



International Christian Accrediting Association

# Accreditation Standards for PK-12 Schools

# **Cultural Context Domain**

## **Introduction**

The ICAA accreditation process is founded upon the biblical principle of the necessity of external witnesses to ascertain and validate one's credibility (John 5:31; Acts 2:22; 2 Corinthians 13:16). Built upon this foundational principle, ICAA has developed Standards that provide the set of evaluative criteria and establish the framework around which the ICAA accreditation process has been built. Using these standards, the ICAA process establishes a firsthand witness and validation of a school's educational quality and institutional credibility while fostering within the school a culture of continuous improvement. It is important to note that ICAA accreditation is much more a process than it is a result. While to achieve accreditation, a school must demonstrate that it has achieved and continues to maintain required levels of quality in its programs, operations, and practices, the process of achieving accreditation will inspire and impel the school to continually grow and mature as it becomes the school God has called it to be. The focus and thrust of ICAA accreditation, then, is on an on-going, never-ending process of improvement.

## **Architecture of the Standards**

The Standards are organized into Assurances and Domains. Each Domain is further supported by multiple standards. The number of Domains may vary in number depending on the specific school type.

## **Definition of the Assurances**

The ICAA Assurances are statements of practices that are foundational to establishing and maintaining the unique Christian identity and culture of a Christian school, as well as practices that are foundational to legal operations, establishing and maintaining stability, financial accountability, safety, and a focus on school improvement.

## **Definition of Domains, Standards, and Performance Levels**

The ICAA Domains are statements that define the capacity of a school to provide quality and meet the rigorous demands of continuous improvement. The four Domains are: Cultural Context Domain, Leadership Capacity Domain, Learning Domain, and Resource Capacity Domain. In addition, if the school has an early learning program below 5-year old Kindergarten, there will be a fifth Early Learning Capacity Domain. Each Domain is further defined by Standards, which, in turn, are defined by four-level Performance Rubrics. The school's performance for each Standard will be rated on a scale of one to four.

## Assurances

1. **Statement of Faith**  
The school has a written *Statement of Faith* that does not conflict with the ORUEF Statement of Faith and that is sufficient to establish evangelical doctrine and guide spiritual growth appropriate to the school's various age/grade levels.
2. **Testimony of Faith – School Governing Authorities, School Personnel**  
All members of the governing body of the school (e.g. board, director, owner, etc.) and all school personnel (administration, faculty, and support personnel) affirm that they are born-again and supportive of the Statement of Faith, Vision/Mission and Christian philosophy of education espoused by the school.
3. **Spiritual Growth – School Personnel**  
All school administrators, faculty, and staff engage in a continuous program of spiritual growth.
4. **Bible/Religious Instruction – Courses**  
All full-time students are required to take Bible/religious courses each year they are enrolled in the school.
5. **Legal Operations**  
The school has developed and maintained required documents and fulfilled all requirements necessary for its legal operations and services as determined by federal, state and local regulations (A partial list of legal considerations is found in the Appendix.).
6. **Discontinuance Plan**  
The school has submitted to the ICAA office a current discontinuance plan that specifies the repository of student, employee and other school records in the event the school closes. The plan includes the name(s) and contact information of the entity and/or person(s) in possession of the records.
7. **Financial**  
The school monitors all financial transactions through a recognized accounting system that is regularly reviewed/audited by an external financial reviewer/auditor.
8. **School Improvement**  
The school engages in a continuous improvement process and implements a *school improvement plan*.
9. **Security/Safety**  
The school implements a written security and crisis management plan that includes emergency evacuation procedures and appropriate training for *stakeholders*.
10. **Substantive Change**  
The school has reported (or is reporting in attached documents) all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the ICAA Assurances and ICAA Standards since the last External Review visit. Such changes include but are not limited to:
  - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction
  - Mission and purpose of the institution
  - Governance structure of the institution, including changing from a church-sponsored school to an independent school or vice-versa, or other change in ownership
  - Grade levels being served by the institution
  - Significant changes in staffing, including administrative and other nonteaching professional personnel
  - Available facilities, including upkeep and maintenance
  - Level of funding
  - School day or school year
  - Establishment of an additional location geographically apart from the main campus
  - Student population that causes significant program or staffing modification(s)
  - Available programs, including fine arts, practical arts, and student activities

## Cultural Context Domain

Establishing and maintaining a cultural context that is founded upon a strong Christian identity and culture is essential for a Christian school delivers a quality education that is faith-based and into which the Christian faith is integrated into all of learning and embedded in all the school's programs, practices, and operations. A Christian school's cultural context includes development of faith-based foundational documents that provide foundational guidance to the school with regard to the school's purpose/mission and inform the school's development of both academic and spiritual goals for students, communication of the school's faith-based emphasis and goals to all school stakeholders, effective integration of a Biblical worldview and Biblical content/principles into the school's academic and other programs and practices, and the development of assessments of the school's spiritual formation programs and other faith-based efforts.

<b>Standard</b>	<b><i>Vision, Mission/purpose</i></b>
<b>CC1.1</b>	<b>The school's <i>vision</i> and/or <i>mission/purpose</i> statement communicates a purpose and direction for the school, provides foundational guidance to the school in maintaining its Christian identity and culture and commits the school to set high expectations for student success.</b>
Focus Question	How are the school's purpose/direction, unique Christian identity and culture and expectations for student success guided by its <i>vision</i> and/or <i>mission/purpose</i> statement(s)?
<b>Performance levels</b>	
4	The school's <i>vision</i> and/or <i>mission/purpose</i> statement(s) are well articulated and reflect a <i>biblical worldview</i> . A process in place to ensure and the evidence clearly indicates that decisions are always made and implemented with complete fidelity to the school's <i>vision</i> and/or <i>mission/purpose</i> .
3	The school's <i>vision</i> and/or <i>mission/purpose</i> statement(s) are well articulated and reflect a <i>biblical worldview</i> . The evidence indicates that decisions are regularly made with complete fidelity to the school's <i>vision</i> and/or <i>mission/purpose</i> .
2	The school's <i>vision</i> and/or <i>mission/purpose</i> statement(s) are somewhat articulated and reflect a <i>biblical worldview</i> . The evidence indicates that decisions are sometimes made with fidelity to the school's <i>vision</i> and/or <i>mission/purpose</i> .
1	The school's <i>vision</i> and/or <i>mission/purpose</i> are not articulated and/or do not reflect a <i>biblical worldview</i> . Fidelity to the school's <i>vision</i> and/or <i>mission/purpose</i> is rarely or never considered in decision making.
4	The school has a very strong, readily observable Christian identity and culture that is always clearly reflective of its <i>vision</i> and/or <i>mission/purpose</i> . The school has a process in place to ensure that it maintains its strong Christian identity and culture consistent with its <i>vision</i> and/or <i>mission/purpose</i> .
3	The school has a strong Christian identity and culture that is usually reflective of its <i>vision</i> and/or <i>mission/purpose</i> . The evidence indicates a commitment by all school leadership and all staff to maintain a strong Christian identity and culture consistent with its <i>vision</i> and/or <i>mission/purpose</i> .
2	The school has a Christian identity and culture that is sometimes reflective of its <i>vision</i> and/or <i>mission/purpose</i> . Some school leadership and/or some staff articulate a desire to maintain a strong Christian identity and culture consistent with its <i>vision</i> and/or <i>mission/purpose</i> .
1	The school's Christian identity and culture is weak or nonexistent and/or the evidence indicates little or no efforts are made to ensure the school maintains a Christian identity and culture consistent with its <i>vision</i> and/or <i>mission/purpose</i> .
4	The school has implemented a process to ensure that the school is committed to high expectations for student success consistent with its <i>vision</i> and/or <i>mission/purpose</i> . All school leadership and staff articulate shared values regarding expectations for student success.

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3	The school demonstrates a strong commitment to high expectations for student success consistent with its <i>vision</i> and/or <i>mission/purpose</i> . Most school leadership and staff articulate shared values regarding expectations for student success.
2	The school demonstrates a commitment to high expectations for student success consistent with its <i>vision</i> and/or <i>mission/purpose</i> . Some school leadership and staff articulate shared values regarding expectations for student success.
1	The school's commitment to high expectations for student success consistent with its <i>vision</i> and/or <i>mission/purpose</i> is very weak or non-existent. Few, if any, school leadership and staff articulate shared values regarding expectations for student success.

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<b>Standard</b> <b>CC1.2</b>	<b><i>Christian Philosophy of Education, Statement of Faith and Student Spiritual Formation Goals</i></b> <b>The school has developed a <i>Statement of Faith</i> and a <i>Christian philosophy of education</i> that inform the development of student spiritual formation goals, which are reviewed in light of <i>current research</i> and communicated to <i>stakeholders</i>.</b>
<b>Focus Question</b>	How does the school's <i>Christian philosophy of education</i> and <i>Statement of Faith</i> inform the development of student spiritual formation goals and how are those goals communicated to <i>stakeholders</i> ? What research is used in the review of the school's <i>student spiritual formation goals</i> ?
<b>Performance levels</b>	
4	The school's <i>Christian philosophy of education</i> and <i>Statement of Faith</i> are fully developed, well-articulated and clearly reflect a <i>biblical worldview</i> .
3	The school's <i>Christian philosophy of education</i> and <i>Statement of Faith</i> are somewhat developed, articulated and reflect a <i>biblical worldview</i> .
2	The school's <i>foundational documents</i> are poorly developed, somewhat articulated and reflect a <i>biblical worldview</i> .
1	The school's <i>Christian philosophy of education</i> and <i>Statement of Faith</i> are not developed and/or do not reflect a <i>biblical worldview</i> .
4	The school has clearly defined student spiritual formation goals that are consistent with its <i>Christian philosophy of education</i> and <i>Statement of Faith</i> and has involved school personnel and other school <i>stakeholders</i> in the development or systematic review of these goals.
3	The school has clearly defined student spiritual formation goals that are consistent with its <i>Christian philosophy of education</i> and <i>Statement of Faith</i> and which have been communicated to both internal and external school <i>stakeholders</i> .
2	The school has clearly defined student spiritual formation goals that are consistent with its <i>Christian philosophy of education</i> and <i>Statement of Faith</i> but do not demonstrate that they have been communicated to school personnel and other school <i>stakeholders</i> .
1	The school has student spiritual formation goals that are not consistent with its <i>Christian philosophy of education</i> and <i>Statement of Faith</i> and/or do not demonstrate that they have been communicate to both internal and external school <i>stakeholders</i> .

