

# The Northwest Association of Accredited Schools

*...advancing the quality of education worldwide*

## ***EVIDENCE-BASED SCHOOL EVALUATION TEMPLATE FOR CONSENSUS AND NARRATIVE SELF-STUDY REPORTS***

# **Visiting Team Report for [select type of school] School Accreditation**

*Name of School*

*Date*

### **Northwest Association of Accredited Schools**

1510 Robert St. Suite 103

Boise, ID 83705-5194

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[www.NorthwestAccreditation.org](http://www.NorthwestAccreditation.org)

**INSTRUCTIONS FOR COMPLETING THIS TEMPLATE:** This template is protected for the use of the text boxes and marking the rating scale. Simply type in the gray shaded text boxes and/or click on the standard indicator gray boxes and an X appears. You must unprotect the document to type in any other areas or cut and paste responses into the document. When the template is unprotected you will not be able to use the text boxes or rating boxes.

# Northwest Association of Accredited Schools

## The Evaluation Report for School Accreditation

**Name of School:**

**School Administrator:**

**Mailing Address:**

**School Phone:**

**School Fax:**

**School E-mail:**

**School Web Site:**

**Date of Visit:**

**Grades included in Northwest Association of Accredited Schools accreditation:**

**Self-Study Template Used (Consensus or Narrative):** Consensus

**Enrollment:**

<b>Grades</b>	<b>Boys and Girls</b>
Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	
Grade 6	
Grade 7	
Grade 8	
Grade 9	
Grade 10	
Grade 11	
Grade 12	
7-12 Total	

## Evaluation Team Roster

### Chairperson(s)

Name :  
Title:  
Organization:  
Address:  
Tel:  
Fax:  
E-mail:

### Team Members

Name :  
Title:  
Organization:  
Address:  
Tel:  
Fax:  
E-mail:

Name :  
Title:  
Organization:  
Address:  
Tel:  
Fax:  
E-mail:

## Introduction

### Purpose of the Visit

*(Sample Text)*

\_\_\_\_\_ is seeking continued accreditation by the Northwest Association of Accredited Schools. Northwest Association of Accredited Schools is one of the premier American education accrediting agencies that accredits over 2,100 public and private schools throughout the Northwest region of the United States and many other places in the world. Northwest Association of Accredited Schools offers accreditation systems to education providers around the world and is dedicated to increasing educational quality. The Northwest Association of Accredited Schools accreditation process establishes rigorous quality standards and validates the educational quality of schools through on-site reviews conducted by trained volunteer evaluators.

In addition to meeting rigorous standards, schools accredited by Northwest Association of Accredited Schools are committed to continual improvement through strategic planning and can be trusted to provide students with the educational services promised. Northwest Association of Accredited Schools accreditation provides worldwide recognition of each school's quality, accountability, and trustworthiness.

This document is the report of the evaluation team. The purpose of the on-site evaluation visit is to: 1) validate the completion and accuracy of the school's self-study; 2) verify that the school meets the Northwest Association of Accredited Schools standards; 3) facilitate development and implementation of an effective school improvement plan; and 4) provide commendations and recommendations to enhance the school's quality.

### Evaluation

*(Sample Text)*

An evaluation team was assembled by Northwest Association of Accredited Schools, which had extensive expertise in accreditation, school improvement, and American education. The team members have graduate degrees in education and over \_\_\_\_\_ years of cumulative experience as educators and administrators.

The \_\_\_\_\_ day evaluation was based on Northwest Association of Accredited Schools standards and quality indicators as provided in the \_\_\_\_\_ (Consensus or Narrative) template. It utilized the school's mission and beliefs, as well as the quantitative and qualitative findings of the self-study. Evaluation activities and methods used included review of the self-study materials, classroom observations, and facilities. There were also individual and group interviews of teachers, administrators, parents and students. School records and documents were reviewed.

This report is prepared for the school to be used for its continuous improvement. Evaluation decisions were made by consensus, thus Likert ratings and evaluative commendations and recommendations were developed by the team and do not represent just one person's opinion.

An oral report highlighting the commendations and recommendations was presented to administrators and steering committee members on the final visit day. This written report summarizes findings and offers commendations and recommendations. The school is encouraged to share the report with the school community, advisory board, and appropriate authorities.

