

**International Christian Accrediting Association**

**External Review Team**

***PK-12* Standards Diagnostic**

**All Domains and Standards**

Name of School Hosting ER Visit

School City, State (or Country if outside USA)

Dates of Visit

Name of ICAA Team Member/Reviewer

Name of ICAA Team Lead Evaluator



***A Revised January 2019***



**International Christian Accrediting Association (ICAA)**

**External Review Team PK-12 Standards Diagnostic**

**The International Christian Accrediting Association (ICAA) is dedicated to advancing the cause of Christian education in our nation and abroad. By recognizing outstanding Christian programs and involving them in its accreditation process, ICAA is an accrediting body that establishes a reliable witness of the quality of Christian school education to the glory of God.**

This resource serves as a manual for ICAA Lead Evaluators and External Review (ER) team members who conduct accreditation site visits to schools seeking ICAA accreditation. This Standards Diagnostic is based upon a set of evaluative criteria that assesses a school’s performance across a wide range of quality indicators and lays the foundation for improvement planning and implementation. The evaluative criteria found herein is based upon ICAA Standards organized into Assurances and four domains: Cultural Context, Leadership Capacity, Learning Capacity, and Resource Capacity. In addition, for those schools that have Early Learning programs (K4 and younger) or are stand-alone Early Learning Centers, this manual contains an additional Early Learning Standard Diagnostic employed in addition to the other standards to guide the ER team’s assessment of additional criteria that are specific and unique to Early Learning.



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***ICAA and Cognia have partnered in a commitment to deliver high quality school improvement and accreditation services to Christian schools. Through this partnership, ICAA schools may become part of the Cognia Global Community.***

***Coupling the Cognia Performance Standards and ICAA’s unique Assurances and Cultural Context Standards for Christian schools into a single system and process offers Christian schools around the world a seamless and truly transformational accreditation and school improvement experience.***

2

**Introduction and Instructions**

Continuous improvement that results in success for all learners should be the goal of every educational institution. The improvement journey for each institution may look different but should always include measures of quality learning and instruction. In addition, for Christian schools, establishing and maintaining a strong Christian identity and culture and an emphasis on the spiritual formation of students are foundational to the school and must be embedded into all the school’s programs, policies, practices, and operations. All these attributes are integral components of quality Christian schools and are the primary areas the Christian school must evaluate as it plans its improvement journey.

In preparation for its ICAA Engagement Review the school conducted a comprehensive Internal Review which engaged the school community in an in-depth process of self-evaluation that forms the basis for the school’s improvement journey. This self-evaluation is a critical component of the ICAA accreditation process. To conduct and document its self-evaluation, the school used the ICAA *Self-Assessment Guide for Schools.* The *Guide* consists of a set of evaluative criteria organized around ICAA Standards and provides a framework within which the school conducts its self-evaluation. The *Guide* is a powerful tool for driving institutional change and improvement.

This document, the ICAA *Engagement Review (ER) Team PK-12 Standards Diagnostic* is basically a mirror of the *Self-Assessment Guide for Schools* for use by teams conducting the ICAA ER visit to the school. Like the *Guide*, the *Standards Diagnostic* is based upon ICAA Standards and provides a framework within which the ER team conducts its evaluation of the school. With the exception of the Executive Summary and Profile which is only found in the *Guide*, The *Standards Diagnostic* consists of built around Assurances and four Domains/Standards: Cultural Context, Leadership Capacity, Learning Capacity, and Resource Capacity. For those schools also seeking accreditation for their early learning program or for stand-alone Early Learning Centers, an additional Early Learning Standard guide the ER team’s assessment of additional criteria that are specific and unique to Early Learning.

To complete the *Standards Diagnostic*, the ER team member review evaluative questions/rubrics for the Assurance(s) and Domain Standards assigned to him/her by the team Lead Evaluator. Using the completed *Self-Assessment* Guide and supporting evidences provided by the school, the team member makes evaluative judgments, based upon the evidence, with regard to each criterion. Completion of the *Standards Diagnostic* provides the school with a comprehensive, data-based evaluation of the school’s culture and identity, its organizational effectiveness, its effectiveness in producing student success, and the sufficiency of school resources and the effectiveness with which the school allocates and uses those resources. Completion of the *Standards Diagnostic* and the scoring worksheets that accompany it provides an objective rating for the school for each Domain and for each Standard within the domains. In addition, the completed *Standards Diagnostic* informs the school’s improvement journey by helping the ER team identify areas of strength and opportunities for improvement for the school. The team uses insights gathered from the completed the *Standards Diagnostic* and information obtained during the on-site visit to provide feedback to the school relative to its improvement journey and to make an accreditation recommendation to the ICAA Commission for Accreditation about the school’s accreditation status.

## Definition of the Assurances and Domains

The Assurances consist of ten Assurances. 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.

Domains are statements that define the capacity of a school to provide quality and meet the rigorous demands of continuous improvement. Each Domain is further defined by Standards, based upon performance rubrics, are, in turn, further defined by evaluative questions in the *Standards Diagnostic.*

## **Evidence Sources Reviewed**

The Evidence Sources Reviewed area is provided so that the team member can record the types of evidence he/she reviewed to reach the conclusions reached on the evaluative content related to each standard. The list of evidence sources also helps the team member focus on what other types of evidence might be reviewed to further inform his/her conclusions on a particular evaluative question. The evidence provides the support to answer the question, “How do I know the school is doing what it says it is doing?”

Some standards have a Required Evidence Source(s) table included. The team member assigned to review a Standard that has a Required Evidence Source(s) table should ensure that the school has provided the required evidence listed in the table. If a school cannot provide the required evidence document(s) or if the required evidence document(s) is(are) incomplete, the school should be assigned an Improvement Priority for the missing or incomplete evidence document(s). Missing/incomplete required evidence documents across multiple standards can be addressed with a single Improvement Priority.

## **Appendices**

## Appendix 1 at the end of the *Guide* is a glossary of terms that provide more detailed descriptions of some terms/phrases found within the main sections of the *Guide.* This will help ensure that interpretations of Assurances and Standards are consistent throughout the document and with different people. Words in *italics* in the body of the *Guide* are defined in the Glossary.

Appendix 2 at the end of the *Guide* contains the Definitions for Indefinite Rubric Terms and provides more definitive, quantified values for certain indefinite terms found in the questions and rubrics throughout the document. Usually, the indefinite term is defined by both a description and a numerical range of values.

Appendix 3 provides guidance with regard to considerations for the school’s compliance with legal requirements for operation. The list provides the team member with guidance of items and areas that should receive consideration with regard to legal operations. It is important to note that because legal requirements may change over time and vary depending on where the school is located, the list is not exhaustive. The school is responsible to know all the legal requirements for its operation and evidence compliance with those.

Appendix 4 contains additional requirements that the Virginia Council for Private Education (VCPE) requires each accredited school to address in its Crisis Management Plan. ICAA schools located in Virginia must include each of these requirements in its Crisis Management Plan for the school to be accredited in Virginia.

## **Directions for Completing the Report**

The Lead Evaluator for the ER team will assign specific Assurances and/or Domain Standards to each team member. Each team member is specifically responsible to complete the evaluative content of his/her assigned area(s) from his/her review of the evidence, both off-site (the *Self-Assessment* and other artifacts provided by the school) and on-site (*Self-Assessment,* other artifacts, and other evidence, including interview data, observations, student performance data, etc.) **It should be noted, however, that though each team member has assigned Assurances and/or Domain Standards that he/she is responsible for, the team evaluation is collaborative. If a team member observes or finds other evidence that informs another area, he/she should note that and provide that information during team work sessions/discussions to the respective team member with responsibility for that area.** Team members should not consider that their initial conclusions reach with regard to their assigned evaluative content will necessarily be their final conclusion. As additional evidence becomes available through observation, interviews, additional artifacts, team discussions, etc. during the visit, it is common for initial conclusions to be revised. However, toward the end of the visit, the Lead Evaluator will ask

The specific steps to complete the *Standards Diagnostic for PK-12 Schools* are:

1. Read the entire *Standards Diagnostic* to become familiar with its content.
2. Once the Lead Evaluator (LE) has provided team member assignments, thoroughly read the information provided in each Assurance/Domain Standards and evaluative questions assigned to you.
3. Access and analyze the *Self-Assessment* and related evidence uploaded by the school that is related to your assigned area(s) and provide an initial answer to each Assurance, Domain Standard evaluative question, and/or Performance Rubric rating (Early Learning Standard only).
4. Make notes as appropriate regarding your assigned areas (e.g., additional evidence you might want to review, questions you may need to ask in the interviews, things you want to check during classroom and other observations, etc.).
5. Review your assigned area in the *Standards Diagnostic*, your initial conclusions, and questions/comments you have made before the on-site visit begins
6. Once on-site for the visit, collect additional evidence (You should attempt to triangulate evidence from multiple sources as possible to drive your conclusions.)
   1. work with your LE to obtain any additional documentary evidence you need for your review,
   2. conduct eleotr observations as assigned by your LE
   3. be alert to make additional observations relevant to your review,
   4. participate in stakeholder interviews as assigned by your LE, ensuring that any specific interview questions you have are answered,
   5. conduct, with the approval of your LE, any additional interviews as needed and appropriate for your assigned review (e.g., maintenance personnel, secretarial staff, etc.), and
   6. Participate in ER team discussions and other collaborative efforts.
7. Guided by the evidence previously reviewed and additional on-site evidence collected and analyzed, answer the evaluative question(s) or assign the performance level rating most reflective of the school performance/conditions. (Include in your assessment consideration of any Cultural Context Standards that may also inform the specific area under your review.) Your final responses should be affirmed by the entire team.
8. Complete the Comments/Insights narrative at the end of the Domain if needed to record any ***Powerful Practices, Opportunities for Improvement, and/or Improvement Priorities*** related to the Domain or specific standards within the Domain and provide those to the LE. (Note: The LE may ask each team member to read any Powerful Practices, Opportunities for Improvement, and/or Improvement Priorities to the entire group to ensure team consensus on those items and to ensure that those are well-written and follow the specific guidelines established for writing them.)

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| **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. | | |
| Yes, we certify the above assurances. |  |  |
| No, we do not certify the above assurance at this time. |  |  |
| ***Comments:*** |  |  |
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| **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. | | | |
| Yes, we certify the above assurances. | |  |  |
| No, we do not certify the above assurance at this time. | |  |  |
| ***Comments:*** | |  |  |
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| **3. *Spiritual Growth – School Personnel***  All school administrators, faculty, and staff engage in a continuous program of spiritual growth. *(Note: Each administrator, faculty, and staff member should have spiritual growth plans that are developed and updated annually.)* | | |
| Yes, we certify the above assurances. |  |  |
| No, we do not certify the above assurance at this time. |  |  |
| ***Comments:*** |  |  |
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| **4. *Bible/Religious Instruction***  All full-time students are required to take Bible/religious courses offered by the school each year they are enrolled in the school. *(Note: Bible/religious instruction must be provided daily for the entire school year.)* | | |
| Yes, we certify the above assurances. |  |  |
| No, we do not certify the above assurance at this time. |  |  |
| ***Comments:*** |  |  |
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| **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 Appendix 3 of this guide.). | | |
| Yes, we certify the above assurances. |  |  |
| No, we do not certify the above assurance at this time. |  |  |
| ***Comments:*** | | |
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| **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. ***(Note: Schools located in Virginia must incorporate additional information required by that state – See Appendix 4 – VCPE Addendum for Virginia Schools)*** | |  |
| Yes, we certify the above assurances. |  |  |
| No, we do not certify the above assurance at this time. |  |  |
| ***Comments:*** | | |

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| 1. ***Financial***   The school monitors all financial transactions through a recognized accounting system that is regularly reviewed/audited by an *external financial reviewer/auditor*. *(Note: The external financial or audit must be conducted annually.)* | | |
| Yes, we certify the above assurances. |  |  |
| No, we do not certify the above assurance at this time. |  |  |
| ***Comments:*** |  |  |
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| 1. ***School Improvement***   The school engages in a continuous improvement process and implements a *school improvement plan*. | | |
| Yes, we certify the above assurances. |  |  |
| No, we do not certify the above assurance at this time. |  |  |
| ***Comments:*** |  |  |
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| 1. ***Security/Safety***   The school implements a written security and crisis management plan that includes emergency evacuation procedures and appropriate training for *stakeholders.* ***(Note: Schools located in Virginia must incorporate additional information required by that state –******See Appendix 4 – VCPE Addendum for Virginia Schools)*** | | |
| Yes, we certify the above assurances. |  |  |
| No, we do not certify the above assurance at this time. |  |  |
| ***Comments:*** |  |  |
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| 1. ***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 | | |
| Yes, we certify the above assurances. |  |  |
| No, we do not certify the above assurance at this time. |  |  |
| ***Comments:*** |  |  |

CC1.1 The school’s *vision* and/or *mission/purpose* 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.

