

STANDARDS FOR ACCREDITATION

The Northwest Association has prescribed eight standards that apply to schools seeking initial accreditation and to member schools seeking reaccreditation. The eight standards are presented here in a format that can easily be photocopied for use in a survey or other method of data collection. These forms are also available for download from our web page: [www.boisestate.edu/Northwest Association of Accredited Schools](http://www.boisestate.edu/Northwest_Association_of_Accredited_Schools).

In completing this questionnaire, please indicate the extent to which each indicator is being met on a scale of 3 to 0 with 3 being “met,” 2 being “substantially met,” 1 being “partially met,” and 0 being “not presently met.” Any response that averages below a 3 should be accompanied by a written explanation. The school will want to use the comments section to draw attention to a great success, a concern, or an area of interest.

TEACHING AND LEARNING STANDARDS

Guiding Principle: The school's mission statement describes the essence of what the school as a community of learners is seeking to achieve. The expectations for student learning are based on and drawn from the school's mission statement. These expectations are the fundamental goals by which the school continually assesses the effectiveness of the teaching and learning process. Every component of the school community must focus on enabling all students to achieve the school's expectations for student learning.

1. MISSION, BELIEFS, AND EXPECTATIONS FOR STUDENT LEARNING

3210	1.1	The school's mission statement and expectations for student learning are developed by the school community and are approved and supported by the professional staff, the school board, and any other school-wide governing organization.
3210	1.2	The school's mission statement represents the school community's fundamental values and beliefs about student learning.
3210	1.3	The school defines school-wide academic, civic, and social learning expectations that are measurable and reflect the school's mission.
3210	1.4	For each academic expectation of the mission, the school has a targeted level of successful achievement identified in an indicator.
3210	1.5	The school uses indicators to assess the school's progress in achieving school-wide civic and social expectations.
3210	1.6	The school's mission statement, beliefs, and the school's expectations for student learning guide the procedures, policies, and decisions of the school and is evident in the culture of the school.
3210	1.7	The school regularly reviews its mission statement, beliefs, and expectations for student learning using a variety of data to ensure that these reflect student needs, community expectations, the district mission, and state and national standards.

COMMENTS:

TEACHING AND LEARNING STANDARDS

Guiding Principle: The curriculum including coursework, co-curricular activities, and other school-approved educational experiences, is the school's formal plan to fulfill its mission and expectations for student learning. The curriculum links the school's beliefs, its expectations for student learning, and its instructional practices. The strength of that link is dependent upon the commitment and involvement of the professional staff to a comprehensive, ongoing review of the curriculum.

2. CURRICULUM

3210	2.1	Each curriculum area identifies those school-wide academic expectations for which it is responsible.
3210	2.2	The curriculum is aligned with the school-wide academic expectations and ensures that all students have sufficient opportunity to achieve each of those expectations.
3210 3210 3210 3210 3210	2.3	The written curriculum: a. prescribes content; b. integrates relevant school-wide learning expectations; c. includes course-specific learning goals; d. suggests instructional strategies; e. suggests assessment techniques including the use of school-wide expectations for student learning.
3210	2.4	The curriculum engages all students in inquiry, problem-solving, and higher order thinking as well as providing opportunities for the authentic application of knowledge and skills.
3210	2.5	The curriculum is appropriately integrated and emphasizes depth of understanding over breadth of coverage.
3210	2.6	The school provides opportunities for all students to extend learning beyond the normal course offerings and the school campus.
3210	2.7	There is effective curricular coordination and articulation between and among all academic areas within the school as well as with other schools in the district (where applicable).
3210	2.8	Instructional materials, technology, equipment, supplies, facilities, and staffing levels, are sufficient to allow for the implementation of the curriculum.
3210	2.9	The professional staff is actively involved in the ongoing development, evaluation, and revision of the curriculum based on assessments of student performance in achieving the school's academic expectations and course-specific learning goals.
3210	2.10	The school commits sufficient time, financial resources, and personnel to the development, evaluation, and revision of curriculum.
3210	2.11	Professional development activities support the development and implementation of the curriculum.
3210	2.12	The program of studies meets the requirements of the state, ministry, or parent organization, as applicable.
3210	2.13	The school has a written policy statement concerning the selection of educational materials.