## Cultural Context Domain

<p><b>Standard</b> CC1.3</p>	<p><b><i>Curricular, Co-Curricular and Extra-Curricular Integration and Alignment</i></b> The school ensures that all <i>curricula</i> (including any provided by <i>alternative delivery methods and sources</i>), co- and extra-curricular programs and Bible/religious instruction integrate a <i>biblical worldview</i> and are aligned with the school's <i>vision, mission</i> and student spiritual formation goals.</p>
<p>Focus Question</p>	<p>How is a <i>biblical worldview</i> integrated into the school's <i>curricula</i> (including any provided by <i>alternative delivery methods and sources</i>), co- and extra-curricular programs and Bible/religious instruction and how does the school demonstrate that the all <i>curricula</i> and programs are aligned with the school's <i>vision, mission</i> and student spiritual formation goals?</p>
<p><b>Performance levels</b></p>	
<p>4</p>	<p>The school has developed a formalized process to ensure that a <i>biblical worldview</i> is integrated into all <i>curricula</i>, including any provided by <i>alternative delivery methods and sources</i>, co-and extra-curricular programs and Bible and religious instruction.</p>
<p>3</p>	<p>The school ensures that a <i>biblical worldview</i> is integrated into most <i>curricula</i>, including any provided by <i>alternative delivery methods and sources</i>, co-and extra-curricular programs and Bible and religious instruction, and has implemented a plan to complete the process.</p>
<p>2</p>	<p>The school has developed a plan to ensure biblical integration in its <i>curricula</i>, including any provided by <i>alternative delivery methods and sources</i>, co-and extra-curricular programs and Bible and religious instruction, but has not fully implemented it.</p>
<p>1</p>	<p>The school has not made any efforts to ensure biblical integration in its <i>curricula</i>, including any provided by <i>alternative delivery methods and sources</i>, co-and extra-curricular programs and Bible and religious instruction.</p>
<p>4</p>	<p>All <i>curricula</i>, including any provided by <i>alternative delivery methods and sources</i>, co-and extra-curricular programs and Bible and religious instruction, are aligned with the school's <i>vision, mission</i> and student spiritual formation goals.</p>
<p>3</p>	<p>Most <i>curricula</i>, including any provided by <i>alternative delivery methods and sources</i>, co-and extra-curricular programs and Bible and religious instruction, are aligned with the school's <i>vision, mission</i> and student spiritual formation goals.</p>
<p>2</p>	<p>Some <i>curricula</i>, including any provided by <i>alternative delivery methods and sources</i>, co-and extra-curricular programs and Bible and religious instruction, are aligned with the school's <i>vision, mission</i> and student spiritual formation goals.</p>
<p>1</p>	<p>The school has not developed a plan to ensure alignment of the <i>curricula</i>, including any provided by <i>alternative delivery methods and sources</i>, co-and extra-curricular programs and Bible and religious instruction, with the school's <i>vision, mission</i> and student spiritual formation goals.</p>
<p>4</p>	<p>The school has implemented a formalized and systematic process to review and inform changes to the <i>curricula</i> ensuring that it is aligned to the school's <i>vision, mission</i> and student spiritual formation goals and provides evidence of curricular changes based on this process.</p>
<p>3</p>	<p>The school has a formalized and systematic process in place to review the <i>curricula</i>, but is not consistently utilizing the data to inform changes to the <i>curricula</i>.</p>
<p>2</p>	<p>The school has a process in place to review the <i>curricula</i>, but it is not formalized, systematic or being utilized to inform changes to the <i>curricula</i>.</p>
<p>1</p>	<p>The school does not have a <i>curricular</i> review process.</p>
<p>4</p>	<p>The school provides students opportunities in all areas of the <i>curricula</i>, including any provided by <i>alternative delivery methods and sources</i>, to apply their knowledge, skills and <i>biblical worldview</i> in real world situations.</p>

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3	The school provides students opportunities in most areas of the <i>curricula</i> , including any provided by <i>alternative delivery methods and sources</i> , to apply their knowledge, skills and <i>biblical worldview</i> in real world situations.
2	The school has developed a process and has begun to implement that process to provide student opportunities in areas of the <i>curricula</i> , including any provided by <i>alternative delivery methods and sources</i> , to apply their knowledge, skills and <i>biblical worldview</i> in real world situations.
1	The school does not provide opportunities for its students to apply their knowledge, skills and <i>biblical worldview</i> in real world situations.

## Cultural Context Domain

<b>Standard</b> CC1.4	<b>The school regularly assesses student spiritual formation and utilizes the data to improve the school's student spiritual formation programs.</b>
Focus Question	How does the school assess student spiritual formation and utilize the data from those assessments to improve its student spiritual formation programs?
<b>Performance levels</b>	
4	A system for comprehensive assessment of student spiritual formation in the areas of biblical content, <i>biblical worldview</i> , Christian character, and Christian service has been developed that is fully aligned with student spiritual formation goals.
3	The school regularly assesses student spiritual formation in the areas of biblical content, <i>biblical worldview</i> , Christian character, and Christian service.
2	The school regularly assesses student spiritual formation.
1	The school does not assess or inconsistently assesses student spiritual formation.
4	Data from assessments of student spiritual formation are fully utilized to inform improvement of the school's student spiritual formation programs.
3	Data from assessments of student spiritual formation are sometimes used to inform improvement of the school's student spiritual formation programs.
2	The school is developing a process to utilize the data to adequately inform improvement of the school's student spiritual formation programs.
1	Data from student spiritual formation assessments are not used to inform the improvement of the school's student spiritual formation programs.

## Cultural Context Domain

<b>Standard</b> CC1.5	<b>The components of the <i>foundational documents</i> (<i>vision, mission/purpose, Christian philosophy of education, Statement of Faith</i>) are evident in school personnel performance and professional development activities.</b>
<b>Focus Question</b>	How does the school demonstrate that it incorporates the principles and values expressed in its <i>foundational documents</i> into its professional development activities?
<b>Performance levels</b>	
4	The school leadership has developed a professional development program that incorporates elements of its <i>foundational</i> into various professional development activities.
3	The school leadership has designed one or more professional activities that specifically address the school's <i>foundational documents</i> .
2	Components of the school's <i>foundational</i> are incorporated into the professional development program in a limited way. School personnel receive little professional development that is related to components of these <i>foundational documents</i> .
1	Components of the school's <i>foundational</i> are not incorporated into professional development activities.
4	School personnel demonstrate a shared vision and a thorough and common understanding of the school's <i>foundational documents</i> .
3	School personnel demonstrate a shared vision and articulate a common understanding of various components of the school's <i>foundational documents</i> .
2	School personnel demonstrate only a basic understanding of the school's <i>foundational documents</i> .
1	School personnel demonstrate little or no understanding of components of the <i>foundational documents</i> .
4	School personnel can relate various professional development activities to principles and values expressed in the <i>foundational documents</i> .
3	School personnel can articulate how principles and values in the <i>foundational documents</i> inform their work.
2	School personnel demonstrate only a basic understanding of how components of the <i>foundational documents</i> inform their work.
1	School personnel do not demonstrate an understanding of components of the <i>foundational documents</i> .
4	Data from formal and informal assessments of staff performance are always utilized to ensure alignment with the school's <i>foundational documents</i> .
3	Data from formal and informal assessments of staff performance are regularly used to ensure alignment with the school's <i>foundational documents</i> .
2	The school is developing a process to utilize the data of staff performance to adequately inform alignment with school's <i>foundational documents</i> .
1	Data from staff performance assessments are not used to inform alignment with the school's <i>foundational documents</i> .

## Cultural Context Domain

<b>Standard</b> CC1.6	<b>The school's operations and support services are informed by a <i>biblical worldview</i>, are consistent with the school's <i>foundational documents</i> and are aligned with student spiritual formation goals.</b>
Focus Question	How does the school demonstrate that its operations and support services are informed by a <i>biblical worldview</i> , are consistent with the school's <i>foundational documents</i> and are aligned with student spiritual formation goals?
<b>Performance levels</b>	
4	The school develops and implements appropriate operations and support services that fully support student formation and are fully aligned with student spiritual formation goals.
3	The school develops and implements appropriate operations and support services to support student spiritual formation consistent with student spiritual formation goals.
2	The school develops and implements appropriate operations and support services, and demonstrates that those operations and services support student spiritual formation, but in limited ways.
1	The school does not provide evidence that its operations and support services support student spiritual formation.
4	The school collects data and employs a formalized, collaborative process utilizing the data to regularly review operations and support services to ensure that they are aligned with student spiritual formation goals, to assess the effectiveness of current services, and to ascertain the need for any additional services to support student spiritual formation.
3	The school demonstrates that operations and support services support student spiritual formation and evidences some purposeful alignment with student spiritual formation goals. The school regularly assesses the effectiveness of its operations and support services.
2	There is minimal evidence of alignment of operation and support services with student spiritual formation goals. The school has begun a process to align operation and support services with student spiritual formation goals.
1	The school does not provide evidence of alignment between those services and student spiritual formation goals.
4	The school utilizes a formalized process to ensure that the development, review, revision and implementation of its policies and procedures are always fully consistent with biblical principles and supportive of the school's distinctly Christian culture and identity.
3	The school demonstrates that the development, review, revision, and implementation of its policies and procedures are fully consistent with biblical principles and supportive of the school's distinctly Christian culture and identity.
2	The school demonstrates that its policies and procedures are generally consistent with biblical principles and supportive of the school's distinctly Christian culture and identity.
1	The school's policies and procedures are inconsistent with biblical principles and not supportive of the school's distinctly Christian culture and identity.

## 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.

Standard 1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.
<b>Performance Levels</b>	
4	The institution has a documented and systematic process for the development and/or review of the purpose statement that includes collaboration and input from all representative stakeholder groups.
3	The institution has a documented process for the development and/or review of the purpose statement that includes collaboration and input from most representative stakeholder groups
2	The institution has a process for the development and/or review of the purpose statement that includes input from some stakeholder groups.
1	The governing authority has a vague code of ethics or does not have a code of ethics and does not provide leadership the autonomy for day-to-day operations of the institution.
4	The governing authority adopts, updates, and holds itself accountable to policies that define its roles and responsibilities and regularly engages in ongoing professional learning to enable it to stay current and informed regarding roles and responsibilities, applicable laws, regulations, organizational best practices, and the use of evidence to guide decision-making.
3	The governing authority adopts and updates policies that define its roles and responsibilities and engages in professional learning to enable it to stay current and informed regarding roles and responsibilities, applicable laws, regulations, and organizational best practices.
2	The governing authority has policies that define its roles and responsibilities and engages in limited professional learning to enable it to stay current regarding roles and responsibilities, applicable laws, and regulations
1	The governing authority does not maintain policies or has vague policies that define its roles and responsibilities and rarely engages in professional learning to enable it to be effective in its roles and responsibilities.