A.

1. The governing authority has adopted a school *vision* and/or *mission/purpose* statement.

Yes

No

2. If the school has a *vision* and/or *mission/purpose* statement, select all the confirmed characteristics that apply.

Well-articulated

Clearly reflects a Biblical worldview

Clearly communicates a purpose and direction for the school

Provides foundational guidance to the school in maintaining its Christian identity and culture

Commits the school to set high expectations for student success

Integrated into the school’s operations, programs, and practices

Communicated to stakeholders

None of these were found

B.

3. The school has a strong, readily observable Christian identity and culture.

Almost always

Usually

Sometimes

Rarely

4. Decisions are made and implemented with complete fidelity to the school’s *vision* and/or *mission/purpose*.

Almost always

Usually

Sometimes

Rarely

5. If the school has process in place to ensure that the school has a strong Christian identity and culture reflective of its *vision* and/or *mission/purpose*, check all descriptors below that apply.

Process is documented

Process includes appropriate data collection

Process is used regularly

Process includes collaboration with and/or input from stakeholders

None of these were found

1. School leadership, faculty, and staff are fully committed to maintain a strong Christian identity and culture for the school reflective of its *vision* and/or *mission/purpose.*

All are committed

Most are committed

Some are committed

Few are committed

1. School leadership, faculty, and staff evidence shared values consistent with the school’s *vision* and/or *mission/purpose* statement(s) regarding high expectations for student success.

All leadership, faculty, and staff

Most leadership, faculty, and staff

Some leadership, faculty, and staff

Few leadership, faculty, and staff

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| Required Evidence Sources  *Note: In addition to the required evidence sources, other evidences may also need to be collected and analyzed fully and most accurately respond to this standards and related assessment questions.* | |
|  | School Vision and/or Mission Statement |

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| --- | --- |
| Evidence Sources Reviewed | |
|  | School *vision* statement |
|  | School *mission/purpose* statement |
|  | Description of policies and processes in place to ensure decisions are made with fidelity to the school’s *vision* and/or *mission/purpose* statement(s) |
|  | Documentation demonstrating alignment between expectations for student learning, performance, and success and the school’s *vision* and/or *mission/purpose* |
|  | Documentation demonstrating that faculty and staff professional development activities are aligned with the vision, purpose/mission, and Christian philosophy of education of the school. |
|  | Stakeholder survey/inventory data |
|  | Samples of communication of the school’s *mission/purpose* to stakeholders |
|  | Examples of integration of the school’s *mission/purpose* in school’s operations, programs, and practictes |
|  | Other (list): |

CC1.2 The school has developed a *Statement of Faith* and a *Christian philosophy of education* that inform the development of student spiritual formation goals, which are communicated to *stakeholders.*

A.

1. The governing authority has adopted a *Statement of Faith* and a *Christian philosophy of education* for the school.

Yes

No

2. If the school has a *Statement of Faith*, select all the confirmed characteristics that apply to that statement.

Establishes a framework to ensure the school’s Christian identity and culture are Bible-based and Christ-centered

Clearly articulates foundational Biblical doctrines sufficient for personal salvation and spiritual growth appropriate to a Christian early childhood, elementary, and/or secondary school

Included in school handbooks/manuals (student, parent, teacher, athletic, volunteer, etc.)

Communicated to stakeholders

None of these were found

3. If the school has a *Christian philosophy of education*, select all the confirmed characteristics that apply.

Well-articulated

Fully-developed, articulating a Biblical understanding of *metaphysics*, *epistemology*, *axiology*, purpose and goal of education, nature of the learner, nature and role of the teacher, and the Christian view of truth, subject matter, and curriculum

Embedded in the school’s operations, programs, and practices

Communicated to stakeholders

None of these were found

4. The school has developed a set of school-wide student spiritual formation goals

Yes

No

5. If the school has developed school-wide student spiritual formation goals, select all the confirmed characteristics that apply.

Well-articulated

Informed by the school’s *Statement of Faith* and *Christian philosophy of education*

Sufficient to guide the school’s efforts toward student spiritual formation

Included in school handbooks/manuals

Communicated to stakeholders

Regularly reviewed utilizing appropriate student assessment and program evaluation data and in light of *current research*

None of these were found

B.

6. Select all confirmed characteristics of the school’s student spiritual formation efforts.

An emphasis on student spiritual formation is embedded in the culture of the school

All school operations, programs, and practices support student spiritual formation

The school has implemented regular programs and services designed specifically for student spiritual formation

Programs and instruction are regularly evaluated and adjusted as appropriate to meet individual student spiritual needs and the school’s student spiritual formation goals

Professional development and in-service activities are planned and conducted that address student spiritual formation goals and the school’s spiritual formation efforts

None of these were found

1. School leadership, faculty, and staff are fully committed to ensuring that each student grows spiritually consistent with the school’s spiritual formation goals

All are committed

Most are committed

Some are committed

Few are committed

1. School leadership, faculty, and staff are exemplary Christian role models and evidence shared values and lifestyles consistent with the school’s student spiritual formation goals.

All leadership, faculty, and staff

Most leadership, faculty, and staff

Some leadership, faculty, and staff

Few leadership, faculty, and staff

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| --- | --- |
| Required Evidence Sources  *Note: In addition to the required evidence sources, other evidences may also need to be collected and analyzed fully and most accurately respond to this standards and related assessment questions.* | |
|  | Christian philosophy of education |
|  | Statement of Faith |
|  | Student spiritual formation goals |

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| --- | --- |
| Evidence Sources Reviewed | |
|  | Vision/mission/purpose statements |
|  | List of core values |
|  | Christian philosophy of education |
|  | Statement of Faith |
|  | Student spiritual formation goals |
|  | Stakeholder survey/inventory data |
|  | Minutes of leadership meetings |
|  | Agendas/minutes of stakeholder meetings |
|  | Reports to stakeholders about the school |
|  | Newsletters containing information about purpose, direction, and goals |
|  | School website |
|  | Governance/leadership policies and procedures |
|  | Other (list): |

CC1.3 The school ensures that all *curricula* (including any provided by *alternative delivery methods and sources*), co- and extra-curricular programs, and Bible/religious instruction integrate a *Biblical worldview* and are aligned with the school’s *vision, mission,* and student spiritual formation goals.

A.

1. Curriculum planning documents (including any developed for courses delivered by *alternative delivery methods and sources*) include Biblical worldview/Biblical integration learning objectives.

All courses have Biblical worldview/Biblical integration learning objectives

Most courses have Biblical worldview/Biblical integration learning objectives

Some courses have Biblical worldview/Biblical integration learning objectives

Few or no courses have Biblical worldview/Biblical integration learning objectives

2. Biblical worldview concepts and Biblical principles are embedded with intent into co-curricular and extra-curricular programs?

All co-curricular and extra-curricular programs

Most co-curricular and extra-curricular programs

Some co-curricular and extra-curricular programs

Few or no co-curricular and extra-curricular programs

3. The school has been intentional in aligning *curricula* (including any provided by *alternative delivery methods and sources*) with its *vision, mission,* and student formation goals.

All *curricula*

Most *curricula*

Some *curricula*

Few or no *curricula*

4. The school has been intentional in aligning co-curricular and extra-curricular programs with its *vision, mission,* and student formation goals.

All co-curricular and extra-curricular programs

Most co-curricular and extra-curricular programs

Some co-curricular and extra-curricular programs

Few or no co-curricular and extra-curricular programs

B.

5. What descriptor best describes the effectiveness of the school’s Biblical worldview shaping and Biblical integration efforts with regard to student spiritual formation?

Excellent

Good

Fair

Poor

6. Select all confirmed characteristics of the school’s efforts at Biblical integration and shaping a Biblical worldview.

Students evidence Biblical worldview concepts and understanding appropriate to their respective ages/grade levels

Students have opportunities in all areas of the *curricula* to apply their knowledge, skills, and *Biblical worldview* in real world situations

Christian character development program is formalized and part of the school’s program

Professional development/In-service programs provide *Biblical worldview* and Biblical integration training

School leadership and faculty evidence a deep knowledge and understanding of Biblical worldview and Biblical integration concepts, especially in their specific content area(s).

Lesson plans include *Biblical worldview*/Biblical integration objectives as appropriate

*Curricular* review process includes *Biblical worldview*/Biblical integration considerations

None of these were found

7. If the school has a process to ensure alignment of *curricula* with the school’s *vision, mission,* and student formation goals, check all confirmed characteristics that apply.

The process is written

The process is documented

The process is used regularly

The process is data-driven

The process includes mechanisms for ongoing evaluation, feedback, and monitoring

None of these were found

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| --- | --- |
| Required Evidence Sources  *Note: In addition to the required evidence sources, other evidences may also need to be collected and analyzed fully and most accurately respond to this standards and related assessment questions.* | |
|  | School-developed scope and sequence/curriculum maps for all courses in all grades demonstrating Biblical integration and/or Biblical worldview integration across the curriculum |

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| --- | --- |
| Evidence Sources Reviewed | |
|  | Scope and sequence/curriculum maps |
|  | Curriculum guides |
|  | Sample lesson plans reflecting Biblical worldview objectives |
|  | List of courses, noting those provided by alternative delivery methods or sources |
|  | Description and examples of how a Biblical worldview is integrated into curricula provided by alternative methods and sources |
|  | Documentation demonstrating alignment between curricula and the school’s vision, mission, and student spiritual formation goals |
|  | Description of curriculum review process that ensures curricular alignment with school’s vision, mission, and student spiritual formation goals |
|  | Examples of classroom and other activities in which students had opportunity to apply their knowledge, skills, and Biblical worldview in real world situations |
|  | List of co-curricular programs and/or activities |
|  | Policies and/or description of efforts to ensure that co-curricular programs integrate a Biblical worldview and are aligned with the school’s vision, mission, and spiritual formation goals |
|  | List of extra-curricular programs and/or activities |
|  | Policies and/or description of efforts to ensure that extra-curricular programs integrate a Biblical worldview and are aligned with the school’s vision, mission, and spiritual formation goals |
|  | Other (list): |

CC1.4 The school regularly assess student spiritual formation and utilizes the data to improve the school’s spiritual formation programs.

A.

1. The school implements an evaluation process with regard to student spiritual formation that: (check all that apply)

Is based upon the school’s student spiritual formation goals

Is formal

Is documented

Is comprehensive

Uses data collected from a range of data sources

Analyzes and applies trend and comparison data

None of these were found

B.

2. Which descriptor best describes the quality of the assessment(s) used to assess student spiritual formation.

Excellent quality

Good quality

Fair quality

Poor quality or not assessed

3. The employment of the school’s assessment(s) related to student spiritual formation and use of the data to improve the school’s spiritual formation programs and practices are:

A regular and routine practice (includes, at a minimum, those completed by students and assessed by faculty at least two times per year)

Often used but not on a regular basis

Sometimes used

Rarely used and clearly not a regular practice

|  |  |
| --- | --- |
| Evidence Sources Reviewed | |
|  | Student spiritual formation goals |
|  | Examples of completed goals |
|  | Assessment tools used to assess student spiritual formation |
|  | Description of student spiritual formation assessment process |
|  | Examples of improvements to student spiritual formation programs resulting from the assessments |
|  | Minutes of meetings related to student spiritual formation |
|  | Other (list): |

CC1.5 The components of the *foundation documents* (*vision, mission/purpose, Christian philosophy of education, Statement of Faith*) are evident in school personnel performance and professional development activities.

A.