The report provides a specific judgment on whether each indicator of each standard is met. Whereas not all quality indicators under each standard must be fully met at the time of the review visit, the school must identify the needs and be working toward fully meeting each indicator.

This report includes ratings and findings, as well as, commendations and recommendations. Ratings address the degree to which the school meets the standards and quality indicators. Findings are statements of fact that were observed or reported. Commendations are areas that the team identified as strengths or that exceed expectations. It is important for the school to maintain those strong points because they contribute to overall quality. Recommendations refer to either the areas that need change or next steps for continuous improvement. Therefore, all schools receive recommendations. The number of recommendations in no way reflects the quality of the school. Sometimes the best school receives more recommendations because it is deemed capable of even higher levels of achievement.

## **Part 1 School Description, School/Community Profile**

## **Part 2 Self-Study Findings: Comments, Commendations, and Recommendations**

## **Part 3 The Standards: Ratings, Commendations, and Recommendations**

### **INDICATOR RATINGS BY THE EVALUATION TEAM**

The following represents the Response Team’s renderings on the Standards for Accreditation and whether in their collective judgment each respective indicator is being substantially met. Recommendations may be noted for specific indicators and listed at the end of each standard along with commendations and recommendations for meeting the standard. The type of school for which each criterion is relevant is indicated by an “X”.

## CONSENSUS SELF-STUDY RESULTS

"School" is used throughout to indicate a public school district, a public or private school or school program, or a private organization.

### TEACHING AND LEARNING STANDARD FOR: MISSION, BELIEFS AND EXPECTATIONS FOR STUDENT LEARNING

**Guiding Principle:** The school's mission statement describes the essence of what the school as a community of learners is seeking to achieve. The goals for student learning are based on and drawn from the school's mission statement. These goals are the fundamental goals by which the school continually assesses the effectiveness of the teaching and learning process. Every component of the school community must focus on enabling all students to achieve the school's goals for student learning.

1. MISSION, BELIEFS, AND EXPECTATIONS FOR STUDENT LEARNING	
Number	Type of School: Distance and Online
1.1	A mission statement and expectations for student learning clearly convey the purpose and goals of the program. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communication between and support from stakeholders is a critical component of a mission statement. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
1.2	The school's mission statement represents the school community's fundamental values and beliefs about student learning. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
1.3	The mission statement reflects the individual character of the school and indicates its special purposes. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
1.4	The mission statement reflects the characteristics and needs of the student population, by clearly and concisely stating who the organization is, what it does, and whom it serves. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met <input type="checkbox"/> * Not Applicable ( <i>may be used only by distance education schools when they are not awarding diplomas</i> )
1.5	The school defines individual academic, civic, and social learning expectations that are measurable and reflect the school's mission and uses indicators to assess individual's progress in achieving those expectations. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met <input type="checkbox"/> * Not Applicable ( <i>may be used only by distance education schools when they are not awarding diplomas</i> )
1.6	For each academic expectation of the mission, the school has a targeted level of successful achievement identified in an indicator. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
1.7	The school's mission statement, beliefs, and the school's expectations for student learning guide the procedures, policies, and decisions of the school and are evident in the culture of the school. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
1.8	The mission statement is reviewed periodically and is made available to the public. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met

\* The 'Not Applicable' rating may be used only by distance education schools when they are not awarding diplomas.

*For any boxes above that are marked other than "Met" please provide an explanation using the following text box as to why the standard is not being met and what might be accomplished to become "Met."*

Comments, Commendations and Recommendations for Standard 1:

## TEACHING AND LEARNING STANDARD FOR: CURRICULUM

**Guiding Principle:** The curriculum including coursework, co-curricular activities, and other school-approved educational experiences, is the school's formal plan to fulfill its mission and goals for student learning. The curriculum links the school's beliefs, its goals for student learning, and its instructional practices. The strength of that link is dependent upon the commitment and involvement of the professional staff to a comprehensive, ongoing review of the curriculum.