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<b>Standard 1.2</b>	<b>Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learners.</b>
<b>Performance Levels</b>	
4	The institution has clearly documented evidence of actions involving all stakeholder groups and decisions aligned with the purpose and support the achievement of desired outcomes for learners.
3	The institution has some of documented evidence of actions involving most stakeholder groups and decisions aligned with the purpose in support of the achievement of desired outcomes for learners.
2	The institution has limited evidence of actions involving stakeholder groups and decisions aligned with the purpose in support of the achievement of desired outcomes for learners.
1	The institution has little to no evidence of actions involving stakeholder groups and decisions aligned with the purpose in support of the achievement of desired outcomes for learners.
4	There is a documented process to collect and use data to evaluate the achievement of the purpose and desired outcomes for learners
3	There is a process to use data to evaluate the achievement of purpose and desired outcomes for learners.
2	There is some data used to evaluate the achievement of the purpose and desired outcomes for learners.
1	There is no evidence of data used to evaluate the achievement of the purpose and desired outcomes for learners.

<b>Standard 1.3</b>	<b>The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.</b>
<b>Performance Levels</b>	
4	The institution engages in a focused, intentional, data-driven, and collaborative planning process for continuous improvement and monitors and revises the improvement plan based on evidence and results of implementation.
3	The institution engages in a data-driven planning process for continuous improvement and monitors and revises the improvement plan based on evidence and results of implementation.
2	The institution engages in a planning process for continuous improvement that is based on some data and monitors the implementation.
1	The institution has no evidence of planning for continuous improvement.
4	The plan as well-articulated, widely communicated, and contains clearly identified in specific goals, strategies, activities, and measures based on identified needs. The results are systematically evaluated and clearly communicated to all representative stakeholder groups.
3	The plan contains identified goals, strategies, activities and measures based on identified needs. The results are evaluated and communicated to some representative stakeholder groups.
2	The plan contains goals, strategies, activities and measures, and the results are evaluated.
1	The plan lacks sufficient information regarding goals, strategies, activities and measures, and there is no evidence of evaluation communication of results.

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<b>Standard 1.4</b>	<b>The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.</b>
<b>Performance Levels</b>	
4	The governing authority has a documented common data-driven process for the ongoing development, review and revision of policies.
3	The governing authority has a documented process for the development, review and revision of policies.
2	The governing authority has a limited and inconsistent process for the development, review and revision of policies.
1	The governing authority does not have a process for the development, review and revision of policies.
4	The governing authority adopts, updates, and holds itself accountable clearly written policies that comply with applicable laws and regulations and ensure integrity and effective operations.
3	The governing authority adopts and updates written policies that comply with applicable laws and regulations and ensure integrity and effective operations.
2	The governing authority has policies that comply with applicable laws and regulations and ensure effective operations.
1	The governing authorities' policies are vague, and it is unclear whether they comply with applicable laws and regulations whether they ensure effective operations.

<b>Standard 1.5</b>	<b>The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.</b>
<b>Performance Levels</b>	
4	The governing authority adopts and holds itself accountable to the written code of ethics that defines principles of conduct and ethical standard for governance that include policies and practices that provide leadership the autonomy for day-to-day effective operations of the institution.
3	The governing authority has written code of ethics that defines principles of conduct and ethical standards for governance that include policies and practices that provide leadership autonomy for day-to-day operations of the institution
2	The governing authority has a written code of ethics for governance that include policies that provide leadership the autonomy for day-to-day operations of the institution.
1	The governing authority has a vague code of ethics or does not have a code of ethics and does not provide leadership the autonomy for day-to-day operations of the institution.
4	The governing authority adopts, updates, and hold itself accountable policies that define the roles and responsibilities and regularly engages in ongoing professional learning to enable it to stay current and informed regarding roles and responsibilities, applicable laws, regulations, organizational best practices, and the use of evidence to guide decision-making.
3	The governing authority adopts and updates policies that define its roles and responsibilities and engages in professional learning to enable it to stay current and informed regarding roles and responsibilities, applicable laws, regulations, and organizational best practices.
2	Governing authority has policies that define its roles and responsibilities and engages in limited professional learning to enable it to stay current regarding roles and responsibilities, applicable laws, and regulations.
1	Governing authority does not maintain policies or has vague policies that define its roles and responsibilities and rarely engages in professional learning to enable it to be effective in its roles and responsibilities

## Leadership Capacity Domain

<b>Standard 1.6</b>	<b>Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.</b>
<b>Performance Levels</b>	
4	The institution has written supervision and evaluation processes for staff members that include specific criteria and models for effective performance and use the results to inform and improve professional practice and student performance.
3	The institution has written supervision and evaluation processes for staff members that include specific criteria performance and use the results to inform and improve professional practice.
2	The institution has an evaluation process for staff members and includes general criteria for performance and provides limited results for improving professional practice.
1	The institution does not have a supervision and evaluation process for staff members or has a vague or unclear process for supervising and evaluating staff members.
4	The evaluation process is systematically implemented with fidelity by evaluators who have the knowledge, expertise, and training and includes mechanisms for ongoing feedback and monitoring.
3	The evaluation processes are implemented by evaluators who have the knowledge, expertise, and training and includes mechanisms for feedback and monitoring.
2	The evaluation processes are implemented by trained evaluators and includes a mechanism for feedback.
1	The evaluation processes are implemented without consistency and provides little to no feedback.

<b>Standard 1.7</b>	<b>Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.</b>
<b>Performance Levels</b>	
4	The institution establishes, trains staff on, and has evidence of effective implementation of systematic and systemic written processes and procedures.
3	The institution establishes and trains staff to implement written processes and procedures.
2	The institution establishes written processes and procedures.
1	The institution establishes vague or few, if any, written processes and procedures.
4	The institution gathers evidence, including the performance of educators and learners, to evaluate the effectiveness and inform the review and revision of processes and procedures.
3	The institution gathers evidence to evaluate the effectiveness and inform the review and revision of processes and procedures
2	The institution evaluates and makes revisions, when needed, processes and procedures.
1	The institution does not evaluate the effectiveness of processes and procedures.

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<b>Standard 1.8</b>	<b>Leaders engage stakeholders to support the achievement of the institution’s purpose and direction.</b>
<b>Performance Levels</b>	
4	Leaders implement a formal program that provides for meaningful roles and active participation of internal and external stakeholder groups, including staff, students, parents, community, governmental, and educational policy groups.
3	Leaders provide opportunities for active participation of internal and external stakeholder groups, including staff, students, parents, community, governmental, and educational policy groups.
2	Leaders engage staff, students and parent stakeholder groups.
1	Leaders rarely or never engage internal or external stakeholder groups.
4	Leaders consistently and deliberately enact strategies that provide opportunities for 2-way communication with internal and external stakeholder groups, including staff, students, parents, community, governmental, and educational policy group.
3	Leaders enact strategies that provide opportunities for 2-way communication with internal and external stakeholders.
2	Leaders provide opportunities for communication with stakeholders.
1	Leaders rarely or never enact strategies that provide opportunities for communication with stakeholders.

<b>Standard 1.9</b>	<b>The institution provides experiences that cultivate and improve leadership effectiveness.</b>
<b>Performance Levels</b>	
4	The institution enacts a formal program designed to build capacity for effective leadership that includes modeling, coaching and team-building activities.
3	The institution supports activities that are designed to improve leadership effectiveness.
2	The institution provides support individuals to engage in activities that are designed to improve leadership effectiveness.
1	The institution has little or no evidence of opportunity designed to build leadership capacity.
4	The institution and its leaders nurture a collaborative culture that includes multiple and varied opportunities for shared leadership among stakeholders.
3	The institution and its leaders support a culture that includes opportunities for shared leadership among stakeholders.
2	The institution and its leaders provide opportunities for shared leadership among stakeholders.
1	The institution and its leaders provide limited opportunities for shared leadership among stakeholders.

## Leadership Capacity Domain

<b>Standard 1.10</b>	<b>Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.</b>
<b>Performance Levels</b>	
4	The institution has a comprehensive system for the collection and analysis of feedback data from multiple, reliable sources, including internal and external stakeholder groups.
3	The institution collects and analyzes feedback data from multiple sources, including internal and external stakeholder groups.
2	The institution collects and analyzes feedback data from parent, staff, and student stakeholder groups.
1	The institution rarely collects and analyzes feedback data.
4	The institution systematically uses evidence from multiple sources of feedback data to inform decisions that clearly result in improvement. Decisions, progress and improvement are regularly communicated to stakeholder groups through a variety of media.
3	The institution uses feedback data to inform decisions that result in improvement in regularly communicates decisions to stakeholder groups.
2	The institution includes feedback data as a part of the continuous improvement process and sometimes communicates decisions to stakeholder groups.
1	The institution rarely or never uses feedback data to inform decisions for improvement.

## Resource 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 student learning progress and achievement. Moreover, the 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.
<b>Performance Levels</b>	
4	Personalizing learning opportunities for all learners is an integral part of the institution's culture and permeates teaching and learning
3	Learning opportunities are personalized to meet most individual learners' needs and interests
2	Learning opportunities are sometimes personalized to meet some individual learners' needs and interests
1	Personalizing learning opportunities is not a regular part of the institution's teaching and learning culture
4	Alignment between learning opportunities in the institution's high learning expectations is unmistakably evident.
3	The institution strives to align learning opportunities with its high learning expectations, with some work still to be accomplished.
2	Learning opportunities sometimes align to the institutions learning expectations
1	There is little to no alignment between learning opportunities in the institutions learning expectations.

## Resource Capacity Domain

<b>Standard 2.2</b>	<b>Learning culture promotes creativity, innovation and collaborative problem-solving.</b>
<b>Performance Levels</b>	
4	Faculty and staff purposefully plan and implement all learning experiences and activities to actively promote a high level of learner engagement, creativity, critical thinking, application of knowledge, innovation, collaborative problem-solving, and self-reflection and include the completion of projects and inquiry-based activities within all courses in subjects.
3	Most learning experiences and activities are planned and implemented to promote learner engagement, creativity, critical thinking, application of knowledge, innovation, collaborative problem-solving, and self-reflection and include the completion of projects and inquiry-based activities within all courses in subjects.
2	Some learning experiences demonstrate learner engagement, creativity, critical thinking, application of knowledge, innovation, collaborative problem-solving, and self-reflection through the completion of projects and inquiry-based activities within most courses in subjects.
1	Few or no learning experiences demonstrate learner engagement, creativity, critical thinking, application of knowledge, innovation, collaborative problem-solving, and self-reflection of the completion of projects with inquiry-based activities within courses in subjects.
4	Faculty and staff enthusiastically embrace consistently demonstrate a set of shared beliefs that focus on learner engagement and the development of creativity, innovation, problem-solving.
3	Faculty and staff exhibit beliefs that focus on learner engagement and the development of creativity, innovation, and problem-solving.
2	Most faculty and staff exhibit some shared beliefs that focus on learner engagement
1	Few or no faculty and staff exhibit shared beliefs that focus on learner engagement and the development of creativity and innovation.