1. Does the school have a process that ensures that components of the *foundation documents* inform personnel performance activities?

Yes

No

2. If the school has a process to ensure that components of the *foundation documents* inform personnel performance activities, check all the confirmed characteristics that apply.

Written and published in teacher and staff manuals

Expectations included in the language of all employment contracts

Includes clearly defined ethical/moral standards and a code of conduct for all personnel

Incorporated into personnel evaluation instrument(s) for all personnel

None of these were found

3. Does the school plan and deliver professional development and/or in-service activities that specifically incorporate expectations derived from components of the *foundation documents* at least once annually?

Yes

No

B.

4. If the school has a code of written code of conduct for all personnel, to what extent are they held accountable to it?

All the time

Most of the time

Sometimes

Rarely to never

5. School leadership, faculty, and staff evidence shared values consistent with the school’s *foundation documents* (*vision, mission/purpose, Christian philosophy of education, Statement of Faith*).

All leadership, faculty, and staff

Most leadership, faculty, and staff

Some leadership, faculty, and staff

Few leadership, faculty, and staff

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| Evidence Sources Reviewed | |
|  | Individual professional development portfolios of administrators, faculty, and staff |
|  | Schedules and agendas of professional development activities |
|  | Description of how understanding of the school’s foundational documents is incorporated into staff induction activities |
|  | Teacher/staff manual |
|  | Staff spiritual growth forms |
|  | Description of alignment of staff performance assessments to the school’s foundational documents |
|  | Other (list): |

CC1.6 The school’s operations and support services are informed by a *Biblical worldview,* are consistent with the school’s *foundational documents*, and are aligned with student spiritual formation goals.

A.

1. Select all confirmed characteristics of the school’s efforts to ensure that its operations and support services are informed by a *Biblical worldview,* consistent with the school’s *foundational documents*, and are aligned with student spiritual formation goals.

All above criteria are considered when evaluating effectiveness of current operations and support services

All above criteria are incorporated when additional operations and new support services are adopted

Consideration of the above criteria in operations and support services is documented

Process is used that includes collaboration and input from appropriate stakeholders

None of these were found

B.

2. To what extent are the school’s operations and support services informed by a *Biblical worldview?*

All operations and services

Most operations and services

Some operations and services

Few to no operations and services

3. To what extent are the school’s operations and support services consistent with the school’s *foundational documents?*

All operations and services

Most operations and services

Some operations and services

Few to no operations and services

4. To what extent are the school’s operations and support services aligned with student spiritual formation goals*?*

All operations and services

Most operations and services

Some operations and services

Few to no operations and services

|  |  |
| --- | --- |
| Evidence Sources Reviewed | |
|  | School’s foundational documents |
|  | School’s student spiritual formation goals |
|  | Description of how school operations and support services support student spiritual formation |
|  | Documentation demonstrating alignment between school foundation documents and school operations and services |
|  | Description of review process of school operations and support services related to ensuring they are aligned with school foundational documents and student spiritual formation goals |
|  | Description of policy and procedure development, review, and revision |
|  | Examples of how school policies and procedures are fully consistent with and supportive of the school’s Christian identity and culture |
|  | Other (list): |

|  |
| --- |
| ***Comments/Insights About the Cultural Context Domain*** |
|  |

1.1 The institution commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.

A.

1. If the institution has a process for development and/or review of purpose statement, check all the confirmed characteristics of the process that apply.

Documented process available to stakeholders

Systematic (review schedule defined)

Contains defined development process

Contains a defined review process

Contains a defined collaboration and input process

None of these were found

2. How many stakeholder groups indicated they provided input for the development or revision of the purpose of the institution?

Most

Many

Some

Few

B.

3. Select the descriptor below that best describes expectations for student learning found in the purpose statement.

Clearly defined and measurable expectations for student learning

Defined expectations for student learning

Some expectations for student learning

Limited or no expectations for learning

4. Does the purpose statement include references to shared beliefs about teaching and learning?

Yes

No

|  |  |
| --- | --- |
| Evidence Sources Reviewed | |
|  | Vision/mission/purpose statements |
|  | List of core values |
|  | Christian philosophy of education |
|  | Statement of Faith |
|  | Stakeholder survey/inventory data |
|  | Minutes of leadership meetings |
|  | Agendas/minutes of stakeholder meetings |
|  | Reports to stakeholders about the school |
|  | Newsletters containing information about purpose, direction, and goals |
|  | School website |
|  | Governance/leadership policies and procedures |
|  | Organizational chart |
|  | Calendar of governing body meetings |
|  | Agendas/presentations related to governing body professional development |
|  | Other (list): |

1.2 Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learners.

A.

1. How many stakeholder groups can identify aligned actions they have taken?1

Most

Many

Some

Few

2. Which descriptor best describes the evidence concerning aligned activities of stakeholders?

Documented through artifacts and interviews

Referenced in interviews or artifacts

Inferences to aligned activities

Little evidence

B.

3. Does the institution evaluate the achievement of its purpose and desired outcomes for learners?

Yes

No

4. If the institution has a process for evaluating the achievement of its purpose and desired outcomes for learners, check all descriptors below that apply.

The process is documented

The process includes appropriate data collection

The process is used regularly

None of these were found

|  |  |
| --- | --- |
| Evidence Sources Reviewed | |
|  | Vision/mission/purpose statements |
|  | List of core values |
|  | Christian philosophy of education |
|  | Statement of Faith |
|  | Stakeholder survey/inventory data |
|  | Minutes of leadership meetings |
|  | Agendas/minutes of stakeholder meetings |
|  | Reports to stakeholders about the school |
|  | Newsletters containing information about purpose, direction, and goals |
|  | School website |
|  | Governance/leadership policies and procedures |
|  | Organizational chart |
|  | Calendar of governing body meetings |
|  | Agendas/presentations related to governing body professional development |
|  | Other (list): |

1.3 The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.

A.

1. Select all confirmed characteristics of the institution’s continuous improvement planning process.

Process is focused on learner results and/or organizational effectiveness

Process is used systemically (where and when needed)

Process is systematic (clearly defined steps)

Process is documented

Process is collaborative

Process is used to revise or refine plans as necessary

None of these were found

2. Which descriptor best describes sources of data used to develop and monitor continuous improvement plan or plans?

Data from numerous academic and professional practice sources

Data from a variety of academic sources

Data from a limited number of sources

No data evident in planning

3. Which descriptor best describes the process of data analysis in the institution’s continuous improvement planning process?

Advanced data analysis and disaggregation techniques

Basic disaggregation of data

Limited analysis of data

No evidence of analysis

B.

4. Select all confirmed characteristics of the institution’s continuous improvement plan(s).

Plans are clear and well-articulated

Plans include clear descriptions related to evaluation of implementation

Goals are based on appropriate data sources and analysis

Goals include appropriate and aligned metrics

Goals contain targets that define success

Goals include multiple strategies based on identified needs of specific groups

Strategies are defined by appropriate activities that ensure implementation

Activities are clearly defined, list expected completion dates

Activities list resources needed for implementation

Activities are assigned to specific individuals, not groups

None of these were found

5. Select all confirmed characteristics of the implementation of the plan(s).

Plans are shared with stakeholders involved in implementation

Results of quality of implementation are systematically evaluated

Results of quality of implementation are systematically reported

Analysis of results of improvement in learner outcomes is documented

Analysis of results of improvement in professional practice is documented

Reports of results are tailored to and shared with multiple stakeholder types

None of these were found

|  |  |
| --- | --- |
| Evidence Sources Reviewed | |
|  | School improvement plan(s) |
|  | Description of school’s improvement process and plan development |
|  | Surveys/evaluation instruments on school effectiveness |
|  | Stakeholder survey/inventory data |
|  | Student performance and achievement data |
|  | Agendas/minutes of meetings regarding improvement activities and results |
|  | Evaluation data of impact of improvement activities |
|  | Communications to stakeholders regarding improvement activities and results |
|  | Other (list): |

1.4 The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.

A.

1. Select all confirmed characteristics of the governing authority’s process for development, review and revision of policies.

The process is documented

The process is data-driven

The process is used regularly

None of these were found

B.

2. The governing authority regularly adopts and/or updates policies to comply with laws and regulations.

Almost always

Usually

Sometimes

Rarely

3. The policies adopted or updated by the governing authority ensure integrity and effective operations.

Almost always

Usually

Sometimes

Rarely

4. The governing authority holds itself and others accountable to adopted policies.

Almost always

Usually

Sometimes

Rarely

|  |  |
| --- | --- |
| Evidence Sources Reviewed | |
|  | School policy manual |
|  | Teacher/personnel handbook |
|  | Agendas/minutes of governing authority meetings especially related to policy review/evaluation/development |
|  | Samples of data used to support policy development |
|  | Records related to compliance with applicable laws and regulations |
|  | Records of inspections by applicable authorities |
|  | Other (list): |

1.5 The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.

A.

1. If the governing authority has a code of ethics, select all the confirmed characteristics that apply.

Written and published

Clearly defined ethics standards

Clearly defined principles of conduct

None of these were found

2. The governing authority adopts and adheres to policies that clearly provide leaders the autonomy for day-to-day operations.

Yes

No

3. If the governing authority has a code of ethics, how often do they hold themselves accountable?

Almost always

Usually

Sometimes

Rarely

B.

4. Select all confirmed policies concerning the governing authority that describe:

Roles of members

Responsibilities of members

Requirements for ongoing professional development

Use of best practices

Use of data for decision making

None of these were found

5. The governing authority adopts and holds itself accountable to these policies.

Almost always

Usually

Sometimes

Rarely

|  |  |
| --- | --- |
| Evidence Sources Reviewed | |
|  | Code of ethics/conflict of interest policies |
|  | Governing authority manual/handbook |
|  | School policy manual |
|  | Teacher/personnel handbook |
|  | Job descriptions |
|  | Organizational chart |
|  | Governing authority meeting minutes |
|  | Agendas/presentations related to governing body professional development |
|  | Other (list): |

1.6 Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.

A.

1. If the institution has a supervision and evaluation process, select all the confirmed characteristics that apply.

Written and published

Includes clear explanations of the process

Includes specific criteria for effective performance

Includes models of effective performance

Includes clear explanations of how results are used

None of these were found

B.

2. If the institution has a supervision and evaluation process, select all the confirmed characteristics that apply.

Systematically implemented

Implemented with fidelity

Implemented by knowledgeable and highly-skilled evaluators

Communicated in a personal meeting and in writing individually to each faculty/staff member

Includes mechanisms for ongoing feedback and monitoring

None of these were found

3. Select the descriptor that best describes how effectively the institution uses results from supervision and evaluation to positively impact professional practice and learner performance.

Exceptionally effectively

Effectively

Somewhat effectively

Not effectively

|  |  |
| --- | --- |
| Required Evidence Sources  *Note: In addition to the required evidence sources, other evidences may also need to be collected and analyzed fully and most accurately respond to this standards and related assessment questions.* | |
|  | Schedule of planned and completed teacher classroom observations/evaluation meetings |

|  |  |
| --- | --- |
| Evidence Sources Reviewed | |
|  | Faculty/staff supervision and evaluation policies |
|  | Teacher/personnel handbook |
|  | Job descriptions |
|  | Administrative classroom observation protocols and logs |
|  | Evaluation instruments for new and continuing staff |
|  | Staff evaluation records/schedules |
|  | Faculty/staff interview results |
|  | Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation |
|  | Other (list): |

1.7 Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.

A.

1. If the institution has operational processes and procedures, select all the confirmed characteristics that apply.

Written and published

Developed as needed

Systematic

Systemic

None of these were found

2. Operation processes and procedures are implemented effectively:

Almost always

Usually

Sometimes

Rarely

B.

3. The institution reviews and revises processes and procedures:

Almost always

Usually

Sometimes

Rarely

4. Select all confirmed data sources the institution uses to develop or revise processes and procedures.

Learner outcomes

Personnel performance

Organizational data

Other sources

None of these were found

|  |  |
| --- | --- |
| Evidence Sources Reviewed | |
|  | Agendas/minutes of faculty/staff meetings |
|  | Professional development plans/agendas |
|  | Teacher/staff handbook |
|  | Agendas/minutes of in-service meetings |
|  | Examples of effectiveness evaluations and revisions of processes and procedures |
|  | Other (list): |

1.8 Leaders engage stakeholders to support the achievement of the institution’s purpose and direction.

A.