<b>2. CURRICULUM</b>	
A quality program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers.	
<b>Number</b>	<b>Type of School: Distance and Online</b>
2.1	Each curriculum area has clearly stated and attainable educational goals. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
2.2	The curriculum is aligned with the school-wide academic expectations and ensures that all students have sufficient opportunity to achieve each of those expectations. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
2.3	The curriculum:
2.3.a	Prescribes content; <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
2.3.b	Integrates relevant learning expectations; <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
2.3.c	Includes course-specific learning goals; <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
2.3.d	Suggests instructional strategies; and <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
2.3.e	Suggests assessment techniques; and <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
2.3.f	Provides for high-degree of interaction between teacher and learners. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
2.4	The curriculum engages all students in inquiry, problem-solving, and higher order thinking as well as providing opportunities for the authentic application of knowledge and skills. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
2.5	The curriculum is appropriately integrated and emphasizes depth of understanding over breadth of coverage. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
2.6	There is effective curricular coordination and articulation between and among all academic areas within the school. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
2.7	The school has a written policy statement concerning the selection of quality instructional materials and appropriate technology to enable and enrich student learning. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
2.8	The instructional materials are selected to support the specific objectives of the individual courses as well as the school's overall mission and goals. There are substantive checks and balances throughout the design, development, and quality assessment processes to ensure the effectiveness of materials and assessments. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
2.9	The materials provided to the student are adequate to meet the course objectives. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
2.10	Instructional materials, technology, equipment, supplies, facilities, and staffing levels, are sufficient to allow for the effective implementation of the curriculum. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met

<b>2.</b>	<b>CURRICULUM</b> A quality program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers.
2.11	The reading level of the materials is appropriate to the reading-level competence of the students. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
2.12	The materials are reviewed and evaluated regularly to ensure quality, consistency with the curriculum, currency, and advancement of student learning outcomes. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
2.13	The procedures for granting credit and/or for determining progress toward graduation are consistent with the school's stated purposes. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
2.14	The policies and procedures for granting and/or transferring credit are in writing and are available to enrolled students. Policies and procedures for granting and/or transferring credit conform to the Northwest Association of Accredited Schools requirements in Policies and Procedures 5.6.6. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
2.15	The school commits sufficient time, financial resources, and personnel to the development, evaluation, and revision of curriculum. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
2.16	Professional development activities support the development and implementation of the curriculum <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
2.17	The program of studies meets the appropriate state and national standards, ADA compliance, and copyright and fair use. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
<b>Number</b>	<b>Type of School: Online ONLY</b> <i>(The following standard(s) apply only to Online Schools.)</i>
2.18	The curriculum:
2.18.a	Course organization and navigation is clear and coherent. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
2.18.b	Is designed to accommodate different learning styles. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
2.18.c	Is designed with consideration for time and place limitations of students. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
<b>Number</b>	<b>Type of School: Distance Education ONLY</b> <i>(The following standard(s) apply only to Distance Education Schools.)</i>
2.19	The school provides opportunities for all students to extend learning beyond the normal course offers. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met <input type="checkbox"/> * Not Applicable <i>(may be used only by distance education schools when they are not awarding diplomas)</i>

\* The 'Not Applicable' rating may be used only by distance education schools when they are not awarding diplomas.

**For any boxes above that are marked other than "Met" please provide an explanation using the following text box as to why the standard is not being met and what might be accomplished to become "Met."**

Comments, Commendations and Recommendations for Standard 2:

## TEACHING AND LEARNING STANDARD FOR: INSTRUCTION

**Guiding Principle:** The quality of instruction in a school is the single most important factor affecting the quality of student learning, the achievement of expectations for student learning, the delivery of curriculum, and the assessment of student progress. Instructional practices must be grounded in the school’s mission, beliefs, and expectations for student learning, supported by research in best practice, and refined and improved based on identified student needs. Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