COMMENTS:

TEACHING AND LEARNING STANDARDS

Guiding Principle: The quality of instruction in a school is the single most important factor affecting the quality of student learning, the achievement of expectations for student learning, the delivery of the curriculum, and the assessment of student progress. Instructional practices must be grounded in the school's mission, beliefs, and expectations for student learning, supported by research in best practice, and refined and improved based on identified student needs. Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

3. INSTRUCTION

3210	3.1	Instructional strategies are consistent with the school's mission statement and expectations for student learning.
3210 3210 3210 3210 3210 3210 3210	3.2	Instructional strategies: a. personalize instruction; b. make connections across disciplines; c. engage students as active learners; d. engage students as self-directed learners; e. involve students in higher order thinking to promote depth of understanding; f. provide opportunities for students to apply knowledge or skills; g. promote student self-assessment and self-reflection; h. recognize diversity, multiculturalism, individual differences, and other prevalent unique characteristics of the student population.
3210	3.3	Teachers use feedback from a variety of sources including other teachers, students, supervisors, and parents as a means of improving instruction.
3210	3.4	Teachers are proficient in their content area, knowledgeable about current research on effective instructional approaches, and reflective about their own practices.
3210	3.5	Analysis of instructional strategies is a significant part of the professional culture of the school.
3210	3.6	Technology is integrated into and supportive of teaching and learning.
3210	3.7	The school's professional development program is guided by identified instructional needs and provides opportunities for teachers to develop and improve their instructional strategies.
3210	3.8	Teacher supervision and evaluation processes are used to improve instruction in order to meet the needs of all students.

COMMENTS:

TEACHING AND LEARNING STANDARDS

Guiding Principle: Assessment is an integral part of the teaching and learning process. Its purpose is to inform students regarding their learning progress and teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the school community the progress of students in achieving the school's expectations for student learning as well as course-specific learning goals. Assessment results must be continually analyzed to improve curriculum and instruction.

4. ASSESSMENT

3210	4.1	The school has a process to assess both school-wide and individual student progress in achieving the academic expectations of the mission.
3210	4.2	The school's professional staff uses data to assess the success of the school in achieving its civic and social expectations.
3210	4.3	For each learning activity, teachers clarify for students the relevant school-wide academic expectations and course-specific learning goals that will be assessed.
3210	4.4	Teachers base classroom assessment of student learning on school-wide and course-specific indicators.
3210	4.5	Teachers use varied assessment strategies to determine student knowledge, skills, and competencies and to assess student growth over time.
3210	4.6	Teachers meet collaboratively to discuss and share student work and the results of student assessments for the purposes of revising the curriculum and improving instructional strategies.
3210	4.7	The school's professional development program allows for opportunities for teachers to collaborate in developing a broad range of student assessment strategies.
3210	4.8	The school's professional staff communicates individual student progress in achieving school-wide academic expectations to students and their families.
3210	4.9	The school's professional staff communicates the school's progress achieving all school-wide expectations to the school community.
3210	4.10	Results and analysis of assessment are used to drive curriculum and instruction.

COMMENTS:

SUPPORT STANDARDS

Guiding Principle: The way that a school organizes learning for students, fosters leadership, and engages its members has a profound effect on teaching and learning. The professional culture of the school must be characterized by thoughtful, reflective, and constructive discourse about decision-making and practices that supports student learning and well-being.

5. LEADERSHIP AND ORGANIZATION

3210	5.1 The principal has sufficient autonomy and decision-making authority to lead the school in achieving the mission, beliefs, and expectations for student learning.
3210	5.2 The principal provides leadership in the school community by creating and maintaining a shared vision, direction, and focus for student learning.
3210	5.3 The student to administrator ratio does not exceed 550 students to each qualified administrator or prorated fraction thereof.
3210	5.4 Staff members as well as administrators other than the principal provide leadership essential to the improvement of the school.
3210	5.5 Staff turnover does not impact school effectiveness.
3210	5.6 The organization of the school and its educational programs allows for the achievement of the school's mission, beliefs, and expectations for student learning.
3210	5.7 Student grouping patterns reflect the diversity of the student body, foster heterogeneity, reflect current research and best practices, and support the achievement of the school's mission, beliefs, and expectations for student learning.
3210	5.8 The schedule is driven by the school's mission, beliefs, and expectations for student learning and supports the effective implementation of the curriculum, instruction, and assessment.
3210	5.9 Meaningful roles in the decision-making process are accorded to students, parents, and all members of the school staff to promote an atmosphere of participation, responsibility, and ownership.
3210	5.10 There is a formal system through which each student has an adult member who knows the student well and assists the student in achieving the school-wide expectations for student learning.
3210	5.11 The professional staff members collaborate within and across departments or grade levels in support of learning for all students.
3210	5.12 All school staff is involved in promoting the well-being and learning of students.
3210	5.13 Student success is regularly acknowledged, celebrated, and displayed.
3210	5.14 The climate of the school is safe, positive, respectful, and supportive resulting in a sense of pride and ownership.
3210	5.15 The school has a written code of student conduct that was cooperatively designed by members of the school community including students, staff, administration, and patrons.
3210	5.16 The school meets all applicable state requirements and regulations for licensure, organization, administration, and control unless state authorities have granted official exemption.