1. If the institution has a stakeholder involvement program or process, select all the confirmed characteristics that apply.

Documented

Provides meaningful roles for participants

Includes roles for parents

Includes roles for students

Includes roles for staff

Includes roles for community members

Includes roles for governmental or education policy groups

None of these were found

2. Leaders rely on stakeholder involvement:

Almost always

Usually

Sometimes

Rarely

B.

3. Select all the confirmed characteristics that apply to communications at the institution.

Deliberate

Consistent

Multiple strategies

Two-way

None of these were found

4. Select stakeholder groups that indicate they engage in two-way communication with the institution:

Internal groups (staff, students, etc.)

External groups (parents, community, and others)

None of these were found

|  |  |
| --- | --- |
| Evidence Sources Reviewed | |
|  | Communication plan to stakeholders regarding the school’s purpose/mission |
|  | Examples of communications to stakeholders (website, newsletters, student handbook, annual report, etc.) |
|  | Stakeholder survey results |
|  | Agendas/minutes that reflect a commitment to involvement of and communication with stakeholders regarding purpose/mission |
|  | Other (list): |

1.9 The institution provides experiences that cultivate and improve leadership effectiveness.

A.

1. Select all the confirmed methods that apply to leadership development at the institution.

Formal program for leadership development

Mentoring

Coaching

Group activities about leadership

Scholarships for leadership development

Release time for leadership development

None of these were found

B.

2. What descriptor best describes the quality of leadership development at the institution?

Excellent

Average

Below Average

Poor

3. What descriptor best describes the nature of the culture built and maintained by leadership?

Highly collaborative

Somewhat collaborative

Minimally collaborative

Not collaborative

4. Select stakeholder groups that indicate they are regularly involved in leadership opportunities.

Teachers

Students

Parents

Community members

None of these were found

|  |  |
| --- | --- |
| Evidence Sources Reviewed | |
|  | Stakeholder survey results |
|  | Minutes from meetings with stakeholders related to shared leadership |
|  | Policies related to modeling, coaching, and team-building among leadership |
|  | Calendar/schedule of activities relat4ed to building leadership capacity and shared leadership |
|  | Agendas/schedules of professional development activities related to leadership effectiveness |
|  | Descriptions of programs related to leadership effectiveness and building leadership capacity |
|  | Other (list): |

1.10 Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.

A.

1. If the institution collects stakeholder feedback, select all the confirmed characteristics that apply.

Comprehensive process (collection, analysis, reporting)

Includes multiple data collection instruments and techniques

Instruments are reliable and valid

Includes data from internal stakeholders

Includes data from external stakeholders

None of these were found

2. If the institution collects and reports stakeholder feedback, how often is the process implemented?

Almost always

Usually

Sometimes

Rarely

B.

3. If the institution collects and reports stakeholder feedback, select the characteristics that describe the use of feedback and results.

Thorough analysis of results

Examples where results informed decision making

Examples where results clearly demonstrated improvement

None of these were found

4. If the institution collects and reports stakeholder feedback, select all confirmed characteristics that apply.

Regularly communicated

Provides multiple reports, each tailored to a specific audience

Employs a variety of communication mediums available

None of these were found

|  |  |
| --- | --- |
| Evidence Sources Reviewed | |
|  | Description of process for collecting and analyzing data to determine verifiable improvement |
|  | Examples of different types of data collected and analyzed |
|  | Examples of use of results to evaluate and drive decisions related to improvement |
|  | Student achievement and other performance data |
|  | Stakeholder survey results |
|  | Minutes from meetings related to the analysis of data |
|  | Evidence of verifiable improvement |
|  | Other (list): |

|  |
| --- |
| ***Comments/Insights About the Leadership Domain*** |
|  |

2.1 Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.

A.

1. Personalized learning opportunities are provided for:

Most learners

Many learners

Some learners

Few learners

2. Differentiation of instruction is highly evident in:

Most classrooms

Many classrooms

Some classrooms

Few classrooms

B.

3. High learning expectations are evident in:

Most classrooms

Many classrooms

Some classrooms

Few classrooms

|  |  |
| --- | --- |
| Evidence Sources Reviewed | |
|  | School-developed scope and sequence/curriculum map |
|  | Curriculum guides |
|  | Lesson plans aligned to the curriculum |
|  | Lesson plans showing use of differentiated instruction |
|  | Administration classroom observation tools, protocols, and/or logs showing how teachers are observed to ensure differentiated instruction |
|  | Posted learning objectives |
|  | Teacher and student survey/inventory results |
|  | Records of meetings and walk-throughs/feedback sessions |
|  | Examples of differentiated learning and personalized learning opportunities |
|  | Data used to identify unique learning needs of students |
|  | Other (list): |

2.2 The learning culture promotes creativity, innovation and collaborative problem solving.

A.

1. Learners’ experiences include and promote (check all that apply):

High levels of learner engagement

Creativity and/or innovation

Critical thinking

Application of knowledge

Collaborative problem solving

Self-reflection

None of these were found

2. Project based learning is evident in

Most classrooms

Many classrooms

Some classrooms

Few classrooms

3. Inquiry based activities are evident in

Most classrooms

Many classrooms

Some classrooms

Few classrooms

B.

4. \_\_\_\_\_\_\_\_\_\_\_ faculty and staff enthusiastically embrace and consistently demonstrate a set of shared beliefs that focuses on learner engagement:

Most

Many

Some

Few

5. \_\_\_\_\_\_\_\_\_\_\_ faculty and staff enthusiastically embrace and consistently demonstrate a set of shared beliefs that focuses development of creativity and/or innovation:

Most

Many

Some

Few

6. \_\_\_\_\_\_\_\_\_\_\_ faculty and staff enthusiastically embrace and consistently demonstrate a set of shared beliefs that focuses problem solving and this is evident among:

Most faculty and staff

Many faculty and staff

Some faculty and staff

Few faculty and staff

|  |  |
| --- | --- |
| Evidence Sources Reviewed | |
|  | School-developed scope and sequence/curriculum map |
|  | Curriculum guides |
|  | Sample lesson plans reflecting student engagement, creativity/innovation, critical thinking, application of knowledge, collaborative learning, and/or self-reflection |
|  | Descriptions of instructional techniques |
|  | Posted learning objectives |
|  | Teacher and student survey/inventory results |
|  | Records of meetings and walk-throughs/feedback sessions |
|  | Professional development records focusing on student engagement |
|  | Representative samples of student work reflecting creativity, innovation, problem-solving, critical thinking, application knowledge, etc. |
|  | Other (list): |

2.3 The learning culture develops learners’ attitudes, beliefs and skills needed for success.

A.

1. Learning experiences teach learners (check all that apply):

Communication skills in a variety of formats

To set their own learning goals

To monitor their own progress

None of these were found

B.

2. Documentation indicates a commitment to explicit and intentional development of learners’ (check all that apply):

Positive attitudes

Positive self-perceptions

Positive beliefs about learning

None of these were found

3. The explicit and intentional development of learners’ positive attitudes, self-perceptions and beliefs about learning is demonstrated by:

Most faculty and staff

Many faculty and staff

Some faculty and staff

Few faculty and staff

|  |  |
| --- | --- |
| Evidence Sources Reviewed | |
|  | School-developed scope and sequence/curriculum map |
|  | Curriculum guides |
|  | Sample lesson plans |
|  | Posted learning objectives |
|  | Evidence of Christian character training efforts |
|  | Descriptions of instructional techniques |
|  | Teacher and student survey results |
|  | Records of meetings and walk-throughs/feedback sessions |
|  | Examples of differentiated learning and personalized learning opportunities |
|  | Representative samples of student work across courses |
|  | Examples of teacher and learner use of technology as an instructional and learning resource |
|  | Other (list): |

2.4 The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.

A.

1. The institution implements a process for learners to have access to a particular adult who ensures learners are supported throughout their educational experiences. The process (check all that apply):

Is clearly documented

Is available for all learners

Allows learners to select a particular adult

Is comprehensively evaluated on a regular basis

Is consistently implemented

None of these were found

B.

2. Schedules/documentation indicate that learners have access to and meet with their adult mentors:

Frequently and regularly

Regularly but not frequently

Sporadically

Rarely

3. Opportunities for learners to develop strong and respectful relationships with their peers are:

Frequent and regular

Regular but not frequent

Sporadic

Rare

|  |  |
| --- | --- |
| Evidence Sources Reviewed | |
|  | Description of formal adult advocate structures |
|  | List of students matched to adult advocate |
|  | Curriculum and/or activities related to formal adult advocate structure |
|  | Record of evaluations of formal adult advocate structure |
|  | Master schedule with time for formal adult advocate structure |
|  | Teacher and student survey/inventory results |
|  | Minutes of meetings in which the formal adult advocate structure was discussed |
|  | Other (list): |

2.5 Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.

A.

1. The curriculum adopted by the institution is (check all that apply):

relevant

rigorous and challenging

aligned vertically across all grade levels and content areas

aligned horizontally across all grade levels and content areas

None of these were found

2. The adopted curriculum is implemented by:

Most faculty and staff

Many faculty and staff

Some faculty and staff

Few faculty and staff

B.

3. \_\_\_\_\_\_\_ learners are expected to participate in a high expectations curriculum.

Most

Many

Some

Few

|  |  |
| --- | --- |
| Required Evidence Source(s) | |
|  | School-developed scope and sequence/curriculum maps *(Note: Simply supplying a textbook publisher’s scope and sequence will not suffice. The scope and sequence must be collaboratively developed to meet the needs specific to the school.)* |

|  |  |
| --- | --- |
| Evidence Sources Reviewed | |
|  | School-developed scope and sequence/curriculum map |
|  | Curriculum guides |
|  | Sample lesson plans |
|  | Posted learning objectives |
|  | Descriptions of instructional techniques |
|  | Survey/inventory results |
|  | Records of meetings and walk-throughs/feedback sessions |
|  | Samples of exemplars used to guide and inform student learning |
|  | Examples of learning expectations and standards of performance |
|  | Representative samples of student work across courses |
|  | Graduate follow-up survey results |
|  | Other (list): |

2.6 The institution implements a process to ensure the curriculum is clearly aligned to standards and best practices.

A.

1. The curriculum is reviewed and updated (check all that apply):

regularly

using a documented process

ensuring alignment to recognized, rigorous standards

None of these were found

2. The adopted curriculum is implemented by:

Most faculty and staff

Many faculty and staff

Some faculty and staff

Few faculty and staff

B.

3. The adopted curriculum’s alignment to research and best practices is (check all that apply):

Documented

Clear

Well-defined

Related to the institution’s purpose

None of these were found

|  |  |
| --- | --- |
| Required Evidence Source(s) | |
|  | For schools with high school programs, provide a comparison of the school’s graduation requirements with its state or national high school graduation requirements that shows that the school meets, at a minimum, the state/national requirements for graduation. |

|  |  |
| --- | --- |
| Evidence Sources Reviewed | |
|  | School-developed scope and sequence/curriculum maps |
|  | Curriculum guides aligned to school-developed scope and sequence |
|  | Sample lesson plans aligned to the curriculum including formalized Biblical worldview integration |
|  | Posted learning objectives |
|  | State standards/learning objectives |
|  | Examples of learning expectations and standards of performance |
|  | Other (list): |

2.7 Instruction is monitored and adjusted to meet individual learner’s needs and the institution’s learning expectations.

A.

1. As part of the process to monitor and adjust instruction to meet individual learners’ needs, educators use data that are (check all that apply):

current

relevant

insightful

None of these were found

2. Educators’ use data to meet individual learner’s needs:

As a regular and routine classroom practice

Often but not regularly

Sometimes

Rarely and it is clearly not a regular classroom practice

B.