<b>3. INSTRUCTION</b>	
A quality program takes a comprehensive and integrated approach to ensuring excellent teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development.	
<b>Number</b>	<b>Type of School: Distance and Online</b>
3.1	Instructional strategies are consistent with the school's mission statement and expectations for student learning. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
3.2	Teachers use a variety of instructional strategies to:
3.2.a	Personalize instruction; <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
3.2.b	Make connections across disciplines; <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
3.2.c	Engage students as active learners; <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
3.2.d	Engage students as self-directed learners; <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
3.2.e	Involve students in higher order thinking; <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
3.2.f	Provide opportunities for students to apply knowledge or skills; <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
3.2.g	Promote student self-assessment; and <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
3.2.h	Recognize diversity, multiculturalism, individual differences, and other prevalent unique characteristics of the student population, including time and place limitations of students. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
3.3	Teachers use feedback from a variety of sources including other teachers, students, supervisors, and parents as a means of improving instruction. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
3.4	Teachers are proficient in their content area, knowledgeable about current research and best practice on effective instructional approaches, and reflective about their own practices. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
3.5	All teachers are given appropriate orientation training in distance education or online learning methodologies and technologies prior to starting their teaching assignments. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
3.6	Analysis of instructional strategies is a significant part of the professional culture of the school; teachers regularly review and adapt their strategies based on changes in student demographics. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
3.7	Technology is integrated into and supportive of teaching <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
3.8	Failing students are provided special assistance and counseling. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met

<b>3.</b>	<b>INSTRUCTION</b> A quality program takes a comprehensive and integrated approach to ensuring excellent teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development.
3.9	The school's professional development program is guided by identified instructional needs and provides opportunities for teachers to develop and improve their instructional strategies. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
3.10	Teacher supervision and evaluation processes are used to improve instruction in order to meet the needs of all students. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
<b>Number</b>	<b>Type of School: Online ONLY</b> (The following standards apply only to Online Schools.)
3.11	School establishes and holds teachers accountable for timely teacher to student communication and meaningful assessment feedback. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
3.12	School provides timely, effective technical support to teachers. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met

\* The 'Not Applicable' rating may be used only by distance education schools when they are not awarding diplomas.

For any boxes above that are marked other than "Met" please provide an explanation using the following text box as to why the standard is not being met and what might be accomplished to become "Met."

Comments, Commendations and Recommendations for Standard 3:

## TEACHING AND LEARNING STANDARD FOR: ASSESSMENT

**Guiding Principle:** Assessment is an integral part of the teaching and learning process. Its purpose is to inform students regarding their learning progress and teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the school community the progress of students in achieving the school's expectations for student learning as well as course-specific learning goals. Assessment results must be continually analyzed to improve curriculum and instruction.

<b>4.</b>	<b>ASSESSMENT</b> A quality learning program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders.
<b>Number</b>	<b>Type of School: Distance and Online</b>
4.1	The school has a process to assess individual student progress in achieving the academic expectations of the mission. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
4.2	The school's professional staff uses assessment data (climate survey, empirical, etc.) to determine the success of the student in achieving civic and social expectations. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met <input type="checkbox"/> * Not Applicable (may be used only by distance education schools when they are not awarding diplomas)

4.	ASSESSMENT
A quality learning program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders.	
4.3	The school regularly reviews its mission statement, beliefs, and expectations for student learning using a variety of data to ensure that these reflect student needs, community expectations, the district mission, and state and national standards. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
4.4	For each learning activity, the relevant academic expectations and course-specific learning goals that will be assessed are clearly articulated for students. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
4.5	Assessment of student learning is based on course-specific indicators. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
4.6	Teachers or instructional materials employ varied assessment strategies and activity types to determine student knowledge, skills, and competencies and to assess student growth over time. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
4.7	The school's professional development program allows for opportunities for teachers to collaborate in developing a broad range of student assessment strategies. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met <input type="checkbox"/> * Not Applicable ( <i>may be used only by distance education schools when they are not awarding diplomas</i> )
4.8	The school's professional staff communicates individual student progress to students and their families in a timely manner. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
4.9	Assessment enables students to monitor their own learning progress. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
4.10	Grading policy and practices are published to students and easy to understand. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
4.11	Each course must have defined exit levels of performance that will ensure comparable achievement by the student to what they might receive in traditional programs or by other methods of teaching and learning. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
4.12	Results and analysis of assessment are used to drive curriculum and instruction. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
4.13	A record that documents the results of all student performance is maintained. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
4.14	Every student must sign an honor code verifying that they are responsible for completing all work themselves and that no person has unfairly assisted them. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
4.15	All final examinations are monitored by trained persons other than parents or those who might be considered to have a conflict of interest. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met

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**For any boxes above that are marked other than "Met" please provide an explanation using the following text box as to why the standard is not being met and what might be accomplished to become "Met."**

Comments, Commendations and Recommendations for Standard 4:

## TEACHING AND LEARNING STANDARD FOR: LEADERSHIP AND ORGANIZATION

**Guiding Principle:** The way that a school organizes learning for students, fosters leadership, and engages its members has a profound effect on teaching and learning. The professional culture of the school must be characterized by thoughtful, reflective, and constructive discourse about decision-making and practices that supports student learning and well-being.