## Resource Capacity Domain

<b>Standard 2.3</b>	<b>The learning culture develops learners' attitudes, beliefs and skills needed for success.</b>
<b>Performance Levels</b>	
4	Educators consistently provide numerous and equitable experiences that teach learners effective communication skills in all formats (oral, written and digital) and self-direction by expecting them to set goals for their learning and monitor their own progress.
3	Educators frequently provide experiences that teach learners effective communication skills in all formats (oral, written and digital) self-direction by encouraging them set goals for their learning and monitor their own progress.
2	Educators sometimes provide experiences that teach learners communication skills in all formats (oral, written and digital) and self-direction by encouraging them to set goals for their learning and monitor their own progress.
1	Educators rarely or never provide experiences to teach learners communication skills or the skills of self-direction.
4	The institution clearly and consistently demonstrates the explicit and intentional development of learners' positive attitudes, self-perceptions, and beliefs about learning.
3	The institution demonstrates the explicit development of learners' positive attitudes, self-perceptions and beliefs about learning.
2	The institution demonstrates some development of learners' positive attitudes, self-perceptions and beliefs about learning.
1	The institution demonstrates little or no explicit development of learners' positive attitudes, self-perceptions and beliefs about learning.

<b>Standard 2.4</b>	<b>The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.</b>
<b>Performance Levels</b>	
4	The institution implements and regularly and comprehensively evaluates a formal structure for all learners to have frequent and consistent access to a particular adult, selected by the learner, who ensures the learners are fully supported throughout their educational experiences.
3	The institution implements and evaluates a formal structure for learners to have consistent access to an adult who ensures the learners are supported during their educational experiences.
2	The institution implements a minimal structure for learners to have access to an adult who ensures learners are supported during their educational experiences.
1	The institution has no structure for learners to have access to an adult who ensures the learners are supported during her educational experiences.
4	The institution consistently ensures each learner has numerous opportunities to develop strong and mutually respectful relationships with the institution's adults and the learner's peers
3	The institution ensures learners have opportunities to develop strong and mutually respectful relationships with the institution's adults in the learner's peers.
2	Institution provides learners with some opportunities to develop respectful relationship with the institution's adults and learner's peers.
1	The institution provides learners with limited or no opportunities to develop respectful relationships with the institution's adults in the learner's peers.

## Resource Capacity Domain

<b>Standard 2.5</b>	<b>Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.</b>
<b>Performance Levels</b>	
4	Institution has adopted and all educators consistently implement a relevant, rigorous, and align curriculum across all grade levels and content areas.
3	Institution has adopted in most educators consistently implement a relevant, rigorous, and align curriculum across most grade levels and content areas.
2	Institution has adopted a relevant, rigorous, and aligned curriculum across some great levels and content areas, but few educators implement it consistently.
1	Institution has adopted a curriculum that can provide little or no evidence of consistent implementation.
4	Educators expect all learners to participate in a curriculum that is based on high expectations and prepares them to be successful at their next levels.
3	Educators expect most learners to participate in a curriculum that is based on high expectations and prepares them for their next levels.
2	Educators expect some learners to participate in a curriculum that is high expectations for learning and may prepare them for their next levels.
1	Educators engage learners in a curriculum that has expectations for learning that appear lower than what would be expected and may or may not prepare them for their next levels.

<b>Standard 2.6</b>	<b>The institution implements a process to ensure the curriculum is aligned to standards and best practices.</b>
<b>Performance Levels</b>	
4	Institution implements a systematic process to ensure the curriculum is clearly aligned to a recognized, rigorous set of standards.
3	Institution implements a process to ensure the curriculum is aligned to a rigorous set of standards.
2	Institution appears to have a process to ensure the curriculum is aligned to a set of standards.
1	The institution rarely or never ensures the curriculum is aligned to a set of standards.
4	The curriculum is clearly aligned to research and best practices related to the institution's purpose
3	Curriculum is aligned to research and best practices related to the institution's purpose
2	Curriculum is somewhat aligned to research or best practices related to the institution's purpose
1	Curriculum has minimal or no alignment to researcher best practices related to the institution's purpose

## Resource Capacity Domain

<b>Standard 2.7</b>	<b>Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.</b>
<b>Performance Levels</b>	
4	Educators consistently use current and relevant data and a clearly defined process to monitor and adjust instruction to ensure individual learners' needs and the institution's learning expectations are met.
3	Educators frequently use current relevant data for major content areas in a process to monitor and adjust instruction to ensure individual learners' needs and the institution's learning expectations are met.
2	Educators sometimes use relevant data in a process to monitor and adjust instruction to ensure individual learners' needs and the institution's learning expectations are met.
1	Educators rarely or ever used data or process to monitor and adjust instruction to ensure individual learners' needs and the institution's learning expectations are met.
4	Educators consistently implement effective, individualized instructional strategies that address each learner's needs based on deliberate purposeful planning.
3	Educators implement individualized instructional strategies that address each learner's needs based on planning.
2	Educators sometimes implement effective, somewhat individualized instructional strategies that address each learner's needs based on planning.
1	Educators rarely or never engage in deliberate and purposeful planning to determine our implement effective instructional strategies that address each learner's needs.

<b>Standard 2.8</b>	<b>The institution provides programs and services for learners' educational futures and career planning.</b>
<b>Performance Levels</b>	
4	The institution identifies and implements comprehensive programs and services for all learners to identify strengths and interests that support their career planning and/or educational success at the next level.
3	The institution identifies and implements many programs and services for learners to identify strengths and interests that support their career planning and/or educational success at the next level.
2	Institution identifies and implements some programs or services for learners identify strengths and interests that support their career planning and/or educational success at the next level.
1	The institution implements few or no programs or services for learners identify strengths and interests for career planning and/or educational success at the next level.
4	The institution assists all learners in developing and documenting their personal goals and achievements, based on interests and needs, to support their success at the next level
3	The institution assists most learners in developing and documenting their personal goals and achievements to support their success at the next level.
2	Institution assists some learners in developing and documenting a personal goals and achievements.
1	The institution does not assist learners in developing and documenting their personal goals and achievements.

## Resource Capacity Domain

<b>Standard 2.9</b>	<b>The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.</b>
<b>Performance Levels</b>	
4	Institution consistently implements a formalized documented process for the identification and referral of all students who need additional assistance, services, and resources.
3	Institution usually implements a formalized process for the identification and referral of all students need additional assistance, services, and resources.
2	The institution has some processes for the identification and referral of students in need additional assistance, services, and resources.
1	Institution has few or no processes for the identification and referral of students in need additional assistance, services, and race.
4	The institution consistently utilizes internal and external resources and monitors and evaluates all programs in the progress toward addressing the specialized needs of students, relevant data are regularly used to modify and adjust services.
3	The institution utilizes internal and external resources and monitors and evaluates most programs and progress toward addressing specialized needs of students, and that are used to modify and adjust services.
2	The institution utilizes available resources and sometimes monitors and evaluates progress toward addressing the specialized needs of students.
1	Institution utilizes available resources and sell them or never monitor progress toward addressing the specialized needs of students.

## Resource Capacity Domain

Standard 2.10	The learning progress is reliably assessed consistently and clearly communicated.
<b>Performance Levels</b>	
4	Educators across all grades and subject areas consistently and with fidelity used the institutions established, grading practices and criteria to represent the learner's attainment of content knowledge and skills. These are assessed based on a cohesive set of formative and summative assessments to ensure each learner improves and is prepared for the next level through consistent and clear communication.
3	Educators consistently use the institutions established, grading practices and criteria to represent the learner's attainment of content knowledge and skills. These are assessed based on a variety of formative and summative assessment data to ensure each learner improvement is prepared for the next level through consistent and clear communication.
2	Some educators use, grading practices and criteria to represent the learner's attainment of content knowledge and skills based on data.
1	Few or no educators use, grading practices and criteria represent the learner's attainment of content knowledge and skills.
4	Formal and informal communication about each learner's progress is consistently and frequently provided to all appropriate stakeholders including the individual learner, in language that is clear and understandable.
3	Formal informal communication about each learner's progress is frequently provided to appropriate stakeholders, including individual learner, in language that is clear and understandable.
2	Formal and informal communication about each learner's progress is sometimes provided to appropriate stakeholders, including individual learner, in language that is clear and understandable.
1	Communication about each learner's progress is inconsistently, rarely or never provided to stakeholders in language that is clear and understandable.

## Resource Capacity Domain

<b>Standard 2.11</b>	<b>Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.</b>
<b>Performance Levels</b>	
4	All educators analyze data from a cohesive set of formative and summative assessments that lead to the demonstrable improvement of achievement and success of individual and collective groups of learners in preparation for the next educational level.
3	Most educators analyze data from multiple types of formative and summative assessments that lead to the demonstrable improvement of achievement and success of individual and collective groups of learners in preparation for the next educational level.
2	Some educators analyze data from assessments that improve the achievement and success of individual and collective groups of learners.
1	Few or no educators analyze data from assessments that lead to improvement of achievement of individual and collective groups of learners.
4	All educators consistently use data to modify instruction and transform learning experiences for learners.
3	Most educators use data to modify instruction and transform learning experiences for learners.
2	Some educators occasionally use data to modify instruction and improve the learning experiences for learners.
1	Few educators use data to modify instruction or improve the learning experiences for learners.

<b>Standard 2.12</b>	<b>The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.</b>
<b>Performance Levels</b>	
4	The institution implements a formal, documented evaluation process that includes contextually based research and an ongoing and systematic analysis of trend and comparison data related to student learning across the curriculum and organizational effectiveness.
3	The institution implements an evaluation process that includes an ongoing analysis of trend in comparison data related to student learning in most academic areas and organizational effectiveness.
2	The institution implements an evaluation process that includes analysis of trend or comparison data related to student learning in some academic areas and organizational effectiveness.
1	The institution implements few or no evaluation processes related to student learning or organizational effectiveness.
4	The institution uses results from the evaluation process to inform decision-making, improve and refine curriculum, programs, and innovative practices, and improve student learning.
3	The institution uses results from the evaluation process to inform decision-making, improve and refine curriculum programs, and improve student learning.
2	The institution uses the results of the evaluation process to inform decision-making and improve and refine curriculum.
1	The institution rarely or never uses results for improvement.

## Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitable 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 increase student learning.

<b>Standard 3.1</b>	<b>The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.</b>
<b>Performance Levels</b>	
4	Using data from a variety of sources, institution plans, evaluates the effectiveness of, and uses the results of professional learning to improve practice and learner achievement and increase content and pedagogical knowledge and organizational effectiveness.
3	Using data from evaluation and supervision processes, the institution plans and evaluates the effectiveness of professional learning to improve practice and learner achievement and increase content pedagogical knowledge and organizational effectiveness.
2	Using limited data, the institution planned professional learning to improve practice and organizational effectiveness.
1	Professional learning, if offered, is not based on data.
4	Institution delivers relevant and job-embedded professional learning for all staff members to improve the practice and achieve institutional goals.
3	Institution frequently delivers relevant professional learning for most staff members to improve the practice and achieve institutional goals.
2	Institution sometimes delivers professional learning for staff members related to their position in institutional needs and goals.
1	Institution rarely delivers professional learning for staff members related to their position or institutional needs and goals.

<b>Standard 3.2</b>	<b>The institution's professional learning structure and expectations promote collaboration and collegiality to improve our performance and organizational effectiveness.</b>
<b>Performance Levels</b>	
4	All staff members participate in structured, uncountable professional learning communities and focus our discussions on data analysis and use the results of their analyses to improve learner performance and organizational effectiveness.
3	All professional staff members participate in structured, accountable professional learning communities and analyze data and use the results of their analyses to improve student learning.
2	Some staff members participate in professional learning communities and sometimes review data on student learning.
1	Few or no staff members participate in professional learning communities.
4	The institution consistently allocates sample resources to provide both formal and informal structures for collaboration.
3	The institution allocates adequate resources to provide formal and informal structures for collaboration.
2	The institution provides some resources for collaboration.
1	Institution provides few or no resources for collaboration.

## Resource Capacity Domain

<b>Standard 3.3</b>	<b>The institution provides induction, mentoring, and coaching programs that ensure all staff members of the knowledge and skills to improve student performance and organizational effectiveness.</b>
<b>Performance Levels</b>	
4	The institution provides, monitor, evaluate, and modifies induction and mentoring programs for all new staff that include performance expectations and are designed to meet individual needs.
3	The institution provides a monitoring, induction, and mentoring programs for new professional staff that include performance expectations and are designed to meet individual needs.
2	The institution provides some induction and mentoring programs for new staff.
1	The institution provides little or no induction or mentoring for new staff.
4	The institution provides, monitors, evaluate, and modifies coaching and modeling programs that address unique professional practices and organizational expectations for all staff through guidance, support, and feedback from peers and leaders.
3	Institution provides a monitors coaching and modeling programs that address organizational expectations for all professional staff through guidance, support, and feedback from peers and leaders.
2	The institution provides coaching and modeling programs for some staff through guidance, support, and feedback from peers and leaders.
1	Instructional coaching and modeling are rarely or never used.

<b>Standard 3.4</b>	<b>The institution attracts and retains qualified personnel who support the institution's purpose and direction.</b>
<b>Performance Levels</b>	
4	The institution uses a regularly evaluated and documented an ongoing process that uses data to determine personal needs, which includes an access one of talent, qualifications, and assurance of sufficient numbers, to ensure learners' and organizational needs are met.
3	The institution uses a documented process that uses data to determine personal needs, which includes an assessment of talent, qualifications and sufficient numbers, to ensure organizational needs are met.
2	The institution uses a process to determine personnel needs that sometimes includes an assessment of talent, qualifications and sufficient numbers.
1	Institution uses an informal processor has no process to assess personnel needs.
4	The institution uses and regularly evaluates and deliberate and formalized process to recruit and retain personnel through meaningful learning opportunities, personal growth, financial support, and leadership opportunities.
3	Institution uses a deliberate and formalized process to recruit and retain personnel.
2	The institution uses a formal process to recruit and retain personnel
1	Institution uses a vague and/or informal process to recruit and retain personnel.

## Resource Capacity Domain

<b>Standard 3.5</b>	<b>The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.</b>
<b>Performance Levels</b>	
4	Using a variety of data sources, including needs assessment, the institution engages in a comprehensive planning process that focuses on the integration of digital resources into teaching, learning, and operations in evaluates and demonstrates improvements in professional practice, student performance, and organizational effectiveness.
3	Using a needs assessment, the institution engages in a comprehensive planning process that focuses on the integration of digital resources into teaching, learning, and operations in evaluates improvements in professional practice, student performance, and organizational effectiveness.
2	The institution engages in a planning process that focuses on the integration of digital resources in the teaching, learning and operations
1	The institution engages in little or no planning focus on the integration of digital resources in the teaching, learning and operations.
4	The institution provides ample human, material, and physical resources and monitors that these resources are appropriately used to effectively integrate digital resources and the teaching, learning, and operations.
3	The institution provides sufficient human, material, and physical resources to effectively integrate digital resources in the teaching, learning, and operations.
2	The institution provides some resources to integrate digital resources in the teaching, learning and operations
1	The institution provides few or no resources to integrate digital resources in the teaching, learning and operations.

## Resource Capacity Domain

<b>Standard 3.6</b>	<b>The institution provides access to information certain resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.</b>
<b>Performance Levels</b>	
4	Institution implements a documented comprehensive process based on research and best practice for the identification, acquisition, use, and updating of appropriate materials and resources align the curricular and instructional programs as well as organizational needs and initiatives.
3	The institution implements a documented process for the identification, acquisition, use, and updating of materials and resources align the curricular and instructional programs as well as organizational needs and initiatives.
2	The institution implements a process for the identification, acquisition, use, and updating of materials and resources.
1	Institution has limited or no processes for the identification, acquisition, use, and updating of materials and resources.
4	The institution provides a wide variety of high-quality resources that are easily accessible and sufficiently address the needs and interests of the students, staff, and the institution.
3	The institution provides a variety of high-quality resources that are easily accessible and address the needs and interests of students, staff, and the institution.
2	Institution provides a variety of resources that are accessible when address the needs of students, staff, and the institution.
1	The institution provides minimal resources that address the needs of students, staff and the institution.

<b>Standard 3.7</b>	<b>The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.</b>
<b>Performance Levels</b>	
4	The institution implements and evaluates formal planning processes for long-range for teaching resource management of budgets, facilities and other organizational needs.
3	The institution implements a planning process for long-range teaching resource management of budgets, facilities and other organizational needs.
2	The institution uses a planning process to manage budgets, facilities and other organizational needs.
1	The institution does not use a planning process to manage budgets, facilities and other organizational needs.
4	Institution demonstrates effective practices for long-range, strategic management of budgets, facilities and other organizational needs in support of the institution's purpose and direction.
3	The institution implements practices for long-range, strategic management of budgets, facilities and other organizational needs in support of the institution's purpose and direction.
2	The institution implements some clear practices for management of budgets, facilities and other organizational needs.
1	Institution implements vague and/or unclear practices for management of budgets, facilities and other organizational needs.

## Resource Capacity Domain

<b>Standard 3.8</b>	<b>The institution allocates human, material, and physical resources in alignment with the institutions identified needs and priorities to improve student performance and organizational effectiveness.</b>
<b>Performance Levels</b>	
4	The institution has a formal budgeting process of allocates the lines resources to address priorities for improvement designed to improve student learning and is equitably distributed to meet the needs of the students.
3	The institution frequently aligns resources to address priorities for improvement designed to improve student learning and is equitably distributed to meet the needs of the students.
2	Institution sometimes aligned resources to address priorities for improvement designed to improve student learning.
1	Institution rarely or never aligned resources to address priorities for improvement designed to improve student learning.
4	The institution consistently evaluates and demonstrates effective use of human, material, and physical resources to meet the learners and institutions identified needs and priorities.
3	Institution frequently evaluates and demonstrates effective use of human, material, and physical resources to meet the learners' and institution's identified needs and priorities.
2	Institution sometimes evaluates and demonstrates effective use of human, material, and physical resources.
1	Institution rarely or never evaluates or demonstrates effective use of human, material, and physical resources.

## Appendix 1 - Glossary

*(Applicable only if the school seeks accreditation for programs below 5-year old Kindergarten)*

The early learning program uses and distributes resources in support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitable in the context of a safe environment and developmentally appropriate education so that the needs of all young children are adequately and effectively addressed. The institution examines the allocation and use of resources to ensure appropriate levels of funding to support the care, education, learning, growth, and development of young children.

<b>Standard EL4.1</b>	<b>Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school’s purpose, direction, and the educational program.</b>
<b>Performance Levels</b>	
4	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the program purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.
3	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the program purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.
2	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the program purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.
1	Policies, processes, and procedures are often but not always followed by school leaders to access, hire, place, and retain qualified professional support staff. School leaders attempt to fill the roles and responsibilities necessary to support the program purpose, educational programs, and continuous improvement. Sustained fiscal resources rarely are available to fund positions critical to achieve the purpose and direction of the school.

## Early Learning Capacity Domain

Standard EL4.2	The school employs qualified Administrators/Directors for each administrative position to support the school's purpose, direction, and the educational program
<b>Performance Levels</b>	
4	Administrators/Directors have an advanced level degree or higher or an Associate's Degree/credential in early childhood education, or 60 credits with a minimum of 24 credits in early childhood education, child development, or elementary education, and 3 years verifiable early childhood work experience or 3 years verifiable educational administrative experience or a combination of both. A documented plan for meeting this expectation within a 2-year timeframe, or governmental documentation showing the equivalency of credentials and experience is acceptable.
3	Administrators/Directors have an advanced level degree or higher or an Associate's Degree/credential in early childhood education, or 60 credits with a minimum of 24 credits in early childhood education, child development, or elementary education, and 2 years verifiable early childhood work experience or 2 years verifiable educational administrative experience or a combination of both. A documented plan for meeting this expectation within a 2-year timeframe, or governmental documentation showing the equivalency of credentials and experience is acceptable.
2	Administrators/Directors have qualifications meeting state/governmental requirements and 2 years verifiable early childhood work experience or 1 year verifiable educational administrative experience or a combination of both.
1	Directors meet the state/governmental requirements for staff credentials for the position or higher.