3. Educators implement instructional strategies to meet individual learners’ needs:

As a regular and routine classroom practice

Often but not regularly

Sometimes

Rarely and it is clearly not a regular classroom practice

4. Educators’ planning to implement effective, individualized instructional strategies is (check all that apply):

deliberate

documented

supported

None of these were found

|  |  |
| --- | --- |
| Evidence Sources Reviewed | |
|  | Policies and procedures related to regular review of curriculum, instructions, and assessment |
|  | Examples of assessments that prompted modification in instruction |
|  | Professional development focused on instructional improvement based on learning needs |
|  | School-developed scope and sequence/curriculum map |
|  | Curriculum guides |
|  | Sample lesson plans |
|  | Common assessments, formative and summative assessments |
|  | Report cards and other progress |
|  | Survey/inventory results |
|  | Teacher evaluation criteria |
|  | Agendas/minutes of faculty meetings/in-service meetings addressing instructional improvement and learner needs |
|  | Examples of improvements to instructional practices resulting from the evaluation process |
|  | Data used to identify unique learning needs of students |
|  | Other (list): |

2.8 The institution provides programs and services for learners’ educational futures and career planning. *(Not Applicable for Stand-Alone Early Learning Programs)*

A.

1. The services and/or programs implemented by the institution to support career planning and/or educational success at the next level are (check all that apply): *(Not Applicable for Stand-Alone Early Learning Programs)*

comprehensive

inclusive of all or most learners

helpful in identifying learners’ strengths and interests

None of these were found

B.

2. Learners develop and document their personal goals and achievements based on their interests and needs: *(Not Applicable for Stand-Alone Early Learning Programs)*

As a frequent and routine institutional practice

Often but not regularly

Sometimes

Rarely and it is clearly not a regular institutional practice

|  |  |
| --- | --- |
| Evidence Sources Reviewed | |
|  | List of learning support services and student population served by such services |
|  | Data used to identify unique learning needs of students |
|  | Training and professional learning related to unique characteristics of learners |
|  | Student assessment system for identifying student needs |
|  | Policies and procedures related to student counseling and career planning |
|  | Survey/inventory results |
|  | Agendas/minutes of meetings addressing these programs and services |
|  | Budget for counseling, educational, and career planning |
|  | Other (list): |

2.9 The institution implements, evaluates and monitors processes to identify and address the specialized social, emotional, developmental and academic needs of students.

A.

1. The institution’s process to identify and refer learners in need of additional assistance, services and resources is (check all that apply):

Documented

Formalized

Consistently implemented

Available to all learners

None of these were found

2. The institution’s process addresses learners’ (check all that apply):

Social emotional learning needs

Academic learning needs

Developmental needs (specialized learning/accommodations

None of these were found

B.

3. For addressing specialized needs of learners, the institution (check all that apply):

utilizes internal resources effectively

utilizes external resources effectively

evaluates pertinent programs and services

uses evaluation results to modify and adjust services

None of these were found

|  |  |
| --- | --- |
| Evidence Sources Reviewed | |
|  | List of services available related to specialized social, emotional, developmental, and academic needs of students |
|  | Policies and procedures related to specialized social, emotional, developmental, and academic needs of students |
|  | Description of referral process |
|  | Description of IEP process |
|  | Schedules and logs of student participation in these services |
|  | Training and professional learning related to specialized learner needs |
|  | Student assessment system for identifying student needs |
|  | Agendas/minutes of meetings addressing these programs and services |
|  | Budget for counseling, assessment, referral, educational, and career planning |
|  | Other (list): |

2.10 Learning progress is reliably assessed and consistently and clearly communicated. *(Note: In partial fulfillment of this requirement, the school must demonstrate that it conducts an assessment of students in all grades at least once each year using achievement tests, SAT/ACT, and/or other tests based on state/national norms.)*

A.

1. Common grading practices and criteria to represent learners’ attainment of knowledge and skills are used across \_\_\_\_\_\_\_\_\_\_\_: *(Not Applicable for Stand-Alone Early Learning Programs)*

All or most grade levels

Many grade levels

Some grade levels

Few grade levels

2. Common grading practices and criteria to represent learners’ attainment of knowledge and skills are used across \_\_\_\_\_\_\_\_\_\_\_: *(Not Applicable for Stand-Alone Early Learning Programs)*

All or most subject areas

Many subject areas

Some subject areas

Few subject areas

3. Educators use SUMMATIVE assessments to ensure learner improvement and preparedness for the next level:

As a regular and routine classroom practice

Often but not regularly

Sometimes

Rarely and it is clearly not a regular classroom practice

4. Educators use FORMATIVE assessments to ensure learner improvement and preparedness for the next level:

As a regular and routine classroom practice

Often but not regularly

Sometimes

Rarely and it is clearly not a regular classroom practice

B.

5. Communications about learner’s progress are (check all that apply):

Formal (written and disseminated on a schedule)

Informal (shared at appropriate times verbally and/or written)

Shared with individual learners

Shared with parents/families

Shared with other appropriate stakeholders

In clear and understandable language

None of these were found

|  |  |
| --- | --- |
| Evidence Sources Reviewed | |
|  | Documentations of description of assessment tools/protocols |
|  | Policies and procedures related to assessment of student learning and performance |
|  | School’s grading scale |
|  | Sample report cards and other progress reports |
|  | Examples of common assessments, formative and summative assessments |
|  | Evidence that assessments are reliable and bias-free |
|  | Annual achievement testing and SAT/ACT results |
|  | Sample communications to parents related to student learning progress |
|  | Schedule of planned parent/teacher conferences |
|  | Representative sample meeting records of teacher/parent conferences |
|  | Other (list): |

2.11 Educators gather, analyze and use formative and summative data that lead to demonstrable improvement of student learning.

A.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ educators gather, analyze, and use data that leads to improvement of achievement and success of individual and collective groups of learners.

Most

Many

Some

Few

B.

2. Using data to modify instruction and transform learning experiences for learners is

A regular and routine classroom practice

Often used but not on a regular basis

Sometimes used

Rarely used and it is clearly not a regular classroom practice

|  |  |
| --- | --- |
| Evidence Sources Reviewed | |
|  | List of formative and summative data sources related to student learning, instruction, program effectiveness, and conditions that support learning |
|  | Student performance and achievement data |
|  | Teacher/staff evaluation instruments and data |
|  | Schedules for teacher/staff evaluations |
|  | Program evaluation data |
|  | Agendas/minutes of meetings regarding use of data to inform improvement in student learning |
|  | Examples of the use of data to design, implement, and evaluate improvement efforts |
|  | Written protocols and procedures for data collection and analysis |
|  | Documentation of training of professional staff in the collection, analysis, and use of data |
|  | Other (list): |

2.12 The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.

A.

1. The institution implements an evaluation process that: (check all that apply)

Is formal

Is documented

Includes pertinent research in context

Analyzes trend and comparison data on student learning

Analyzes trend and comparison data on organizational effectiveness

None of these were found

2. The institution implements an evaluation process for:

Almost all programs and initiatives

Many programs and initiatives

Some programs and initiatives

Few programs and initiatives

B.

3. The evaluation process results are used to: (check all that apply)

Inform decision making

Improve and refine curriculum

Improve and refine programs

Improve and refine innovative practices

Improve student learning

None of these were found

|  |  |
| --- | --- |
| Evidence Sources Reviewed | |
|  | Description of the school’s improvement process |
|  | School’s improvement plan(s) that focuses on student learning and organizational effectiveness |
|  | Improvement plans that include components providing specific goals, measurable, objectives a set of appropriate assessments/evaluation processes, a set of interventions expected to produce improvement, timelines, budgetary impact, and a plan for ensuring that the staff have the skills to implement the plan(s) |
|  | List of data sources used to assess programs and organizational conditions that impact student learning |
|  | Program evaluation data |
|  | Description of how facilities are regularly inspected and maintained |
|  | Agendas/minutes of meetings related to analysis of data |
|  | Examples of the use of data to design and evaluate improvement efforts |
|  | Written protocols and procedures for data collections and analysis |
|  | Other (list): |

|  |
| --- |
| ***Comments/Insights About the Learning Capacity Domain*** |
|  |

3.1 The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution’s effectiveness. *(Note:* At least 35 hours of professional development must be documented for each administrator, faculty, and instructional support staff member annually. A maximum of 10 hours annually of typical orientation/induction items [e.g., school calendar review, scheduling, teacher reporting responsibilities/deadlines, school programs, etc.] may be counted toward the 35 required hours of professional development.)

A.

1. If the institution has a process for planning and delivering professional learning, check all the confirmed characteristics of the process that apply.

Contains evaluation for effectiveness

Uses results to improve practice

Uses results to improve learner achievement

Uses results to increase content knowledge

Uses results to increase pedagogical knowledge

Uses results to increase organizational effectiveness

None of these were found

2. Which descriptor best describes sources of data used to plan and deliver professional learning?

Data from a variety of academic and non-academic sources

Data from evaluation and supervision processes

Data from a limited number of sources

No data evident in planning

B.

3. How many staff members receive relevant and job-embedded professional learning to improve their practice?

Most

Many

Some

Few

4. How many staff members receive relevant and job-embedded professional learning to achieve institutional goals?

Most

Many

Some

Few

5. How often do staff members receive relevant professional learning?

Regularly and frequently

Regularly but not frequently

Sometimes

Rarely

|  |  |
| --- | --- |
| Evidence Sources Reviewed | |
|  | Policies/procedures related to professional development |
|  | Teacher/staff handbook |
|  | Schedule of professional development activities |
|  | Crosswalk between professional learning and school purpose/mission |
|  | Individual professional development (including spiritual growth) plans for administrators, faculty, and support staff |
|  | Description of alignment between professional learning and identified needs |
|  | Teacher/staff evaluation instruments and data |
|  | Schedules for teacher/staff evaluations |
|  | Results of evaluation of professional development activities |
|  | Budget line item(s) related to professional development and learning |
|  | Agendas/minutes of faculty meetings |
|  | Agendas/minutes of in-service meetings |
|  | Staff/teacher survey/inventory results |
|  | School calendar |
|  | School master schedule |
|  | Course listing |
|  | Graduation requirements |
|  | Other (list): |

3.2 The institution’s professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

A.

1. If the institution has a professional learning structure, check all the confirmed characteristics of the structure that apply.

Discussions are focused on data analysis

Uses results to improve learner performance

Uses results to increase organizational effectiveness

None of these were found

2. How many staff members participate in structured learning communities?

Almost all staff members

Only professional staff members

Some staff members

Few staff members

B.

3. What term best describes the level of resources allocated to provide structures for collaboration?

Ample

Adequate

Some

Few

4. If the institution has a process for allocating resources, check all the confirmed characteristics of the process that apply.

Resources are consistently allocated

Resources provide formal structures for collaboration

Resources provide informal structures for collaboration

None of these were found

|  |  |
| --- | --- |
| Evidence Sources Reviewed | |
|  | Teacher/staff handbook |
|  | Description of teacher collaboration structures |
|  | Examples of collaborative and/or team-building activities for faculty and staff |
|  | Agendas/minutes of collaborative learning communities |
|  | Calendar/schedule of collaborative learning community meetings |
|  | Agendas/minutes of collaborative meetings related to analysis of data |
|  | Examples of the use of data to design and evaluate improvement efforts |
|  | Descriptions and schedules of mentoring, coaching, and induction programs for teachers/staff |
|  | Budget line item(s) supporting collaborative structures and collegiality/team-building among staff |
|  | Faculty/staff survey results |
|  | Other (list): |

3.3 The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.

A.

1. If the institution has induction and mentoring programs, check all the confirmed characteristics of the programs that apply.

Programs are monitored

Programs are evaluated

Programs are modified

Programs include performance expectations

Programs meet individual needs

None of these were found

2. Which staff members are provided induction and mentoring programs?

Almost all new staff members

Many new professional staff members

Some new staff members

Few new staff members

B.

3. If the institution has coaching and modeling programs, check all the confirmed characteristics of the programs that apply.