<b>5. LEADERSHIP AND ORGANIZATION</b>	
Governance is typically provided by a Board of Directors, a School Board, or proprietors. Leadership is responsible to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. Governance and leadership work hand-in-hand, developing the operations policies for the program and its leadership and staff.	
<b>Number</b>	<b>Type of School: Distance and Online</b>
5.1	The school administrator has sufficient autonomy and decision-making authority to lead the school in achieving the mission, beliefs, and expectations for student learning. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
5.2	The school administrator provides leadership in the school by creating and maintaining a shared vision, direction, and focus for student learning. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
5.3	Staff members as well as administrators provide leadership essential to the improvement of the school. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
5.4	Staff turnover does not impact school effectiveness. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
5.5	The organization of the school and its educational programs allows for the achievement of the school's mission, beliefs, and expectations for student learning. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
5.6	Meaningful roles in the decision-making process are accorded to students, parents, and all members of the school staff to promote an atmosphere of participation, responsibility, and ownership. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
5.7	There is a formal system through which each full-time student has an adult staff member who knows the student well and assists the student in achieving the expectations for student learning. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
5.8	Clearly defined roles and responsibilities are evident to create collaborative teams to assure effective delivery of quality education. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
5.9	All school staff is involved in promoting the well-being and learning of students. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
5.10	Student success is regularly acknowledged, celebrated, and displayed. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
5.11	The climate of the school is safe, positive, respectful, and supportive resulting in a sense of pride and ownership. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
5.12	The school engages in practices that promotes safety and has established a plan that includes preventions, interventions, crisis management, and post-crisis recovery. For online programs, this includes policies and terms of use for online interaction. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
5.13	The governing board includes person(s) that reflect the public interest. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
5.14	The governing board is responsible for and works with leadership to establish and monitor school policy. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met

<b>5. LEADERSHIP AND ORGANIZATION</b>	
Governance is typically provided by a Board of Directors, a School Board, or proprietors. Leadership is responsible to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. Governance and leadership work hand-in-hand, developing the operations policies for the program and its leadership and staff.	
5.15	Policies pertaining to the discretionary authority of the administration of the school are clearly defined. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
5.16	The administration is significantly involved in the selection, assignment, and retention of personnel. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
5.17	The school employs adequate staff, both professional and non-certificated, to support student enrollment and to realize its stated purposes. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
5.18	The school meets all applicable state requirements and regulations for licensure, organization, administration, and control unless state authorities have granted official exemption. The corporate status is clearly defined with no legal or proprietary ambiguities. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
5.19	The role of the board is well-defined in the by-laws of the school or organization. The board fulfills the role defined for it in the bylaws. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
5.20	The school has measures in place to ensure quality, integrity and validity of student data, including completion and retention rate. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
5.21	A school that functions under the authority of another organization has a demonstrated commit from the parent organization to support the implementation and ongoing operation of this school. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met <input type="checkbox"/> * Not Applicable ( <i>may be used only by distance education schools when they are not awarding diplomas</i> )
5.22	Sustainability of the school is articulated through strategic and operational planning and implemented through ongoing operations (e.g., commitment to sustainable funding, maintaining quality staff and compliance with applicable educational statutes). <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
5.23	Assessment of the operational continuity under the condition of change of ownership, as applicable, has been conducted in cooperation with the Northwest Association of Accredited Schools. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met

<b>Number</b>	<b>Type of School: Online ONLY</b> (The following standards apply only to Online Schools.)
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5.24	Board members have knowledge of the K-12 online education field, or receive appropriate training after joining the board. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
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\* The 'Not Applicable' rating may be used only by distance education schools when they are not awarding diplomas.

For any boxes above that are marked other than "Met" please provide an explanation using the following text box as to why the standard is not being met and what might be accomplished to become "Met."

Comments, Commendations and Recommendations for Standard 5:

## TEACHING AND LEARNING STANDARD FOR: SCHOOL SERVICES

**Guiding Principle:** Student learning and well-being are dependent upon adequate and appropriate support programs and services. The school is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the school's mission and expectations.