Standard EL4.3	The school employs qualified teachers for each professional teaching position to support the early learning program's purpose, direction, and the educational program.
<b>Performance Levels</b>	
4	All lead teachers have an advanced level degree or higher or an Associate's Degree/credential in early childhood education or 60 credits with a minimum of 24 in early childhood education, child development, or elementary education, and verifiable early childhood education experience/work. A documented plan for meeting this expectation within a 2-year timeframe, or governmental documentation showing the equivalency of credentials and experience is acceptable.
3	All lead teachers have an advanced level degree or higher or an Associate's Degree/credential in early childhood education or 60 credits with a minimum of 24 in early childhood education, child development, or elementary education. A documented plan for meeting this expectation within a 2-year timeframe, or governmental documentation showing the equivalency of credentials and experience is acceptable.
2	All lead teachers have High School Diploma/GED or higher or the country's equivalent credential and meet the state/governmental requirements for staff credentials for the position and have 1 year verifiable early childhood work experience.
1	All lead teachers meet the state/governmental requirements for staff credentials for the position or higher.

## Early Learning Capacity Domain

<b>Standard EL4.4</b>	<b>The school employs qualified assistant teachers for each position to support the school's purpose, direction, and the educational program.</b>
<b>Performance Levels</b>	
4	All assistant teachers have a High School Diploma/GED or higher or the country's equivalent credential and meet the state/governmental requirements for staff credentials for the position and have 2 years verifiable early childhood work experience. A documented plan for meeting this expectation within a 1-year timeframe is acceptable.
3	All assistant teachers have a High School Diploma/GED or higher or the country's equivalent credential and meet the state/governmental requirements for staff credentials for the position and have 1 year verifiable early childhood work experience. A documented plan for meeting this expectation within a 1-year timeframe is acceptable.
2	All assistant teachers have a High School Diploma/GED or country's equivalent and meet state/country requirements for staff credentials for the position or higher.
1	All assistant teachers meet state/governmental requirements for staff credentials for the position or higher.

<b>Standard EL4.5</b>	<b>The school maintains a class-size and ratio of young children to teachers that support the care and developmentally appropriate learning, growth, and development of young children.</b>							
<b>Performance Levels</b>								
		Infant	Toddler	Early Preschool 1	Early Preschool 2	Preschool	PK-K	K
4	Age Range	Up to 12 months	12 to 18 months	18 to 24 months	24 to 36 months	36 to 48 months	48 to 60 months	60 to 72 months
	Group Size	6	10	12	12	20	24	24
	Ratio	1:3	1:5	1:6	1:6	1:10	1:12	1:12
3	Age Range	Up to 12 months	12 to 18 months	18 to 24 months	24 to 36 months	36 to 48 months	48 to 60 months	60 to 72 months
	Group Size	8	10	12	16	24	24	30
	Ratio	1:4	1:5	1:6	1:8	1:12	1:12	1:15
2	Age Range	Up to 12 months	12 to 18 months	18 to 24 months	24 to 36 months	36 to 48 months	48 to 60 months	60 to 72 months
	Group Size	8	10	12	16	24	24	30
	Ratio	Meets State Licensure Requirements for Student-to-Adult Ratios						
1	Age Range	Up to 12 months	12 to 18 months	18 to 24 months	24 to 36 months	36 to 48 months	48 to 60 months	60 to 72 months
	Group Size	Meets State Licensure Requirements for Group Size and Student-to-Adult Ratios						
	Ratio	Meets State Licensure Requirements for Group Size and Student-to-Adult Ratios						

**Notes:**

- Group sizes are ceilings, regardless of the number of staff
- Ratios include teachers, assistant teachers, support staff
- Ratios are to be lowered when one or more young children in the group have specialized needs relating to their developmentally appropriate learning, growth, and development.
- If infants and age 1 children are in mixed groups, the ratio for the youngest child applies.

## Early Learning Capacity Domain

Standard EL4.6	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the early learning school.
Performance Levels	
4	Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all young children. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all children have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.
3	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all young children. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all children have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.
2	Instructional time, material resources, and fiscal resources are sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all young children. School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all children have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.
1	Little or no link exists between the purpose of the school and instructional time, material resources, and fiscal resources. Protection of instructional time is not a priority. School leaders use available material and fiscal resources to meet the needs of children. School leaders spend little or no effort allocating instructional time, material resources and fiscal resources so that all children have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations rarely or never include achievement of the program's purpose and direction.

## Early Learning Capacity Domain

<b>Standard EL4.7</b>	<b>The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all young children and staff.</b>
<b>Performance Levels</b>	
4	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with all stakeholders. All school personnel and children, as appropriate to their age and developmental growth, are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.
3	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with stakeholders. School personnel and children, as appropriate to their age and developmental growth, are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.
2	School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.
1	School leaders have few or no expectations for maintaining safety, cleanliness, and a healthy environment. Stakeholders are generally unaware of any existing definitions and expectations. Little or no accountability exists for maintaining these expectations. Few or no measures that assess these conditions are in place. Few or no personnel work to improve these conditions.

<b>Standard EL4.8</b>	<b>The school regularly assesses and maintains all indoor spaces to be accessible to all young children and adults, ventilated, lighted, and temperature-controlled, and the spaces that primarily serve each age-group of young children have direct access to bathroom/washing facilities, sinks, and drinking water.</b>
<b>Performance Levels</b>	
4	The school exceeds the expectation. For example, each classroom space has its own bathroom/washing facilities, sinks, and access to drinking water. The school is temperature controlled. Some or all of the classrooms have the capability for independent temperature-control. For example, the spaces for infants may be temperature controlled separately from the spaces for older age-groups of young children.
3	The school meets the expectation. For example, multiple classrooms serving a particular age-group of children may share bathroom/washing facilities, sinks, and access to drinking water. The school is temperature controlled.
2	The school partially meets the expectation with some variations.
1	The school does not meet the expectation.

## Early Learning Capacity Domain

<b>Standard EL4.9</b>	<b>Each classroom/learning space has sufficient usable floor space and size to support the creativity and developmentally appropriate learning, growth, and development of young children, is highly functional for program delivery, and encourages positive staff-to-child relationships.</b>
<b>Performance Levels</b>	
4	The school exceeds the expectation. For example, classroom space exceeds the minimum state/governmental measurements per child. Classroom space enables multiple small group and individual learning activities to simultaneously occur without interruption. Arrangements are in place to ensure the safety and security of children at all times.
3	The school meets the expectation. For example, classroom space meets the minimum state/governmental measurements per child. Classroom space enables multiple small group activities to occur but the reorganization of furniture and equipment is necessary to accommodate the activities. Arrangements are in place to make sure of the safety and security of children.
2	The school partially meets the expectation with some variations.
1	The school does not meet the expectation.

<b>Standard EL4.10</b>	<b>Each classroom/learning space has furniture, equipment, and resources that are safe, clean, well maintained, adaptive, accessible, and developmentally appropriate for the age-group of young children they directly serve; are sufficient in number; and are organized in ways to support appropriate and effective implementation of the program.</b>
<b>Performance Levels</b>	
4	The school exceeds the expectation. For example, each classroom/learning space has substantial furniture, equipment, and resources to meet individual student needs and to support the effective implementation of the program. The furniture, equipment and resources are suitable for their purposes and conducive to access and participation by every child. Separate tables are used for eating and working. Multiple work/learning equipment are available within each classroom, i.e. tables, sand/water table, and easel. All furniture, equipment, and resources are in constant excellent repair.
3	The school meets the expectation. For example, each classroom/learning space has furniture, equipment, and resources to support the effective implementation of the program. The furniture, equipment and resources are suitable for their purposes and conducive to access and participation by most children. Work/learning equipment may be shared by multiple classrooms or age-groups. All furniture, equipment, and resources are in good repair.
2	The school partially meets the expectation with some variations.
1	The school does not meet the expectation.

## Early Learning Capacity Domain

<b>Standard EL4.11</b>	<b>Indoor and outdoor equipment are safe, available to all young children, are developmentally appropriate for the age-group, have appropriate surfaces to support a variety of types of learning and play, and have impact material under all climbing equipment and swings.</b>
<b>Performance Levels</b>	
4	The school exceeds the expectation. For example, all outdoor/indoor equipment is safe, effectively organized, has hard and soft surfaces, and maintains adequate impact material under all climbing equipment and swings. All young children have access to specialized equipment that is specifically designed to support key aspects of children’s development and learning. Each age group of children has access to outdoor spaces and equipment specifically designed for that age group.
3	The school meets the expectation. For example, all outdoor/indoor equipment is safe, effectively organized, has hard and soft surfaces, and maintains adequate impact material under all climbing equipment and swings. Some equipment is specifically designed to support key aspects of children development and learning. Different age groups of children may share some indoor/outdoor equipment.
2	The school partially meets the expectation with some variations.
1	The school does not meet the expectation.

<b>Standard EL4.12</b>	<b>Each classroom/learning space has multiple learning/interest centers that are organized for independent use by young children, that support the learning activities of the instructional program and the creativity of young children, and that are well equipped with materials supportive of the purpose of each learning/interest center.</b>
<b>Performance Levels</b>	
4	The school exceeds the expectation. For example, each classroom/learning space has multiple learning/interest centers accessible and organized for independent use by all children served by that classroom/learning space and that support the current learning activities in addition to supporting young children’s spontaneous exploration and creativity with experiences beyond current learning activities. Each center is well equipped for its purpose and enhanced with a variety of innovative materials.
3	The school meets the expectation. For example, each classroom/learning space has multiple learning/interest centers accessible and organized for independent use by all children served by that classroom/learning space and that support the current learning activities. Each center is well equipped with basic materials that support the purposes of the center.
2	The school partially meets the expectation with some variations.
1	The school does not meet the expectation.

## Early Learning Capacity Domain

<b>Standard EL4.13</b>	<b>Each classroom/learning space provides all children with safe and comfortable/cozy areas to relax, rest, or sleep that are continuously supervised by adults at all times.</b>
<b>Performance Levels</b>	
4	The school exceeds the expectation. For example, the school provides for each child's comfort. There are constant opportunities to meet each child's need for relaxation, rest and/or sleep. All children are supervised at all times.
3	The school meets the expectation. For example, the school provides for each child's comfort. Children are provided with opportunities to relax, rest and/or sleep. All children are supervised at all times.
2	The school partially meets the expectation with some variations.
1	The school does not meet the expectation.

<b>Standard EL4.14</b>	<b>Children and school personnel use a range of interactive media and information resources that support the educational programs.</b>
<b>Performance Levels</b>	
4	All children and school personnel have access to an exceptional collection of interactive media and information resources necessary to achieve the educational program's goals and objectives. Qualified personnel in sufficient numbers are available to assist children and school personnel in learning about the tools and locations for finding and retrieving information.
3	Children and school personnel have access to interactive media and information resources necessary to achieve the educational program's goals and objectives. Qualified personnel are available to assist children and school personnel in learning about the tools and locations for finding and retrieving information.
2	Children and school personnel have access to interactive media and information resources necessary to achieve most of the educational program's goals and objectives. Personnel are available to assist children and school personnel in learning about the tools and locations for finding and retrieving information.
1	Children and school personnel have access to limited interactive media and information resources necessary to achieve most of the educational program's goals and objectives. Limited assistance may be available for children and school personnel to learn about the tools and locations for finding and retrieving information.

