



AdvancED[®] Performance Standards

for Schools

AdvancED® Performance Standards



Continuous improvement that results in success for all learners should be the goal of every institution. The *Improvement Journey* for each institution may look different but should always include measures of quality of learning and instruction. The *AdvancED Performance Standards* serve this purpose by providing a set of evaluative criteria that lays the foundation for improvement planning and implementation. Based on rigorous research and best practices, the Standards are a powerful tool for driving institutional change.

AdvancED is committed to quality and meeting the needs of the educational institutions we serve. Every five years, we use an iterative process to review, revise and renew our Standards to ensure they remain relevant and challenge institutions to reach higher. Our guiding question is: What will support the success of each and every learner?

The *AdvancED Performance Standards* embody our belief that high quality learning can transform lives, communities and the world.

Anatomy of the *AdvancED Performance Standards*

The new Standards, varying in number based on institution type, are organized under three Domains:

- 1** Leadership Capacity
- 2** Learning Capacity
- 3** Resource Capacity

The Domains are statements that define the capacity of an organization or institution to provide quality and meet the rigorous demands of continuous improvement. Each Domain is further defined by Standards, which in turn, are defined by Performance Rubrics.

The *AdvancED Performance Standards* are research-based statements that describe conditions that are necessary for institutions to support organizational effectiveness and improve student performance.

In addition to the Domains and accompanying Standards, two Performance Rubrics also are aligned to the Standards to help provide measurable progress and an overall assessment of practices. The Rubrics act as a diagnostic tool, each consisting of four performance levels, that contain evaluative criteria related to concepts contained within the Standard statement.

Collectively, the elements of the *AdvancED Performance Standards* serve as a road map for the continuous improvement process for institutions and as the foundation of the accreditation process used by AdvancED Review Teams to provide relevant and quality feedback on how institutions are serving the learner.

1

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

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| Standard 1.1: | The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners. |
| Standard 1.2: | Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learners. |
| Standard 1.3: | The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice. |
| Standard 1.4: | The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness. |
| Standard 1.5: | The governing authority adheres to a code of ethics and functions within defined roles and responsibilities. |
| Standard 1.6: | Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness. |
| Standard 1.7: | Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning. |
| Standard 1.8: | Leaders engage stakeholders to support the achievement of the institution's purpose and direction. |
| Standard 1.9: | The institution provides experiences that cultivate and improve leadership effectiveness. |
| Standard 1.10: | Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement. |

2

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

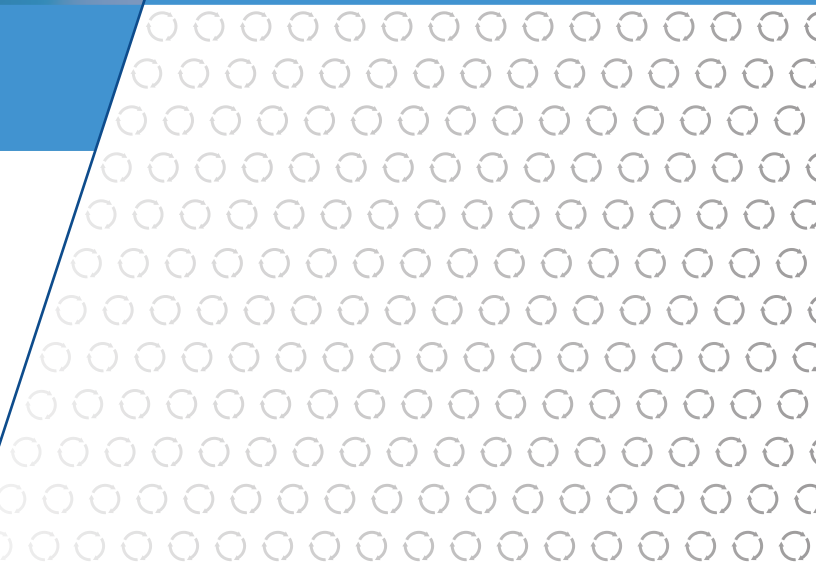
- Standard 2.1:** Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.
- Standard 2.2:** The learning culture promotes creativity, innovation and collaborative problem-solving.
- Standard 2.3:** The learning culture develops learners' attitudes, beliefs and skills needed for success.
- Standard 2.4:** The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.
- Standard 2.5:** Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.
- Standard 2.6:** The institution implements a process to ensure the curriculum is aligned to standards and best practices.
- Standard 2.7:** Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.
- Standard 2.8:** The institution provides programs and services for learners' educational futures and career planning.
- Standard 2.9:** The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.
- Standard 2.10:** Learning progress is reliably assessed and consistently and clearly communicated.
- Standard 2.11:** Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.
- Standard 2.12:** The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.

3

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

- Standard 3.1:** The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution’s effectiveness.
- Standard 3.2:** The institution’s professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.
- Standard 3.3:** The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.
- Standard 3.4:** The institution attracts and retains qualified personnel who support the institution’s purpose and direction.
- Standard 3.5:** The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.
- Standard 3.6:** The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.
- Standard 3.7:** The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution’s purpose and direction.
- Standard 3.8:** The institution allocates human, material, and fiscal resources in alignment with the institution’s identified needs and priorities to improve student performance and organizational effectiveness.



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