<b>6. SCHOOL SERVICES</b>	
<b>Student Support Services:</b>	
Student support services address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success.	
<b>Number</b>	<b>Type of School: Distance and Online</b>
6.1	The school's student support services are consistent with the mission, beliefs, and expectations for student learning. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
6.2	The school allocates resources, programs, and services so that all students have an equal opportunity to achieve the school's expectations for student learning. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
6.3	Student support personnel enhance learning by interacting and working cooperatively with professional and other staff to address the academic, social, emotional and physical needs of students. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
6.4	All student support services are regularly evaluated and revised as needed to support improved student learning. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
6.5	All administrative, teaching, and counseling staff are in compliance with the certification requirements of the state in which the school is located. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
6.6	There is sufficient administrative support staff to accomplish the mission of the school. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
6.7	There are sufficient numbers of instructional staff to meet the requirements of the state, as applicable, and accomplish the mission of the school. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
6.8	There is a system for effective and ongoing communication with students, parents/guardians, and school personnel, designed to keep them informed about the types of available student support services and identified student needs. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
6.9	The school has a procedure for the timely transfer of students' records. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
6.10	The school provides written materials that clearly define its program and its expectations for students so that the students being served can make appropriate and informed choices before they apply for admission while selecting courses. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
6.11	The school has clearly defined eligibility requirements and admission procedures that are made known to potential students and their parents. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
6.12	The school only admits those students who have potential for a reasonable chance of benefit from the instruction and completion of the course(s). <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met

<b>6.</b>	<b>SCHOOL SERVICES</b>
	<b>Student Support Services:</b> Student support services address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success.
6.13	The written enrollment/registration agreement and other written materials clearly specify what the student can expect from the course(s), the services that will be provided by the school, and student obligations, including financial. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
6.14	The non-professional clerical and paraprofessional staff members are carefully selected and have appropriate training and background for their position. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
6.15	Policies for the selection and assignment of personnel are non-discriminatory in reference to race, ethnic origin, ADA, and sex. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
6.16	Student (parent/guardian) inquiries are answered promptly and satisfactorily. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
6.17	Adequate provisions are made for the prompt delivery and return of instructional materials, lessons, and examinations to and from the students. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
<b>Number</b>	<b>Type of School: Online ONLY</b> <i>(The following standard(s) apply only to Online Schools for Student Support Services.)</i>
6.18	Information is provided to students, parents, and mentors on how to communicate with the online teacher and student support services, including information on the process for those communications. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
6.19	The school provides an orientation to online technologies and successful online student practices for students and parents. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
6.20	The school provides timely and effective technical and student services support. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
<b>Number</b>	<b>Type of School: Distance Education ONLY</b> <i>(The following standard(s) apply only to Distance Education Schools for Student Support Services.)</i>
6.21	Student records, including health and immunization records, are maintained in a confidential and secure manner consistent with federal (FERPA) law. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met <input type="checkbox"/> * Not Applicable <i>(may be used only by distance education schools when they are not awarding diplomas)</i>
	<b>Guidance Services:</b> Guidance services support students and parents to ensure the success of the program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental online programs, these services may be provided by the local school.
<b>Number</b>	<b>Type of School: Distance and Online</b>
6.22	The school provides access to a full range of comprehensive guidance services, including:
6.22.a	Personal counseling <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met <input type="checkbox"/> Not Applicable
6.22.b	Career and college counseling <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met <input type="checkbox"/> * Not Applicable <i>(may be used only by distance education schools when they are not awarding diplomas)</i>

**Guidance Services:**

Guidance services support students and parents to ensure the success of the program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental online programs, these services may be provided by the local school.