## Early Learning Capacity Domain

<b>Standard EL4.16</b>	<b>Each classroom/learning space has displays that are used effectively as a learning tool, are developmentally appropriate for the age-group, attractively presented, appropriate in content, portray the current learning activities, and showcase children’s work and creativity.</b>
<b>Performance Levels</b>	
4	The school exceeds the expectation. For example, all displays within each classroom/learning space are appropriate in content for the age-group and relate to current learning activities. The displays are located at levels where children can easily see them, are substantially child-created, and include examples of children’s creative work beyond specified learning activities. All children have examples of their individual work displayed within their learning environment. Staff changes the materials for each theme/unit.
3	The school meets the expectation. For example, all displays within each classroom/learning space are appropriate in content for the age-group and mostly relate to current learning activities. The displays are located at levels where children can easily see them, and are a balance of teacher-created/ child-created, and include examples of children’s creative work beyond specified learning activities. Most children have examples of their individual work displayed within their learning environment. Staff changes the materials regularly.
2	The school partially meets the expectation with some variations.
1	The school does not meet the expectation.

<b>Standard EL4.17</b>	<b>The school provides support services to meet the physical, social, and emotional needs of young children that are integral to the educational program.</b>
<b>Performance Levels</b>	
4	School personnel implement a clearly defined process to determine the physical, social, and emotional needs of each child. School personnel provide or coordinate programs to meet the needs of all children in the school. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all young children.
3	School personnel implement a process to determine the physical, social, and emotional needs of each child in the school. School personnel provide or coordinate programs to meet the needs of children as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of young children.
2	School personnel endeavor to determine the physical, social, and emotional needs of children in the school. School personnel provide or coordinate programs to meet the needs of children when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of young children.
1	School personnel attempt to determine the physical, social, and emotional needs of some children in the school. School personnel sometimes provide or coordinate programs to meet the needs of children. School personnel rarely or never evaluate programs. Improvement plans related to these programs are rarely or never developed.

## Early Learning Capacity Domain

<b>Standard EL4.18</b>	<b>Each child receives individual personal care by staff members who consistently promote the child's general well-being, nutrition, health, and safety.</b>
<b>Performance Levels</b>	
4	The school exceeds the expectation. For example, strict sanitary conditions for diapering and toileting are easily maintained through access to sinks and surfaces that are not shared for food preparation and diapering. Resources are constantly available for sanitizing all spaces directly touched by children and adults. Each classroom has child-sized toilets and sinks and individual storage spaces for each child's personal supplies. Child-sized eating utensils and other developmentally appropriate culinary utensils are available to all children. Children have access to a well-balanced and healthy diet according to state/governmental or other widely accepted nutrition guidelines that include cultural and dietary restrictions. The school has clear policies and guidelines on the use, storage, and administration of medications.
3	The school meets the expectation. For example, strict sanitary conditions for diapering and toileting are maintained. Resources are available for sanitizing all spaces directly touched by children and adults. Each child has access to child-sized toilets and sinks, and each classroom has individual storage spaces for each child's personal supplies. Child-sized eating utensils and other developmentally appropriate culinary utensils are available to all children. Resources are constantly available for sanitizing all spaces directly touched by children and adults. Children have access to a well-balanced and healthy diet according to state/governmental or other widely accepted nutrition guidelines that include cultural and dietary restrictions. The school has clear policies and guidelines on the use, storage, and administration of medications.
2	The school partially meets the expectation with some variations.
1	The school does not meet the expectation.

<b>Standard EL4.19</b>	<b>Arrival and departure routines focus on the care and well-being of each child and encourage a daily exchange of family and school communications regarding the care, well-being, and educational progress of the child.</b>
<b>Performance Levels</b>	
4	The school exceeds the expectation. For example, each child is greeted warmly upon arrival and bid farewell upon departure by caring adults having primary responsibility for the care and education of the child. Parents/family consistently take their children into the classroom upon arrival and pick up their children from the classroom upon departure. Parents and staff communicate daily regarding the education, care and/or well-being of the child.
3	The school meets the expectation. For example, children are warmly greeted upon arrival and bid farewell upon departure by adults having primary responsibility for the care and education of the child. A location is provided within the school for parents/family to drop-off and pick-up their children that may be different from the child's classroom. Parents and staff communicate regularly regarding the education, care and well-being of the child.
2	The school partially meets the expectation with some variations.
1	The school does not meet the expectation.

## Early Learning Capacity Domain

<b>Standard EL4.20</b>	<b>The school provides services that support the counseling, assessment, and educational referral needs of all students.</b>
<b>Performance Levels</b>	
4	School personnel implement a clearly defined and systematic process to determine the counseling, assessment, and educational referral needs of all children and their families as appropriate to the child's age and developmental level. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all young children.
3	School personnel implement a process to determine the counseling, assessment, and educational referral needs of all young children and their families as appropriate to the child's age and developmental level. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of most young children.
2	School personnel implement a process to determine the counseling, assessment, and educational referral needs of many young children and their families. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of young children.
1	School personnel attempt to determine the counseling, assessment, and educational referral needs of some young children in the school. School personnel rarely or never evaluate programs. Improvement plans related to these programs are rarely or never developed.

<b>Standard EL4.21</b>	<b>All children, parents, and staff experience an environment of reciprocal respect, trust, and open communication in a fair and just way, respecting the needs and characteristics of each individual, and promoting a sense of community, belonging, ownership, and pride.</b>
<b>Performance Levels</b>	
4	The school exceeds the expectation. For example, all staff members continuously create a climate of acceptance and respect of all other staff and young children. All staff members are attentive and responsive to individual children and interact with children in a way that builds confidence, extends learning, encourages values, and builds trusting relationships. Staff member(s) sit and eat with children during all meal times modeling appropriate manners and social behaviors. Behavior guidance strategies preserve the dignity of every child.
3	The school meets the expectation. For example, most staff members create a climate of acceptance and respect of other staff and young children. Staff members are attentive and responsive to individual children. Staff members model appropriate manners and social behaviors. Behavior guidance strategies preserve the dignity of every child.
2	The school partially meets the expectation with some variations.
1	The school does not meet the expectation.

## Early Learning Capacity Domain

<b>Standard EL4.22</b>	<b>All indoor and outdoor spaces are free from hazards and dangerous circumstances for young children and adults, and adults actively remove and resolve hazardous conditions as they may occur.</b>
<b>Performance Levels</b>	
4	The school exceeds the expectation. For example, procedures are in place to inspect all indoor and outdoor spaces each day to ensure all spaces are free from hazards and dangerous circumstances. Indoor and outdoor spaces for each age-group are purposefully designed and arranged for that age-group with safety in mind. Adults take immediate action to remove/prevent hazards as they may occur. All students are continuously supervised by adults at all times. Instances of hazardous conditions are exceptionally rare.
3	The school meets the expectation. For example, procedures are in place to ensure all indoor and outdoor spaces are free from hazards and dangerous obstacles/circumstances. Indoor and outdoor spaces are designed and arranged with safety in mind. Adults take immediate action to remove/prevent hazards as they may occur. All students are continuously supervised by adults at all times. Instances of hazardous conditions are occasional.
2	The school partially meets the expectation with some variations.
1	The school does not meet the expectation.

## Appendix 1 - Glossary

1	Accreditation	A voluntary, peer review method of quality assurance developed more than 100 years ago by American universities and secondary schools, and designed primarily to distinguish schools adhering to a set of educational standards; founded upon the root word “credibility,” it is a Biblical concept related to validating as credible an institution’s claims to quality
2	Accreditation Status	A designation provided by ICAA that helps further define the institution’s standing relative to the results of an institution’s Engagement Review (aka, External Review)
3	Active engagement, actively engaged	Learning that allows students to generate knowledge or make meaning via such behaviors as clarifying, asking questions, comparing, and applying new knowledge
4	Alternative delivery methods and sources	Grade- and/or credit-earning courses in which the content and/or instruction are provided by 3 <sup>rd</sup> party sources; this can include, but is not limited to, concurrent course, dual enrollment courses, online instruction, etc.
5	Artifact	A piece of evidence providing proof/verification of or support for an assertion; an artifact may be a written document, photo, audio/video recording, information on a website, or other object
6	Axiology	Defines philosophical beliefs about value and what is good and right. Subdivisions include ethics (moral values and conduct) and aesthetics (beauty)
7	Best practices	Classroom instructional and organizational strategies that have been demonstrated and accepted by the professional community to be effective in improving student learning and performance
8	Biblical worldview	A set of beliefs that integrates all of life into a meaningful, God-honoring whole; it grounds life in Biblical certainty, relates life to the universal order, and gives life an interpretive framework for value, conduct, decision-making, and success; shaping a Biblical worldview involves the effective integration of faith and learning and includes, at a minimum acquisition of Biblical knowledge, Christian character development, and service learning
9	Christian philosophy of education	A practical and systematic description of one’s beliefs about reality and the universe, human relationship to that universe, and the role education plays in defining and providing understanding of those beliefs within the context of the authority of and truths found in the Word of God; at a minimum, a Christian philosophy of education addresses metaphysics (nature of reality), epistemology (nature of knowing and knowledge) and axiology (nature of values and moral conduct) articulated through a logical line of reasoning
1	Clearly	Information disseminated to stakeholders using a method and format(s)

## Appendix 1 - Glossary

0	communicated	that is coherent and appropriate to specific stakeholder groups
1 1	Climate	The quality and character of a school or institution that is reflective of its norms, goals, values, relationships, practices, and structures; the climate of an institution is typically subjective whereas the culture of the school refers to the actual state or condition of the institution.
1 2	Coaching (program)	A formal and informal structure for staff members to examine and reflect about the instructional practices for the purpose of improving student learning and student results
1 3	Comprehensive system	A process whereby the institution has established strategies for data collection, analysis, and dissemination from multiple measures and/or sources that act to inform an institution's decisions
1 4	Community or community representatives	People who have an affiliation with and interest in the institution's success, such as representatives from churches, businesses, civic organizations, universities, etc.
1 5	Continuous improvement system	A research-based, on-going process in which institutions engage for the purpose of increasing its overall effectiveness and making positive, measurable impact on all stakeholders, primarily students, by focusing on and implementing three essential elements: learn and share, examine and plan, and act and evaluate
1 6	Contextually based research	Information gathered from local data sources and analyzed to inform programmatic decisions at the local level
1 7	Culture	Generally refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how an institution operates
1 8	Current research	An investigation into and analysis of internal and external materials and data points to establish facts and reach relevant conclusions (e.g. review of current <i>foundational documents</i> of similar organizations, Stakeholder Survey data, review of relevant literature, current demographic data and trends, etc.)
1 9	Curriculum (pl. curricula)	The selection and organization of a series of planned experiences for the purpose of teaching and learning; curriculum as used in this context refers to all aspects of the instructional process such as material inclusive of all types of media (e.g. printed material, technology, online learning, etc.), methodologies, classroom management, etc.
2 0	Domain	Organizational superstructure for aligning the Standards; each domain is defined by a statement describing a broad concept related to an organization or institution; ICAA defines four domains: Cultural Context, Leadership Capacity, Learning Capacity, and Resource Capacity; each domain is further defined by standards, which in turn, are defined by

