



AdvancED[®] Performance Standards

for School Systems

AdvancED® Performance Standards



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

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

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

Anatomy of the *AdvancED Performance Standards*

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

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

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

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

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

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

1

Leadership Capacity Domain

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

- Standard 1.1:** The system commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.
- Standard 1.2:** Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learners.
- Standard 1.3:** The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.
- Standard 1.4:** The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.
- Standard 1.5:** The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.
- Standard 1.6:** Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.
- Standard 1.7:** Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.
- Standard 1.8:** Leaders engage stakeholders to support the achievement of the system's purpose and direction.
- Standard 1.9:** The system provides experiences that cultivate and improve leadership effectiveness.
- Standard 1.10:** Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.
- Standard 1.11:** Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.

2

Learning Capacity Domain

The impact of teaching and learning is the primary expectation of every system and its institutions. The establishment of a learning culture built on high expectations for learning, along with quality programs and services, which include an analysis of results, are all key indicators of the system's impact on teaching and learning.

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

3

Resource Capacity Domain

The use and distribution of resources align and support the needs of the system and institutions served. Systems ensure that resources are aligned with its stated purpose and direction and distributed equitably so that the needs of the system are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The system examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, and system effectiveness.

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



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