6.22.c	Student course selection assistance <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met <input type="checkbox"/> * Not Applicable ( <i>may be used only by distance education schools when they are not awarding diplomas</i> )
6.22.d	Collaborative outreach to community and area mental health agencies and social service providers <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met <input type="checkbox"/> * Not Applicable ( <i>may be used only by distance education schools when they are not awarding diplomas</i> )
6.23	The ratio of students to those who provide guidance and counseling is sufficient to meet the requirements of the state and accomplish the mission of the school. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met <input type="checkbox"/> * Not Applicable ( <i>may be used only by distance education schools when they are not awarding diplomas</i> )

**Library Information Services:**

Number	Type of School: Distance and Online
6.24	All students have access to library services through a traditional or virtual library, overseen by a qualified specialist. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met <input type="checkbox"/> Not Applicable
6.25	A wide range of materials, technologies, and/or other library/information services that are responsive to the school's student population are available to students and faculty and utilized to improve teaching and learning. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
6.26	The library/information services program fosters independent inquiry by enabling students and faculty to use various school and community information resources and technologies. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
6.27	Policies are in place for the selection and removal of information resources and the use of technologies and the internet. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met

**Family and Community Services:**

Number	Type of School: Distance and Online
6.28	The school engages parents and families as partners in each student's education and encourages their participation in school programs. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
6.29	The school fosters productive business/community/higher education partnerships that support student learning. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met <input type="checkbox"/> * Not Applicable ( <i>may be used only by distance education schools when they are not awarding diplomas</i> )

**\* The 'Not Applicable' rating may be used only by distance education schools when they are not awarding diplomas.**

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Comments, Commendations and Recommendations for Standard 6:

**TEACHING AND LEARNING STANDARD FOR:  
FACILITIES AND FINANCE**

**Guiding Principle:** The administrative site (consisting of site, buildings, equipment and services) is an important factor in the functioning of the educational program. The administrative site services as a vehicle for the implementation of the school mission. In addition, sufficient fiscal resources must be available, accounted for and effectively used in order for any school to accomplish its mission and expectations for student learning.

<b>7. FACILITIES AND FINANCE</b>	
Adequate financial and material resources are allocated for meeting the mission of the school. These resources are appropriately planned for and expended using sound business practices.	
<b>Number</b>	<b>Type of School: Distance and Online</b>
7.1	The administrative site supports all aspects of the educational program and the support services for student learning. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
7.2	The administrative site meets all applicable federal and state laws and is in compliance with local fire, health, and safety regulations. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
7.3	Equipment is adequate, properly maintained, inventoried, and replaced when appropriate. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
7.4	A planned and adequately funded program of building and site management ensures the appropriate maintenance, repair, and cleanliness of the administrative site. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
7.5	There is ongoing planning to address future programs, enrollment changes, staffing, facility, and technology needs as well as capital improvements. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
7.6	Faculty and administrators have active involvement in the budgetary process. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
7.7	The administration has the authority to administer its discretionary budget, where applicable. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met <input type="checkbox"/> Not Applicable
7.8	The school has financial resources to provide services to students to meet the stated purposes of the school and to provide the educational program to the student. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
7.9	Proper budgetary procedures and generally-accepted accounting principles and practices are followed for all school funds. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
7.10	The total cost for a course of instruction, including all textbooks, materials, and instructional services, is made known to students at the time of their application and/or registration, where applicable. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met <input type="checkbox"/> Not Applicable
7.11	Terms of tuition and/or fees payment are clearly defined in the application, where applicable. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met <input type="checkbox"/> Not Applicable
7.12	Tuition collection procedures shall be in keeping with sound and ethical business practices and protect the financial interest of the school. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
7.13	All advertising and promotional literature is completely truthful and ethical. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
7.14	All advertising and promotional literature clearly states the purpose of the school's program of instruction.

<b>7.</b>	<b>FACILITIES AND FINANCE</b> Adequate financial and material resources are allocated for meeting the mission of the school. These resources are appropriately planned for and expended using sound business practices.
	<input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
7.15	None of the school's advertising and promotional literature is offensive or negative towards other schools or educational agencies. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
<b>Number</b>	<b>Type of School: Online ONLY</b> (The following standard(s) apply only to Online Schools for Student Support Services.)
7.16	The school provides an online learning environment that is appropriately maintained, secure and is a productive and safe work environment for students and staff. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
7.17	The school provides a work environment consisting of the resources, tools, and organizational policies that enables staff to implement the program's mission, beliefs, and objectives. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met

\* The 'Not Applicable' rating may be used only by distance education schools when they are not awarding diplomas.

For any boxes above that are marked other than "Met" please provide an explanation using the following text box as to why the standard is not being met and what might be accomplished to become "Met."