## Appendix 1 - Glossary

		performance rubrics
2 1	Educators	Professional staff who are responsible for all aspects of the instructional program, including, but not limited to, content delivery, assessment, and academic intervention
2 2	Engagement Review (aka, External Review)	A process that is conducted on-site by a team of qualified and trained educational professionals to 1) evaluate an institution's adherence to the Standards; 2) assess the efficacy and impact of its continuous improvement process; 3) assess the effectiveness of the institution's methods for quality assurance; 4) identify strengths deserving of commendations and provide required actions for improvement and; 5) make an accreditation recommendation for national or international approval by an independent commission
2 3	Engagement Team (aka External Review Team or ER Team)	A selected group of qualified and trained educational professionals who serve as informed experts to assess an institution's adherence to the Standards and provide recommendations for its continuous improvement journey
2 4	Epistemology	Defines philosophical beliefs about knowledge and knowing. It seeks to answer the questions, "How do we know what we know?" "On what process of knowing do we base our knowledge of the world and society?" "What is the authority on which we base our claims to truth?" "Do our knowledge claims derive from divine revelation, empirical evidence, personal and subjective experience, [or a combination of those]?" <i>(Philosophical and Ideological Perspectives on Education, Gerald L. Gutek)</i>
2 5	Equitable/equity	Access to resources and support based on individual need
2 6	External financial reviewer/auditor	A CPA or other person qualified by training/experience to examine the financial records, business transactions, and accounting procedures of the school, and who has no direct affiliation with the school
2 7	Formal program or structure	Experiences provided by an institution that are consistently implemented, process-oriented, and made known to appropriate stakeholder groups
2 8	Foundational documents	a set of documents that, at a foundational level, establishes the basis for the school's existence, delineates the school's current direction and guides the school's future. A school's foundational documents should inform all the school's operations, policies and <i>school practices</i> . Foundational documents include, at a minimum: <ul style="list-style-type: none"> <li>a. Statement of Faith</li> <li>b. Vision Statement</li> <li>c. Mission/purpose Statement</li> <li>d. Christian Philosophy of Education</li> </ul>
2	Governing	The person or group of people with the highest level of control over an institution that generally has the responsibility for oversight and policy

## Appendix 1 - Glossary

9	authority	setting
3 0	Healthy dialogue	An exchange of opinions or discussion in which members demonstrate trust, respect, and understanding
3 1	Healthy relationship(s)	Connections and interactions between people that are respectful and trusting
3 2	Induction (program)	A formal and informal structure provided for new staff members to receive support, guidance, and institutional knowledge during their transition to their new position or place of employment
3 3	Innovative practices	New or revised interventions, actions, or strategies taken to improve the institution and/or student engagement and achievement
3 4	Inquiry-based practices	A multi-step instructional process in which students define, explore, and discover possible solutions to a problem where the focus is on the process rather than the outcome
3 5	Institution	An educational unit including any public, private, proprietary, not-for-profit, pre-K to 12, high school, middle school/junior high, elementary, special purposes, distance, or international entity
3 6	Inventory	A diagnostic that captures how an individual perceives his/her experiences at an institution
3 7	Job embedded	Professional learning that is integrated into the workday; connects the learning and the application of the learning
3 8	Learner engagement	The willingness of a student to fully participate in the learning process or instructional activity
3 9	Learning communities	Structures, formal and informal, that exist and function for the purpose of increasing educator effectiveness and learner results
4 0	Learning culture	Generally refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence the classroom environment; a learning culture should have high expectations that focuses on the educational needs of all students
4 1	Learning environment	The context in which student learning occurs within a classroom setting
4 2	Learning expectation(s)	A competency or skill level students should demonstrate after instruction
4 3	Learning opportunities	Planned or spontaneous circumstances that can deepen one's understanding or introduce new information or knowledge
4 4	Learning results	Information on student(s) attainment of knowledge, skills, and/or abilities

## Appendix 1 - Glossary

4 5	Major content areas	Generally regarded as the academic or non-elective courses, such as mathematics, language arts/reading/English, science, social studies, and Bible/religious courses
4 6	Metaphysics	Defines philosophical beliefs about reality and existence. It seeks to answer the questions, “What is genuinely real?” “Is there a spiritual realm of reality or is reality only in the natural realm?” “What is the origin of the universe and life?” “Are we born with an inherent purpose or do we create our own purposes?”
4 7	Mission/purpose	A brief description of a school’s core purpose communicating a sense of the intended direction of the entire school; a mission statement communicates what the school expects to achieve
4 8	Modeling program	A structure that provides an exemplary demonstration through the use of words and actions pertaining to the way in which a certain strategy is applied, discussion is led, classroom behavior is managed, problems are solved, etc.
4 9	Needs assessment	A process used to 1) analyze current condition of a desired outcome; 2) compare to an agreed upon standard; and 3) identify gaps between the two
5 0	Next levels	The subsequent course, grade, or program determined by an institution’s structure or criteria
5 1	Pedagogy, pedagogical	Generally refers to strategies of instruction, a style of instruction, or the process of using one’s beliefs about teaching to formulate his/her teaching style
5 2	Performance rubric	For ICAA Standards, a scoring guide consisting of four performance levels that contain evaluative criteria related to concepts contained within the standard statement
5 3	Personalized learning, personalized	Custom tailoring of information, instruction, or the curriculum to the individual student
5 4	Professional practice	An accepted and understood skill, expectation, and body of knowledge that are used to make decisions and execute actions within an institution or learning environment
5 5	Reliable sources	Sources of information that are deemed honest and accurate by the institution through an accepted method of validation
5 6	Research based	Practice that is based on the results or outcomes of current educational research
5	Resources	Assets and capacity to fulfill the needs of and support for the learning

## Appendix 1 - Glossary

7		environment; generally, resources are categorized as financial, human, and physical materials
5 8	School improvement plan	A formalized set of goals and objectives that a school has developed with input from multiple <i>stakeholders</i> to guide its efforts to improve its effectiveness in fulfilling its mission; a school improvement plan should be data-driven and may address multiple areas of the school including student performance, organizational effectiveness, financial strength, facilities, technology, curriculum and instruction, etc. The plan should include such elements as goals, objectives, strategies, action steps, cost projections, timelines and evaluation methods
5 9	School practices	All aspects of school operations including governance, business/financial management, instructional program, student and family services, etc.
6 0	School Quality Factors (SQF)	A set of research-based components that provide educational institutions with conditions, processes, practices, and actions to focus their improvement efforts
6 1	Stakeholders	Individuals and groups with a vested interest in the school; stakeholders include, but are not necessarily limited to: board members, administration, faculty and staff, parents and students
6 2	Standards	Research-based statements that describe conditions necessary for institutions to support organizational effectiveness and improve student performance
6 3	Statement of Faith	A list of basic doctrinal beliefs that an organization interprets as taught as truth in the Bible; while not an inclusive list, most Statements of Faith include statements of belief about the Bible, God, Jesus, the Holy Spirit, Salvation, the Afterlife, and/or the Church
6 4	Systematic, systematically	An organized method or process that is consistently implemented
6 5	Systemic	The impact a method or process has on all levels and facets of an institution
6 6	Vision	An aspirational statement of what the school wants to achieve or accomplish with regard to its students; a vision statement is future-focused and describes what is pursued

## Appendix 2 – Definitions for Indefinite Rubric Terms

Terms and Phrases	Definitions
<b>1</b> Adequate	Satisfactory or acceptable, enough to meet the standard or what is necessary
<b>2</b> All, always	Including more than 75 percent of (e.g., learners, educators, programs, policies)
<b>3</b> Almost always	Occurring more than 75 percent of the time
<b>4</b> Ample	Plenty, more than enough to meet the standard or what is necessary or required
<b>5</b> Complete, completely	More than 75% of (e.g., programs, actions, content, etc.)
<b>6</b> Consistency	With regularity (i.e., at equal intervals) and uniformity (i.e., in a similar manner), usually 75 percent of the time or more
<b>7</b> Excellent quality	The highest standard or value
<b>8</b> Fair quality	A minimal standard or value
<b>9</b> Few, few to none	Less than 25 percent of a specific stakeholder group or any quantifiable factor
<b>10</b> Frequently	Occurring many times or constantly, occurring about 50 to 75 percent of the time
<b>11</b> Fully embedded	Complete scope and/or intent of policy or practice in place
<b>12</b> Good quality	An acceptable standard or value
<b>13</b> Limited, little	Having some restrictions or confinements; a small amount
<b>14</b> Many	Including approximately 50 to 75 percent of a specific stakeholder group or any other quantifiable factor
<b>15</b> Most	Approximately 75 percent or more of a specific stakeholder group; occurring approximately 75 percent of the time
<b>16</b> Mostly embedded	Almost complete scope and/or intent of policy or practice in place; about 75 percent or more complete
<b>17</b> Not embedded	Minimal or no scope and/or intent of policy or practice in place; less than 25 percent complete
<b>18</b> Often	Occurring many times or constantly; occurring about 50 to 75 percent of the time
<b>19</b> Partially embedded	Incomplete scope and/or intent of policy or practice in place; about

## Appendix 2 – Definitions for Indefinite Rubric Terms

		50 to 25 percent completed
<b>20</b>	Poor quality	Not an acceptable standard or value
<b>21</b>	Rarely, never, seldom	Occurring infrequently; occurring less than 25 percent of the time
<b>22</b>	Regularly	Occurring at predicted times or intervals
<b>23</b>	Some	About 25 to 50 percent of a specific stakeholder group, documents, policies, etc.
<b>24</b>	Sometimes	Occurring at various intervals but without consistency; occurring 25 to 50 percent of the time
<b>25</b>	Sporadically	Occurring at irregular intervals; without a pattern or order or time
<b>26</b>	Sufficient	Satisfactory or acceptable, enough to meet the standard or what is necessary