Programs are monitored

Programs are evaluated

Programs are modified based on data

Programs address unique professional practices

Programs address organizational expectations

Programs provide guidance, support, and feedback from peers and leaders

None of these were found

4. Which staff members are provided coaching and modeling programs?

Almost all staff members

Many staff members

Some staff members

Few or no staff members

|  |  |
| --- | --- |
| Evidence Sources Reviewed | |
|  | Teacher/staff handbook info related to new hires, including mentoring, coaching, and other induction practices |
|  | Policies/procedures related to mentoring, coaching, and induction programs |
|  | Descriptions and schedules of mentoring, coaching, and induction programs for teachers/staff |
|  | Professional learning calendar with activities for instructional support of new staff |
|  | Records of meetings and walk-throughs/feedback sessions between teachers/staff and supervisors |
|  | Budget line item(s) supporting mentoring, coaching, and induction programs |
|  | Faculty/staff survey |
|  | Other (list): |

3.4 **The institution attracts and retains qualified personnel who support the institution’s purpose and direction.** *(Note: For full standard compliance, school personnel must have at least the following minimum qualifications:*

* 1. *The administrator charged with the daily supervision of the school*
     1. *Be a born again Christian with evidence of spiritual maturity, and*
     2. *Hold a graduate degree in school administration or related area from an accredited postsecondary institution*
  2. *Other administrators/school leadership personnel and K5-12 teachers,*
     1. *Be a born again Christian with evidence of spiritual maturity, and*
     2. *Have received a baccalaureate degree from an accredited postsecondary institution*
  3. *Teacher’s Aide*
     1. *Be a born again Christian with evidence of spiritual maturity,*
     2. *Be at least 18 years of age, and*
     3. *Be a high school graduate or have obtained a G.E.D.*
  4. *Other Support Staff*
     1. *Be a born again Christian with evidence of spiritual maturity, and*
     2. *Be at least 18 years of age*

*(Note: Schools located in Virginia must incorporate additional information required by that state – See Appendix 4 – VCPE Addendum for Virginia Schools)*

A.

1. If the institution has a process to attract and retain personnel, check all the confirmed characteristics of the process that apply.

Process is documented

Process is regularly evaluated

Process uses data to determine personnel needs

None of these were found

2. If an assessment is used in the personnel process, check all the confirmed characteristics of the use of the assessment that apply.

Ensures talent

Ensures qualifications

Ensures sufficient numbers

Ensures learners’ needs are met

Ensures organizational needs are met

None of these were found

B.

3. If the institution provides opportunities to recruit and retain personnel, check all the confirmed characteristics of the process that apply.

Process is deliberate

Process is formalized

Includes meaningful learning opportunities

Includes personal growth

Includes financial support

Includes leadership opportunities

None of these were found

|  |  |
| --- | --- |
| Evidence Sources Reviewed | |
|  | Policies and procedures related to the hiring/placement/retention of qualified professional/support staff |
|  | Policies and procedures related to the compensation of administrative, teaching, and support staff |
|  | Job descriptions that include minimum qualification for the position |
|  | Teacher/staff handbook |
|  | Administrative, faculty, and support staff salary schedules reflecting support for equity and other Biblical principles related to compensation practices |
|  | School budgets for the last three years |
|  | Assessments of staffing needs |
|  | Teacher/staff evaluation instruments and data |
|  | Schedules for teacher/staff evaluations |
|  | Governing body and leadership minutes related to the hiring, placement, evaluation, retention, and compensation of qualified professional and support staff |
|  | List of all current professional and support staff providing their current specific position(s), years of service, and qualifications for the job |
|  | Other (list): |

3.5 The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness. *(Note: Schools located in Virginia must incorporate additional information required by that state – See Appendix 4 – VCPE Addendum for Virginia Schools).*

A.

1. If the institution has a planning process to integrate digital resources into teaching, learning, and operations, check all the confirmed characteristics of the process that apply.

Process is comprehensive

Process evaluates and demonstrates improvements in professional practice

Process evaluates and demonstrates improvements in student performance

Process evaluates and demonstrates improvements in organizational effectiveness

None of these were found

2. Which descriptor best describes sources of data used to integrate digital resources into teaching, learning, and operations?

Data from a variety of sources

Data from a needs assessment only

Anecdotal data

No data evident in planning

B.

3. If the institution provides resources to integrate digital resources into teaching, learning, and operations, what types of resources are provided (check all that apply)?

Human resources

Material resources

Fiscal resources

None of these were found

4. What term best describes the level of resources allocated to integrate digital resources into teaching, learning, and operations?

Ample

Sufficient

Some

Few resources

|  |  |
| --- | --- |
| Evidence Sources Reviewed | |
|  | Data on media and information resources available to students and staff |
|  | Technology/digital resources needs assessment |
|  | Technology improvement plan |
|  | Lesson plans indicating use of technology/digital resources in the classroom |
|  | Examples of teacher use of technology/digital resources as an instructional resource |
|  | Examples of student use of technology/digital resources as a learning tool |
|  | Schedules/agendas of professional training with regard to the use of technology/digital resources in the classroom |
|  | Survey/inventory results |
|  | Other (list): |

3.6 The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.

A.

1. If the institution has a process for the identification, acquisition, use, and updating of materials and resources, check all the confirmed characteristics of the process that apply.

Process is comprehensive

Process is documented

Process is based on research

Process is based on best practice

None of these were found

2. If materials and resources are aligned, check all that apply.

Aligned to curricular and instructional programs

Aligned to organizational needs

Aligned to organizational initiatives

None of these were found

B.

3. If the institution provides resources to support needs, check all that apply.

Resources address the needs and interests of students

Resources address the needs and interests of staff

Resources address the needs and interests of the institution

None of these were found

4. What level of resources is provided to support the curriculum, programs, and needs of students, staff, and the institution?

Wide variety of high quality resources

Variety of high quality resources

Some high-quality resources

Few high-quality resources

|  |  |
| --- | --- |
| Evidence Sources Reviewed | |
|  | Data on media and information resources available to students and staff |
|  | Technology/digital resources needs assessment |
|  | Technology improvement plan |
|  | Schedule of staff availability to assist students and school personnel related to use of technology and digital resources |
|  | Budget related to media and information resource acquisition |
|  | Policies and procedures related to technology/digital resources acquisition and use ensuring alignment with the school’s purpose/mission, Christian philosophy of education, and Biblical principles |
|  | Acceptable internet use policy for students and staff |
|  | Survey/inventory results |
|  | Other (list): |

3.7 The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution’s purpose and direction.

A.

1. If the institution has a process for strategic resource management, check all the confirmed characteristics of the process that apply.

Process is formal

Process is long-range

Process is evaluated

None of these were found

2. If strategic resource management is planned, check all areas that apply.

Budgets

Facilities

Other organizational needs

None of these were found

B.

3. Which statement best describes how the institution implements strategic resource management?

Demonstrates clear and effective practices

Demonstrates some clear practices

Demonstrates some vague or unclear practices

4. Does strategic planning support the institution’s purpose and direction?

Yes

No

|  |  |
| --- | --- |
| Evidence Sources Reviewed | |
|  | Description of the school’s improvement process |
|  | School’s improvement plan(s) that focuses on student learning and organizational effectiveness |
|  | Improvement plans that include components that provide specific goals, measurable objectives, a set of appropriate assessments/evaluation processes, a set of interventions expected to produce improvement, timelines, budgetary impact, and a plan for ensuring that the staff have the skills to implement the plan(s) |
|  | Long-range facility plans |
|  | Facility maintenance history and records |
|  | Schedules of facility, playground, and equipment inspections |
|  | System for maintenance requests |
|  | Records of depreciation of equipment |
|  | External financial reviews/audits |
|  | Crisis management plan |
|  | Other (list): |

3.8 The institution allocates human, material, and fiscal resources in alignment with the institution’s identified needs and priorities to improve student performance and organizational effectiveness.

A.

1. If the institution has a budgeting process, check all the confirmed characteristics of the process that apply.

Process is formal

Process supports improvement in student learning

Provides for equitable distribution to meet needs of students

None of these were found

2. How well does the budgeting process address priorities for improvement designed to improve student learning?

Resources are systematically aligned

Resources are frequently aligned

Resources are sometimes aligned

Resources are rarely or never aligned

B.

3. Check all verified characteristics that apply concerning how the institution allocates human, material, and fiscal resources.

Effectively uses human resources

Effectively uses material resources

Effectively uses fiscal resources

Uses collective resources meet the learners’ identified needs and priorities

Uses collective resources meet the institution’s identified needs and priorities

None of these were found

4. How often does the institution evaluate and demonstrate effective use of resources?

Almost always

Frequently

Sometimes

Rarely or never

|  |  |
| --- | --- |
| Required Evidence Source(s) | |
|  | Budget for current school year |
|  | P&L (Profit and Loss) financial report for the school for the last academic year |
|  | Sample Budget vs. Actual financial report for a regular reporting period for the current school year |

|  |  |
| --- | --- |
| Evidence Sources Reviewed | |
|  | Description of the school’s budget development and approval process |
|  | Policies and procedures related to budget development, approval, and control |
|  | Budgets for the past three years |
|  | External financial reviews/audits |
|  | Financial reports of actual against budgeted financial activity for the past academic year and representative monthly samples |
|  | Samples of specific needs assessments and how they drove related budgetary allocations |
|  | Student tuition schedules |
|  | Descriptions of fund-raising activities |
|  | Other (list): |

|  |
| --- |
| ***Comments/Insights About the Resource Capacity Domain*** |
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**The following *Early Learning Resource Capacity Domain***

**should only be completed if the school is also seeking accreditation for**

**an Early Childhood program for ages/grades younger than 5-year old Kindergarten**

|  |  |
| --- | --- |
| **Standard EL4.1**  **Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the early learning program’s purpose, direction, and the educational program.** *(Note: For full standard compliance, Early Learning teachers and other staff must have at least the following minimum qualifications:*   * + - * 1. *Early Childhood – Teacher and/or Assistant Teacher*   *Be a born again Christian with evidence of spiritual maturity,*  *Be at least 18 years of age, and*  *Meet one of the criteria listed below:*   * *have received an associate’s or baccalaureate degree in early childhood education, child development, elementary education, or early childhood special education from an accredited postsecondary institution, or an associate’s or baccalaureate degree in another major and hold state certification/license in early childhood or CDA certification,* * *currently enrolled in an associate or bachelor’s degree program in early childhood education, child development, elementary education, or early childhood special education at an accredited college or university,*  1. *have state certification or license in early childhood or elementary education, CDA certification, or other certification or license recognized by ICAA.Early Childhood – Teacher’s Aide* 2. *Teacher’s Aide*    * 1. *Be a born again Christian with evidence of spiritual maturity,*      2. *Be at least 18 years of age, and*      3. *Be a high school graduate or have obtained a G.E.D.* 3. *Other Support Staff*    * 1. *Be a born again Christian with evidence of spiritual maturity, and*   *Be at least 18 years of age* | Rating |

|  |  |
| --- | --- |
| **Level** |  |
| **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. |

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| --- | --- |
| Evidence Sources Reviewed | |
|  | Policies, processes, procedures, etc. related to the hiring, placement, and retention of all staff |
|  | School budgets for the last three years |
|  | Assessments of staff needs |
|  | Staff license/certification/qualifications |
|  | Incentives/recognition program/system |
|  | Policies that require relevant and related trainings |
|  | Personnel requisition forms |
|  | Staff compensations/benefits |
|  | Professional and support staff/child ratios |
|  | Other (list): |
| Comments | |
|  | |

|  |  |
| --- | --- |
| **Standard EL4.2**  **The school employs qualified Administrators/Directors for each administrative position to support the school’s purpose, direction, and the educational program.** *(Note: For full standard compliance, the Early Learning Administrator/Director must have at least the following minimum qualifications:*  *Be a born again Christian with evidence of spiritual maturity, and*  *Have received a baccalaureate degree*   * *in early childhood education, child development, elementary education, or early childhood special education from an accredited postsecondary institution, or* * *in another major and hold state certification/license in early childhood or CDA certification* | Rating |

|  |  |
| --- | --- |
| **Level** |  |
| **4** | Administrators/Directors have an advanced level degree or higher or an Associates 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 Associates 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. |

|  |  |
| --- | --- |
| Evidence Sources Reviewed | |
|  | Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff |
|  | Staff license/certification/qualifications |
|  | Incentives/recognition program/system |
|  | Policies that require relevant and related trainings |
|  | Personnel evaluation forms |
|  | Staff compensations/benefits |
|  | Stakeholder results |
|  | Other (list): |
| Comments | |
|  | |

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| --- | --- | --- |
| **Standard EL4.3**  **The school employs qualified teachers for each professional teaching position to support the school’s purpose, direction, and the educational program.** | | Rating |
| **Level** |  | |
| **4** | All lead teachers have an advanced level degree or higher or an Associates 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 Associates 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. | |

|  |  |  |
| --- | --- | --- |
| Evidence Sources Reviewed | | |
|  | Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff |
|  | Staff license/certification/qualifications |
|  | Incentives/recognition program/system |
|  | Policies that require relevant and related trainings |
|  | Personnel evaluation forms |
|  | Staff compensations/benefits |
|  | Stakeholder results |
|  | Other (list): |
| Comments | | |
|  | | |

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| --- | --- |
| **Standard EL4.4**  **The school employs qualified assistant teachers for each position to support the school’s purpose, direction, and the educational program.** | Rating |

|  |  |
| --- | --- |
| **Level** |  |
| **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. |

|  |  |  |
| --- | --- | --- |
| Evidence Sources Reviewed | | |
|  | Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff |
|  | Staff license/certification/qualifications |
|  | Incentives/recognition program/system |
|  | Policies that require relevant and related trainings |
|  | Personnel evaluation forms |
|  | Staff compensations/benefits |
|  | Stakeholder results |
|  | Other (list): |
| Comments | | |
|  | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard EL4.5**  **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.** | | | | | | | | | Rating |
|  |  | Infant | Toddler | Early  Preschool  1 | Early  Preschool  2 | Preschool | Pre-K | K | | |
| **Level** |
| **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 |
| 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. | | | | | | | | | | |

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| **Standard EL4.5 (continued)** | | |
| Evidence Sources Reviewed | | |
|  | Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff |
|  | Policies that require relevant and related trainings |
|  | Personnel evaluation forms |
|  | Staff compensations/benefits |
|  | Staff to student ratios |
|  | Stakeholder results |
|  | Other (list): |
| Comments | | |
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| **Standard EL4.6**  **Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the early learning school.** | | Rating |
| **Level** |  | |
| **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. | |

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| **Standard EL4.6 (continued)** | |
| Evidence Sources Reviewed | | | |
|  | School calendar/School Schedule | |
|  | Examples of efforts of school leaders to secure necessary material and fiscal resources | |
|  | Alignment of budget with school purpose and direction | |
|  | Itemed/audited budget | |
|  | Budget for authorized expenses and activities | |
|  | Funding overview – public private funders | |
|  | Equipment purchasing and maintenance | |
|  | Resource materials for training | |
|  | Other (list): | |
| Comments | | | |
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| **Standard EL4.7**  **The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all young children and staff.** | | Rating |
| **Level** |  | |
| **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. | |

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| Evidence Sources Reviewed | | |
|  | Written health and safety policies |
|  | Records of depreciation of equipment |
|  | System for maintenance requests/Facilities and equipment maintenance records and schedules |
|  | Documentation of compliance with local and state inspections requirements/Building inspection records |
|  | Updated health records |
|  | CPR/1st Aid Certification/health safety trainings |
|  | Documentation of emergency procedures such as fire drills and evacuation routes |
|  | Other (list): |
| Comments | | |
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| **Standard EL4.8**  **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.** | | Rating |
| **Level** |  | |
| **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. | |

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| Evidence Sources Reviewed | | |
|  | Written health and safety policies |
|  | Facility and equipment specifications |
|  | Records of depreciation of equipment |
|  | System for maintenance requests |
|  | Facilities and equipment maintenance records and schedules |
|  | Documentation of compliance with local and state inspections requirements |
|  | Building and grounds inspections record |
|  | Documentation of emergency procedures such as fire drills and evacuation routes |
|  | Stakeholder results |
|  | Other (list): |
| Comments | | |
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| **Standard EL4.9**  **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.** | | Rating |
| **Level** |  | |
| **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. | |

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| Evidence Sources Reviewed | |
|  | Written health and safety policies |
|  | Facility and equipment specifications |
|  | Records of depreciation of equipment |
|  | System for maintenance requests |
|  | Facilities and equipment maintenance records and schedules |
|  | Documentation of compliance with local and state inspections requirements |
|  | Building and grounds inspections record |
|  | Documentation of emergency procedures such as fire drills and evacuation routes |
|  | Stakeholder results |
|  | Other (list): |
| Comments | | |
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| **Standard EL4.10**  **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.** | | Rating |
| **Level** |  | |
| **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. | |

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| Evidence Sources Reviewed | |
|  | Lists of instructional concepts with supporting classroom materials |
|  | Facility and equipment specifications |
|  | System for maintenance requests |
|  | Facilities and equipment maintenance records and schedules |
|  | Documentation of compliance with local and state inspections |
|  | Stakeholder results |
|  | Other (list): |
| Comments | | |
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| **Standard EL4.11**  **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.** | | Rating |
| **Level** |  | |
| **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. | |

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| Evidence Sources Reviewed | | |
|  | Written health and safety policies |
|  | Facility and equipment specifications |
|  | Lists of instructional concepts with supporting classroom materials |
|  | Records of depreciation of equipment |
|  | System for maintenance requests |
|  | Facilities and equipment maintenance records and schedules |
|  | Documentation of compliance with local and state inspections requirements |
|  | Building and grounds inspections record |
|  | Documentation of emergency procedures such as fire drills and evacuation routes |
|  | Stakeholder results |
|  | Other (list): |
| Comments | | |
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| **Standard EL4.12**  **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.** | | Rating |
| **Level** |  | |
| **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. | |

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| Evidence Sources Reviewed | | |
|  | Lists of instructional concepts with supporting classroom materials |
|  | System for ordering/maintaining sufficient supplies |
|  | Curriculum standards, guides, expectations |
|  | Classroom observation records |
|  | Stakeholder results |
|  | Other (list): |
| Comments | | |
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| **Standard EL4.13**  **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.** | | Rating |
| **Level** |  | |
| **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. | |

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| Evidence Sources Reviewed | | |
|  | List of instructional concepts with supporting classroom materials |
|  | System for ordering/maintaining sufficient supplies |
|  | Curriculum standards, guides, expectations |
|  | Classroom observation records |
|  | Stakeholder results |
|  | Other (list): |
| Comments | | |
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| **Standard EL4.14**  **Children and school personnel use a range of interactive media and information resources that support the educational programs.** | | Rating |
| **Level** |  | |
| **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. | |

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| Evidence Sources Reviewed | | |
|  | Examples of interactive media and technology work such as digital portfolios, educational texting, artwork, and audio and video recordings, etc. |
|  | Data on media and information resources available to staff and children |
|  | Technology plan |
|  | Technology and interactive media inventory |
|  | Assessment and evaluation of technology and media literacy |
|  | Survey results |
|  | Other (list): |
| Comments | | |
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| **Standard EL4.15**  **The technology infrastructure supports the school’s teaching, learning, and operational needs.** | | Rating |
| **Level** |  | |
| **4** | The technology infrastructure is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders. School personnel develop assessments to collect data concerning needs and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure. | |
| **3** | The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop assessments to collect data concerning needs and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure. | |
| **2** | The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure. | |
| **1** | The technology infrastructure meets the teaching, learning, and operational needs of few stakeholders. A technology plan, if one exists, addresses some technology services and infrastructure needs. | |

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| Evidence Sources Reviewed | | |
|  | Technology plan and budget to improve technology services and infrastructure |
|  | Assessments to inform development of technology plan |
|  | Policies relative to technology use |
|  | Cyber-safety plan; policies and procedures |
|  | Security of information policies |
|  | Hardware and software inventory |
|  | Evidence of central depository and data back-up mechanism |
|  | Family engagement networking plan |
|  | Other (list): |
| Comments | | |
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| **Standard EL4.16**  **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.** | | Rating |
| **Level** |  | |
| **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. | |

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| Evidence Sources Reviewed | | |
|  | Lists of instructional concepts with supporting classroom materials |
|  | System for ordering/maintaining sufficient supplies |
|  | Curriculum standards, guides, expectations |
|  | Displays pictures/photos |
|  | Stakeholder results |
|  | Other (list): |
| Comments | | |
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| **Standard EL4.17**  **The school provides support services to meet the physical, social, and emotional needs of young children that are integral to the educational program.** | | Rating |
| **Level** |  | |
| **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. | |

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| Evidence Sources Reviewed | | |
|  | Lists of support services available to students |
|  | Agreements with school community agencies for student-family support |
|  | Social classes and services, e.g., bullying, character education |
|  | Assessment system for identifying children’s needs |
|  | Intervention services referral/Examples of home and community interventions |
|  | Examples of child assessments |
|  | Special classes/activities for children with disabilities |
|  | Educational advocacy plan for families/Examples of full inclusion parent-child program |
|  | Example of full inclusion parent-child program |
|  | Survey results |
|  | Other (list): |
| Comments | | |
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| **Standard EL4.18**  **Each child receives individual personal care by staff members who consistently promote the child’s general well-being, nutrition, health, and safety.** | Rating |

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| **Level** |  |
| **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. |

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| Evidence Sources Reviewed | | |
|  | Parent/Staff communications procedures and expectations |
|  | Facility/classroom design for storage space of personal items |
|  | Student records indicating personal needs |
|  | Handbooks, procedures |
|  | Stakeholder communication forms |
|  | Health inspection records |
|  | Stakeholder results |
|  | Other (list): |
| Comments | | |
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| **Standard EL4.19**  **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.** | Rating |

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| **Level** |  |
| **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. |

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| Evidence Sources Reviewed | | |
|  | Parent/Staff communications procedures and expectations |
|  | Student records indicating personal needs |
|  | Handbooks, procedures |
|  | Stakeholder communication forms |
|  | Health inspection records |
|  | Stakeholder results |
|  | Other (list): |
| Comments | | |
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| **Standard 4.20**  **The school provides services that support the counseling, assessment, and educational referral needs of all students.** | | Rating |
| **Level** |  | |
| **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. | |

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| Evidence Sources Reviewed | | |
|  | Lists of services available related to counseling, assessment, referral, educational, and career planning |
|  | Description of referral process |
|  | Budget for counseling, assessment, referral, educational, and career planning |
|  | Demographics |
|  | Program evaluations |
|  | Assessment plan |
|  | Parent professional development referral |
|  | Parent opportunity information sheets |
|  | Professional development calendar |
|  | Other (list): |
| Comments | | |
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| **Standard EL4.21**  **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.** | | Rating |
| **Level** |  | |
| **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. | |

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| Evidence Sources Reviewed | |
|  | Lists of services available related to counseling, assessment, referral, educational, and career planning |
|  | Description of referral process |
|  | Budget for counseling, assessment, referral, educational, and career planning |
|  | Demographics |
|  | Program evaluations |
|  | Assessment plan |
|  | Parent professional development referral |
|  | Parent opportunity information sheets |
|  | Professional development calendar |
|  | Other (list): |
|  | Comments |
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| **Standard EL4.22**  **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.** | Rating |

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| **Level** |  |
| **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. |

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| Evidence Sources Reviewed | | |
|  | Safety handbooks, guidelines, procedures, expectations |
|  | Facility and equipment specifications |
|  | Documentation of compliance with local and sate inspections requirements |
|  | Observations of student and adult behaviors concerning safety practices |
|  | Accident records and reports |
|  | Health inspection records |
|  | Stakeholder feedback results |
|  | Other (list): |
| Comments | | |
|  | | |