Comments, Commendations and Recommendations for Standard 7:

## TEACHING AND LEARNING STANDARD FOR: CULTURAL OF CONTINUAL IMPROVEMENT

**Guiding Principle:** A quality school develops and maintains an externally validated process and plan for school improvement. Goals resulting from the evaluation process should include targeted levels of achievement and should be measurable.

<b>8.</b>	<b>CULTURE OF CONTINUAL IMPROVEMENT</b> Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision.
<b>Number</b>	<b>Type of School: Distance and Online</b>
8.1	The school has developed and implemented a comprehensive school improvement plan that is reviewed and revised on an ongoing basis. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
8.2	Results of school improvement are identified, documented, used, and communicated to all stakeholders. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
8.3	The school improvement effort is externally validated on a periodic basis. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
8.4	The school improvement plan is consistent with external accountability requirements to which the school is accountable, such as the state, ministry, or federal accountability requirements. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
8.5	The school improvement process provides an orderly system for:
8.5.a	Selecting the most appropriate areas upon which to focus improvement efforts. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met

<b>8. CULTURE OF CONTINUAL IMPROVEMENT</b>	
	Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision.
8.5.b	Developing strategies that are designed to improve student performance. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
8.5.c	Implementing those strategies. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
8.5.d	Monitoring the process. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
8.5.e	Evaluating the process to ensure that success has been attained. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
8.5.f	Regularly conducting and analyzing data based on national, state, or program metrics. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
8.5.g	Determining program success by measuring student achievement and satisfaction based on assessment techniques. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
8.5.h	Ensuring students participate in state and national standardized testing, as appropriate, and evaluating results against state and national data. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
8.6	The school improvement process is the result of a school self-study that addresses the major recommendations for improvement as identified in the self-evaluation or outside team report. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
8.7	The school staff and administration work to systematically anticipate and appropriately respond to change as the school improvement process is implemented. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
8.8	Goal statements for the school improvement process are properly aligned with the implementation plan and clearly identify measures of success. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
8.9	A reasonable, specific timeline for the implementation of each area within the school improvement process is identified. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met
8.10	The school improvement process includes a measure of student satisfaction with the program. <input type="checkbox"/> Met <input type="checkbox"/> Substantially Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Presently Met

*\* The 'Not Applicable' rating may be used only by distance education schools when they are not awarding diplomas.*

*For any boxes above that are marked other than "Met" please provide an explanation using the following text box as to why the standard is not being met and what might be accomplished to become "Met."*

Comments, Commendations and Recommendations for Standard 8:

### Summary of Indicator Analysis

For any indicator marked by the Visiting Team as other than “Met,” the school should address the indicator in the next six-year cycle as an area that should be part of the School Improvement Plan. Progress in working towards full compliance should be reported separately as part of Standard Eight (8) “Culture of Continual Improvement” yearly on the annual report.

## Part 4 Findings

*[Sample Text]*

The on-site visiting team verified the (Consensus or Narrative) Self-Study. The team was impressed with the school's administrators' and owners commitment to continually improve its programs and services and seek recognition of its successful programs. Schools that conduct thorough self-studies usually have accurately identified their strengths and areas needing improvement. The steering committee and administrators discovered that the team findings correlated with what the school already identified.

The Visiting Team concurs with the findings of the self-study. The team's on-site evaluation confirmed that:

- The self-study was appropriately conducted and well translated.
- The findings are accurate and valid.
- The planned improvement efforts are based on solid evidence.
- The improvement endeavors are worthy of devoting human and financial resources.
- The planned improvement efforts, if consistently implemented, are likely to produce improved student academic performance and enhance school quality.

## Comments, Commendations, and Recommendations

As result of the visit, the Visiting Team determined that there were several commendations regarding the school and program and as well some recommendations for the school staff, administration and owners to consider during the next cycle of accreditation. These follow and represent both general impressions and some that are specifically related to the Standards for Accreditation. The school should make every effort to review each commendation and recommendation and put into place plans for celebration and/or prioritization for school improvement. The school is expected to report annually on its progress toward achieving those recommendations as prioritized in the school's improvement plan.

### GENERAL COMMENDATIONS:

is to be commended for:

### GENERAL RECOMMENDATIONS:

needs to focus on the following: