Standard 1: Purpose and Direction
Chair: Dr. Gregory McCord

The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Indicator 1.1
The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.

Indicator 1.2
The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

Indicator 1.3
The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.

Indicator 1.4
Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.

Standard 2: Governance and Leadership
Chair: Phyllis White

The system operates under governance and leadership that promote and support student performance and system effectiveness.

Indicator 2.1
The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.

Indicator 2.2
The governing body operates responsibly and functions effectively.

Indicator 2.3
The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

Indicator 2.4
Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.

Indicator 2.5
Leadership engages stakeholders effectively in support of the system's purpose and direction.

Indicator 2.6
Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.

Standard 3: Teaching and Assessing for Learning *Chair: Dr. Dereck Rhoads*

The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

Indicator 3.1
The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.

Indicator 3.2
Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

Indicator 3.3
Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Indicator 3.4
System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

Indicator 3.5
The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.

Indicator 3.6

Teachers implement the system's instructional process in support of student learning.

Indicator 3.7

Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.

Indicator 3.8

The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.

Indicator 3.9

The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.

Indicator 3.10

Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

Indicator 3.11

All staff members participate in a continuous program of professional learning.

Indicator 3.12

The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.

Standard 4: Resources and Support Systems
Chair: Robert Oetting

The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students

Indicator 4.1
The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.

Indicator 4.2
Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.

Indicator 4.3
The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

Indicator 4.4
The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.

Indicator 4.5

The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.

Indicator 4.6

The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.

Indicator 4.7

The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.

Indicator 4.8

The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.

Standard 5: Using Results for Continuous Improvement
Chair: Alice Walton

The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

Indicator 5.1
The system establishes and maintains a clearly defined and comprehensive student assessment system.

Indicator 5.2
Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.

Indicator 5.3
Throughout the system professional and support staff are trained in the interpretation and use of data.

Indicator 5.4
The system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

Indicator 5.5
System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.