the school with powerful and productive feedback.

1. **Overview of the School.** Provide a basic description of the school that will give visiting team members an overview of the school's vision and mission, the students and community you serve, the programs you offer, and other relevant information. This may also include reports from previous accreditation visiting teams. This overview is often provided to the visiting team before arrival at the site.
2. **School improvement plan.** Provide the team with a copy of the school improvement plan. The plan or additional information you provide to the team should include:
 - a. Information concerning the role of administration, faculty, and community in the improvement process and in the development of the mission, vision, and values.

- b. Information on the school’s assessment system (how the school collects and shares data about student performance and other systems impacting the school with the faculty and the larger educational community).
- c. A list of current school improvement goals.
- d. The interventions/strategies used to address the goals.
- e. The professional development plan to assist the school community in implementing the goals.
- f. A description of how the school is using the findings to make changes in instruction and other systems throughout the school.

Action Item 7: Inform administrator(s), students, teachers, and school leadership team, and other stakeholders of the focus group meeting schedule and QAR activities

It is ideal to hold the interview sessions in a room close to the QAR team workroom. A separate room for interviews allows some of the team to be reviewing documents or evidence and drafting observations while the rest of the team is conducting an interview.

The principal or school contact should select participants for at least four focus groups: 1) administrative team, 2) students, 3) non-teaching staff, and 4) teachers. A parent or community group would also be scheduled if appropriate. The ideal group of participants is a *random* selection from the population; NCA CASI strongly encourages the school contact to choose participants who represent a cross section of the populations, not just the “best of the best.” For example, meeting with only student council members or only parent leaders is helpful but other persons should be selected/invited.

The school contact should notify participants well in advance of the time and location of the focus group session. The notice should include a description of what the participants can expect, and an assurance that this will be a positive opportunity for them to share their views. *Sample interview questions are on the next pages.*

Providing name tags for participants of focus groups is very helpful for the QAR team.

Action Item 8: Host school entrance report (optional)

Schedule a short faculty meeting before school on the first day the QAR team will be in the school. This oral entrance report provides an opportunity for the QAR team to be introduced to the faculty. The principal introduces the QAR team chair who will provide a brief (three to five minutes) overview on the purpose of the visit and introduce the QAR team members.

It would be appropriate (but not required) for the faculty/community to host a breakfast or serve light refreshments prior to this meeting to give faculty members an opportunity to meet and greet the team members.

Sample Interview Questions

School Administrators

Broad, Cross-cutting Questions

1. From your perspective what are the school's most significant strengths?
2. From your perspective what are the school's most significant challenges?
3. What recommendations do you have to effectively respond to these challenges?

Standards

Vision and Purpose

4. In your own words, what is the vision the school is seeking to achieve and how do you view your role in accomplishing that vision?

Governance and Leadership

5. As school leaders, how do you encourage collaboration and shared responsibility for school improvement?

Teaching and Learning

6. What are the school's expectations for student learning?
7. How do you help teachers and support personnel meet those expectations for students?
8. How are students actively engaged in the learning process and kept them informed of their progress?
9. What do you do if students do not meet expectations?

Documenting and Using Results

10. What does the data tell you about how students have performed over the past 3-5 years?
11. How does the school use that data to inform and support student learning?

Resources and Support Systems

12. How does the school ensure that students' needs are met both within and outside the classroom?

Stakeholder Communication and Relationships

13. What opportunities are provided for stakeholder involvement and participation in decision making and continuous improvement?

Commitment to Continuous Improvement

14. What are the school's top improvement priorities and how effective have current improvement efforts been in addressing those priorities?
15. What improvement efforts have been realized? What changes have not been realized? Why not? What are you doing about it?

Final Question

16. What haven't we asked you that you would like to tell us?

Sample Interview Questions

Teachers

Broad, Cross-cutting Questions

1. From your perspective what are the school's most significant strengths?
2. From your perspective what are the school's most significant challenges?
3. What recommendations do you have to effectively respond to these challenges?

Standards

Vision and Purpose

4. In your own words, what is the vision the school is seeking to achieve and how do you view your role in accomplishing that vision?

Governance and Leadership

5. As teachers, what leadership opportunities are available to you in the school?
6. How do you collaborate with other staff and share responsibility for student learning?

Teaching and Learning

7. What are the school's expectations for student learning?
8. How are you supported in your efforts to meet those expectations?
9. How do you engage students in the learning process and keep them informed of their progress?
10. What do you do if students do not meet expectations?

Documenting and Using Results

11. What does the data tell you about how students have performed over the past 3-5 years?
12. How do you use that data to inform instruction?

Resources and Support Systems

13. How does the school ensure that students' needs are met both within and outside the classroom?

Stakeholder Communication and Relationships

14. What opportunities are provided for stakeholder involvement and participation in decision making and continuous improvement?

Commitment to Continuous Improvement

15. What school-wide improvement initiatives are you implementing in your classrooms? What results are you finding?

Final Question

16. What haven't we asked you that you would like to tell us?

Sample Interview Questions

Support Personnel

Broad, Cross-cutting Questions

1. From your perspective what are the school's most significant strengths?
2. From your perspective what are the school's most significant challenges?
3. What recommendations do you have to effectively respond to these challenges?

Standards

Vision and Purpose

4. In your own words, what is the vision the school is seeking to achieve and how do you view your role in accomplishing that vision?

Governance and Leadership

5. What leadership opportunities are available to you in the school?
6. How do you collaborate with other staff and share responsibility for student learning?

Teaching and Learning

7. What are the school's expectations for student learning?
8. What role do you play in helping to meet those expectations and how are you supported in doing so?

Documenting and Using Results

9. How do you use data to inform your work and determine your effectiveness in meeting the school's vision?

Resources and Support Systems

10. How does the school ensure that students' needs are met both within and outside the classroom?

Stakeholder Communication and Relationships

11. What opportunities are provided for stakeholder involvement and participation in decision making and continuous improvement?

Commitment to Continuous Improvement

12. What are the school's top improvement priorities? What is your role in helping to address those priorities?

Final Question

13. What haven't we asked you that you would like to tell us?

Sample Interview Questions

Parents and Community Members

Broad, Cross-cutting Questions

1. From your perspective what are the school's most significant strengths?
2. From your perspective what are the school's most significant challenges?
3. What recommendations do you have to effectively respond to these challenges?

Standards

Vision and Purpose

4. In your own words, what is the vision the school is seeking to achieve and how do you view your role in helping the school to accomplish that vision?

Governance and Leadership

5. As parents and community members, what leadership opportunities are available to you in the school?

Teaching and Learning

6. How would you describe the learning environment for students in the school?
7. Do your children enjoy coming to school? If so, why? If not, why not?
8. How do you know what the learning expectations are for your children?
9. How are your children actively involved in their learning and kept informed of their progress?
10. How are children supported if they are having difficulty meeting expectations?

Documenting and Using Results

11. How has the school performed over the past 3-5 years?
12. How is data about school performance used to enhance your child's learning?

Resources and Support Systems

13. How does the school ensure that students' needs are met both within and outside the classroom? (Probe for information on qualified teachers, classroom resources, use of technology, extra-curricular opportunities, support services, etc.)

Stakeholder Communication and Relationships

14. Do you feel welcome and enjoy coming to the school? If so, why? If not, why not?

Commitment to Continuous Improvement

15. What are the school's top improvement priorities? What is your role in helping to address those priorities?

Final Question

16. What haven't we asked you that you would like to tell us?

Sample Interview Questions

Students

Broad, Cross-cutting Questions

1. What do you like most about your school?
2. What do you like least about your school?
3. Do you enjoy coming to school? If so, why? If not, why not? How do you think your friends might respond?
4. What ideas do you have for how your school could be better?

Standards

Vision and Purpose

5. What do you think your school is trying to accomplish for students?

Governance and Leadership

6. What opportunities do students have to be leaders in the school and help make decisions?
7. Are you able to share your ideas and concerns about your school with the principal or your teachers? If so, please explain how.

Teaching and Learning

8. Do you know what you are expected to learn? If so, how are those expectations communicated?
9. What activities are you involved in during class?
10. Do you know how well you are doing in class and what areas you need to work on? If so, how are you kept informed of your progress?
11. If you are having trouble, is help easy to find? If so, describe the type of help you can access.

Documenting and Using Results

12. Do you discuss your test results with your teacher(s), counselor, principal, and or parent(s)? If so, explain.

Resources and Support Systems

13. Does your school do a good job of meeting your needs? If so, how? If not, what's needed?
14. Does your school do a good job of meeting all students' needs? If so, how? If not, what's needed?

Stakeholder Communication and Relationships

15. What suggestions would you make to your school to get more students involved in learning and in school activities?

Commitment to Continuous Improvement

16. Is your school trying to improve? If so, in what ways?

Final Question

17. What haven't we asked you that you would like to tell us?

Action Item 10: Prepare Staff for classroom visits & QAR activities

Members of the QAR team will visit many of the classrooms. These visits provide an opportunity for team members to validate standard indicators and to see how teachers are using data and information from the school improvement plan in their instruction. While most teachers welcome the opportunity to have a visiting team member come into a class, it can be distressing to others. Teachers should understand that it is not NCA CASI's intent to disrupt learning in the classroom, but rather to observe. They must also understand that team members are *not evaluating* their performance.

Action Item 11: Schedule the oral exit report

An oral exit report will be presented by the team chairperson. Typically the faculty, parent, other stakeholders, and community members are invited. The exit report is usually scheduled 10-15 minutes after the end of the school day; it will last for 15-20 minutes. This activity should be in a room with equipment for a PowerPoint presentation by the team chairperson.

A written report is **not** provided to the school at this time. After review and editing, the report will be available electronically to the school.

Action Item 12: Complete and Send Evaluations to NCA CASI

An evaluation form will be sent from AdvancED to the school after the school visit. Please do complete and return it as instructed. These evaluations are used exclusively by AdvancED and NCA CASI to improve the quality of the QAR process.

Action Item 13: Receive the QAR Report and Act on the findings

Receiving the written report from NCA CASI is not the end of the process. In many ways, it is the beginning. Schools should use the report to identify strengths they want to build upon, challenges they need to address, and immediate next steps they need to take. The school should use the report as an impetus for continued improvement. The report should be shared by the school with the community.

Action Item 14: Complete on-line Two-year Progress Report

There will be recommendations in the QAR report. The purpose of the Two-Year Accreditation Progress Report (APR) is to state the school's response to the team's recommendations.

Frequently Asked Questions about the Quality Assurance Review (QAR)

1. How long is a QAR?

The QAR team must spend one full day in the school during a regular school day with students in their classes. The second day is for the QAR team to review their findings and draft a written report then present an oral exit report to the school staff.

2. What happens during a QAR visit?

The QAR team members review the AdvancED standards for quality schools and the standards assessment report (SAR) submitted by the school prior to arriving at the school. The QAR team members interview stakeholder groups: principal, school improvement leadership team, teachers, support staff, students, parents and other groups as identified by the school team. Evidence is gathered by QAR team members during the interviews, in classroom visits, and from the artifacts provided by the school team.

3. How can we learn more about the QAR process?

There are two workshops offered by the Michigan NCA office to help the school team prepare for the QAR: **Accreditation for the 21st Century** and **Preparing for Your QAR**. Serving as a team member for a QAR at another school is a way to learn the process and help another member school.

4. How can we get the staff knowledgeable about the QAR?

All staff members need to be familiar with the AdvancED Standards for Quality Schools. A carousel activity by dividing the staff into seven groups and listing the evidence that already exists for these standards has been successful in other schools. Giving the staff the interview questions in a practice interview is another way to get all staff thinking about the standards and what implementation might be expected.

5. How are QAR team chairs prepared for the visit?

QAR team chair attend an intensive, two-day training designed by AdvancED and focused on the *AdvancED Standards for Quality Schools*. They must be certified prior to being assigned to a QAR team chair position. There is a uniform set of tools and documents that all chairs are using for QAR visits.

6. How are the QAR team members prepared for the visit?

Training for QAR team members is done just prior to the school visit by the QAR team chair. The QAR team chair has guidelines and tools to provide the training in a two to three hour period of time.

7. What will be included in the written report?

The written report will include findings in each of the seven standards areas and overall commendations and recommendations to help the school improve.

8. When will the school receive the written report?

The written report must be submitted on-line at the AdvancED website within ten business days of the visit. It is examined for consistency and clarity by an AdvancED reader-reviewer within seven business days. It must be accepted by the state office within three business days. Therefore, the school should have the report within four weeks from the end of the QAR visit.

Essential Artifacts for QAR Team to review

The school should make available to the Quality Assurance Review team artifacts that it references in its Standards Assessment Report and any additional artifacts it feels demonstrate the school's adherence to one or more of the standards. These can be made available in written or electronic formats. Many schools post files on webpages or place them on disks or thumb drives for easy access by the team.

Included with the artifacts that the school provides in support of its Standards Assessment Report, the school should provide the following essential artifacts for team review. The list is organized by standard area; however, many artifacts will address more than one standard area. Schools may call the artifacts by different names than those provided below and should provide whatever comparable artifacts they maintain.

Essential Artifacts

Vision and Purpose

- School vision and mission statement
- School annual report to the community (or comparable document)
- School demographic and community profile information
- Other _____

Governance and Leadership

- Organization/staffing chart
- School policy manual
- Personnel manual
- Student and Parent handbooks
- Personnel evaluation plan
- PA 25 School Report
- Other _____

Teaching and Learning

- Relevant curriculum guides (and accompanying artifacts such as pacing guides)
- School calendar with number of instructional days and teacher work days
- Media services and technology plan
- Other _____

Documenting and Using Results

- Student performance data
 - Trend data – past three years, multiple assessments
 - Comparative data with other like schools
- Government report cards and/or accountability ratings (including Adequate Yearly Progress data)
- Student assessment plan (including short-cycle/formative assessments and summative assessments)
- Last 2-3 years of MEAP or MME data
- Other _____

Resources and Support Systems

- Professional development plan (including induction program for new staff)
- Number of staff members and student-teacher ratios
- Annual budget
- Latest financial audit
- Facilities maintenance plan and long range facilities plan
- Crisis management and other emergency plans
- Other _____

Stakeholder Communication and Relationships

- Stakeholder perception data
- Other _____

Commitment to Continuous Improvement

- School improvement plan including results of improvement efforts
- Other _____

Source: *AdvancED Guidebook For AdvancED School Accreditation Quality Assurance Review Teams*