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| --- | --- | --- |
| 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 3rd 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 |
| 10 | Clearly communicated | Information disseminated to stakeholders using a method and format(s) that is coherent and appropriate to specific stakeholder groups |
| 11 | 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. |
| 12 | 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 |
| 13 | 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 |
| 14 | 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. |
| 15 | 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 |
| 16 | Contextually based research | Information gathered from local data sources and analyzed to inform programmatic decisions at the local level |
| 17 | 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 |
| 18 | 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 *foundational documents* of similar organizations, Stakeholder Survey data, review of relevant literature, current demographic data and trends, etc.) |
| 19 | 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. |
| 20 | 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 performance rubrics |
| 21 | Educators | Professional staff who are responsible for all aspects of the instructional program, including, but not limited to, content delivery, assessment, and academic intervention |
| 22 | 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 |
| 23 | 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 |
| 24 | 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]?’” (*Philosophical and Ideological Perspectives on Education,* Gerald L. Gutek) |
| 25 | Equitable/equity | Access to resources and support based on individual need |
| 26 | 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 |
| 27 | Formal program or structure | Experiences provided by an institution that are consistently implemented, process-oriented, and made known to appropriate stakeholder groups |
| 28 | 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 *school practices*. Foundational documents include, at a minimum:   * 1. Statement of Faith   2. Vision Statement   3. Mission/purpose Statement   4. Christian Philosophy of Education |
| 29 | Governing authority | The person or group of people with the highest level of control over an institution that generally has the responsibility for oversight and policy setting |
| 30 | Healthy dialogue | An exchange of opinions or discussion in which members demonstrate trust, respect, and understanding |
| 31 | Healthy relationship(s) | Connections and interactions between people that are respectful and trusting |
| 32 | 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 |
| 33 | Innovative practices | New or revised interventions, actions, or strategies taken to improve the institution and/or student engagement and achievement |
| 34 | 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 |
| 35 | 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 |
| 36 | Inventory | A diagnostic that captures how an individual perceives his/her experiences at an institution |
| 37 | Job embedded | Professional learning that is integrated into the workday; connects the learning and the application of the learning |
| 38 | Learner engagement | The willingness of a student to fully participate in the learning process or instructional activity |
| 39 | Learning communities | Structures, formal and informal, that exist and function for the purpose of increasing educator effectiveness and learner results |
| 40 | 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 |
| 41 | Learning environment | The context in which student learning occurs within a classroom setting |
| 42 | Learning expectation(s) | A competency or skill level students should demonstrate after instruction |
| 43 | Learning opportunities | Planned or spontaneous circumstances that can deepen one’s understanding or introduce new information or knowledge |
| 44 | Learning results | Information on student(s) attainment of knowledge, skills, and/or abilities |
| 45 | 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 |
| 46 | 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? |
| 47 | 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 |
| 48 | 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. |
| 49 | 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 |
| 50 | Next levels | The subsequent course, grade, or program determined by an institution’s structure or criteria |
| 51 | 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 |
| 52 | 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 |
| 53 | Personalized learning, personalized | Custom tailoring of information, instruction, or the curriculum to the individual student |
| 54 | 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 |
| 55 | Reliable sources | Sources of information that are deemed honest and accurate by the institution through an accepted method of validation |
| 56 | Research based | Practice that is based on the results or outcomes of current educational research |
| 57 | Resources | Assets and capacity to fulfill the needs of and support for the learning environment; generally, resources are categorized as financial, human, and physical materials |
| 58 | School improvement plan | A formalized set of goals and objectives that a school has developed with input from multiple *stakeholders* 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 |
| 59 | School practices | All aspects of school operations including governance, business/financial management, instructional program, student and family services, etc. |
| 60 | 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 |
| 61 | 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 |
| 62 | Standards | Research-based statements that describe conditions necessary for institutions to support organizational effectiveness and improve student performance |
| 63 | 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 |
| 64 | Systematic, systematically | An organized method or process that is consistently implemented |
| 65 | Systemic | The impact a method or process has on all levels and facets of an institution |
| 66 | 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 |

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|  | Terms and Phrases | Definitions |
| 1 | Adequate | Satisfactory or acceptable, enough to meet the standard or what is necessary |
| 2 | All, always | Including more than 75 percent of (e.g., learners, educators, programs, policies) |
| 3 | Almost always | Occurring more than 75 percent of the time |
| 4 | Ample | Plenty, more than enough to meet the standard or what is necessary or required |
| 5 | Complete, completely | More than 75% of (e.g., programs, actions, content, etc.) |
| 6 | Consistency | With regularity (i.e., at equal intervals) and uniformity (i.e., in a similar manner), usually 75 percent of the time or more |
| 7 | Excellent quality | The highest standard or value |
| 8 | Fair quality | A minimal standard or value |
| 9 | Few, few to none | Less than 25 percent of a specific stakeholder group or any quantifiable factor |
| 10 | Frequently | Occurring many times or constantly, occurring about 50 to 75 percent of the time |
| 11 | Fully embedded | Complete scope and/or intent of policy or practice in place |
| 12 | Good quality | An acceptable standard or value |
| 13 | Limited, little | Having some restrictions or confinements; a small amount |
| 14 | Many | Including approximately 50 to 75 percent of a specific stakeholder group or any other quantifiable factor |
| 15 | Most | Approximately 75 percent or more of a specific stakeholder group; occurring approximately 75 percent of the time |
| 16 | Mostly embedded | Almost complete scope and/or intent of policy or practice in place; about 75 percent or more complete |
| 17 | Not embedded | Minimal or no scope and/or intent of policy or practice in place; less than 25 percent complete |
| 18 | Often | Occurring many times or constantly; occurring about 50 to 75 percent of the time |
| 19 | Partially embedded | Incomplete scope and/or intent of policy or practice in place; about 50 to 25 percent completed |
| 20 | Poor quality | Not an acceptable standard or value |
| 21 | Rarely, never, seldom | Occurring infrequently; occurring less than 25 percent of the time |
| 22 | Regularly | Occurring at predicted times or intervals |
| 23 | Some | About 25 to 50 percent of a specific stakeholder group, documents, policies, etc. |
| 24 | Sometimes | Occurring at various intervals but without consistency; occurring 25 to 50 percent of the time |
| 25 | Sporadically | Occurring at irregular intervals; without a pattern or order or time |
| 26 | Sufficient | Satisfactory or acceptable, enough to meet the standard or what is necessary |

**School Legal Operations Guidelines**

**(ICAA Assurance #5)**

The following areas should receive appropriate consideration regarding the school’s legal operation.

**Please note that this is not necessarily a complete list. Legal requirements may change over time and may vary in requirements and implementation from state to state. Each school is responsible to ensure that it meets all the federal, state, and local requirements necessary for it to remain in operation. Also note that some of the items listed below affect schools located in the United States only. Schools located in other countries may have different requirements.**

* Immigration Reform and Control Act of 1986
* State requirements for immunizations, health screening, and for the administration of medication
* Civil rights and non-discrimination policies and practices for admissions and/or employment: race, sex, age, pregnancy status, sexual non-harassment, Employment Opportunities Commission requirements; annual publishing of racial nondiscrimination statement
* Americans with Disabilities Act
* Fair Labor Standards Act and Equal Pay Act
* Federal Minimum Wage Laws
* IRS regulations regarding reporting, withholdings, benefits, etc.
* State and local taxes and other payroll considerations
* Family and Medical Leave Act of 1993
* OSHA requirements: blood-borne pathogens, use of any hazardous chemicals (may include cleaning supplies, science lab supplies, certain office products, automotive products, etc.)
* Asbestos Hazard Emergency Response Act
* Federal and state requirements related to student transportation services, school vehicles, and school employees operating school vehicles
* Copyright licenses/approvals related to digital media, print media, software, or other proprietary materials
* State incorporation and charter
* State and local fire, safety, and health regulations
* State requirements for school licensing, exemptions, accreditation, etc.
* Early childhood program licensing, exemptions as required
* State minimum wage laws
* State teacher qualification/certification requirements (if any)
* State and local child abuse regulations and stipulations
* State attendance requirements
* State requirements for standardized testing, high school graduation, etc.
* Local zoning requirements
* Access to children and records
* Additional requirements related to the acceptance of federal and/or state funding or grants



Virginia Specific Accreditation Standards - ADDENDUM

INDICATORS OF QUALITY FOR ALL VIRGINIA ACCREDITED PRIVATE SCHOOLS

**Please indicate whether the school has demonstrated achievement of the standards below by checking “YES” or “NO” box.**

**The schools visiting team leader should ensure by way of the accreditation review that the school adheres to the following indicators:**

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| **YES** | **NO** | **STANDARD** |
|  |  | All accredited schools must have nondiscriminatory policies and practices in  admissions, employment and all other aspects of school operation as provided by law. |
|  |  | Each accredited school is subject to periodic on-site reviews and will have an  accredited status for no longer than seven (7) years. |
|  |  | In order to be eligible to be accredited, a school must be operating in Virginia as a school or as a virtual school serving Virginia students for at least 12 months before  beginning the accreditation process. |
|  |  | A school must be in compliance with appropriate state and federal legal requirements including but not limited to the information provided in the most  recent edition of *VCPE Virginia Law and Private Schools Guide*. |
|  |  | An accredited school must adhere to the Maintenance and disposition of student and staff records including having policies that address:   1. Required information that must be included records; 2. Storage of records; 3. Handling records if school closes; and, 4. Assignment of a custodian of records.   ***\*A-D must be complete in order to check “YES”, otherwise answer “NO”.***  ***Please note any missing parts of this standard on the following page.*** |
|  |  | An accredited school must have a school calendar that adheres to compulsory  attendance laws and includes student and teacher schedules. |
|  |  | An accredited school must have policies on staff qualifications including but not limited to:   1. job descriptions 2. personnel handbook 3. performance evaluations 4. fingerprint criminal background checks, which deem employee   “eligible for employment” (on all employees full-time or part-time)   1. Child Abuse & Neglect Registry Search (on all employees full-time or part-time).   ***\*A-E must be complete in order to check “YES”, otherwise answer “NO”.***  ***Please note any missing parts of this standard on the following page.*** |
|  |  | An accredited school must maintain records demonstrating professional personnel  are CPR, First Aid and AED certified. |

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| **YES** | **NO** | **STANDARD** |
|  |  | An accredited school must have written policies pertaining to Internet protection  for both faculty and students. |
|  |  | An accredited school must maintain and update annually Emergency Management and Disaster Response Plans; Evidence of a written plan, specifying actions in preparing, responding to, and recovering from school crisis and emergencies. Inclusive of the following items:   1. Medication Administration Training; 2. Assessment and Management of Concussions; and, 3. Prevention and Mitigation of Bullying.   ***\*A-C must be complete in order to check “YES”, otherwise answer “NO”. Please note any missing parts of this standard on the following page.*** |

**SCHOOL NAME**:

**SCHOOL PHYSICAL ADDRESS**:

**DATE(S) OF ON-SITE ACCREDITATION REVIEW**:

**Please list any and all deficiencies found during the review of the school’s Virginia specific standards of**

**accreditation.**

**Accreditation Team Leader:** Upon completing of reviewing the school according to the standards listed above, please sign the assurances below and include with the team report.

As the team leader of the above-listed school, I certify that all Virginia specific standards of accreditation listed in this document have been reviewed. I have listed, on this document above, any deficiencies found during this review in the school’s compliance with the Virginia specific standards of accreditation listed in this document.

Signature of Accreditation Team Leader Date

Printed Name of Accreditation Team Leader

**VCPE Approved Accrediting Association:** The VCPE approved accrediting association must also certify the review of each of the standards listed above during the accreditation review of the school.

CERTIFICATIONS -

1. As a representative of the VCPE approved accrediting association of the above-listed school, I certify that all Virginia specific standards of accreditation listed in this document have been reviewed. I have reviewed, on the following page, any deficiencies found during this review in the school’s compliance with the Virginia specific standards of accreditation listed in this document.
2. As a representative of the VCPE approved accrediting association of the above-listed school, I understand it is my responsibility to ensure any deficiencies will be corrected by the above-listed school within 60 days of signing this report in order for the school to achieve/re-achieve VCPE recognition of accreditation.
3. As a representative of the VCPE approved accrediting association of the above-listed school, I agree to provide a copy of this report to VCPE within 10 days of conclusion of the school’s accreditation team visit.
4. As a representative of the VCPE approved accrediting association of the above-listed school, I agree to provide a deficiency update report to VCPE within 90 days of the conclusion of the school’s accreditation team visit, outlining any and all action taken by my VCPE approved accrediting association to correct all deficiencies found during the accreditation review/visit.

Signature of VCPE Approved Accrediting Association Representative Date

Printed name of VCPE Approved Accrediting Association Representative

|  |  |  |
| --- | --- | --- |
| **FOR VCPE USE ONLY** | | **VCPE Staff Initials** |
| Date received by office: |  |  |
| Date deficiency report received: (if necessary) |  |  |
| NOTES: |  | |







**International Christian Accrediting Association**

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