COMMENTS:

SUPPORT STANDARDS

Guiding Principle: Student learning and well-being are dependent upon adequate and appropriate support programs and services. The school is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the school's mission and expectations.

6. SCHOOL SERVICES

Student Support Services

3210	6.1	The school's student support services are consistent with the school's mission, beliefs, and expectations for student learning.
3210	6.2	The school allocates resources, programs, and services so that all students have an equal opportunity to achieve the school's expectations for student learning.
3210	6.3	Student support personnel enhance student learning by interacting and working cooperatively with professional and other staff and by utilizing community resources to address the academic, social, emotional, and physical needs of students.
3210	6.4	All student support services are regularly evaluated and revised as needed to support improved student learning.
3210	6.5	All professional personnel are in compliance with the certification requirements of the state in which the school is located.
3210	6.6	There is one administrative support staff member for each 350 students or major prorated fraction thereof.
3210	6.7	The total number of students instructed by any one teacher in any one grading period does not exceed 160 for a traditional school schedule, 140 for trimester school schedules, and 180 for block school schedules.
3210	6.8	There is a system for effective and ongoing communication with students, parents/guardians, and school personnel, designed to keep them informed about the types of available student support services and identified student needs.
3210	6.9	Student records, including health and immunization records, are maintained in a confidential and secure manner consistent with federal and state law.

Guidance Services

3210	6.10	The school provides a full range of comprehensive guidance services, including:
3210	a.	individual and group meetings with counseling personnel;
3210	b.	personal, career, and college counseling;
3210	c.	student course selection assistance;
3210	d.	collaborative outreach to community and area mental health agencies and social service providers;
3210	e.	appropriate support in the delivery of special education services for students.
3210	6.11	The ratio of students to those who provide guidance and counseling services does not exceed 400 students to those respective individuals.
3210	6.12	The guidance service facilities are large enough to house program personnel, equipment, and material. (Counseling spaces should be easily accessible to all students, equipped with soundproof offices for each professional school counselor, installed telephones, computer connections, etc.)

Health Services

32 10	6.13	The school has a current health service plan providing resources to meet the needs of all the students.
32 10	6.14	School has a comprehensive safe school plan that is tested and updated annually.

Library Information Services

3210	6.15	The library media program is directed by a certified library media specialist. a. Library staff in schools of fewer than 250 students need not be certified, but are under the direction of a qualified library media specialist. b. Schools with an enrollment between 250 and 500 students have a full-time qualified library media specialist. c. Schools with more than 500 students have a full-time library media specialist and have additional library media personnel. d. Personnel are under the direction of a qualified library media specialist.
3210	1.16	A wide range of materials, technologies, and other library/information services that are responsive to the school's student population are available to students and faculty and utilized to improve teaching and learning.
3210	1.17	Students, faculty, and support staff have regular and frequent access to library/information services, facilities, and programs as an integral part of their educational experience before, during, and after the school day.
3210	1.18	The library/information services program fosters independent inquiry by enabling students and faculty to use various school and community information resources and technologies.
3210	1.19	Policies are in place for the selection and removal of information resources and the use of technologies and the Internet.

Special Education Services

3210	1.20	The school provides special education services related to the identification, monitoring, and referral of students in accordance with local, state, and federal laws.
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Family and Community Services

3210	6.21	The school engages parents and families as partners in each student's education and encourages their participation in school programs.
3210	6.22	The school fosters productive business/community/higher education partnerships that support student learning.

COMMENTS:

SUPPORT STANDARDS

The school plant (consisting of site, buildings, equipment, and services) is an important factor in the functioning of the educational program. The school plant serves as a vehicle for the implementation of the school mission. The school plant should provide for a variety of instructional activities and programs and for the health and safety of **ALL** persons. The school plant should incorporate aesthetic features that contribute to a positive educational atmosphere while providing for needed flexibility. In addition to an appropriate facility, sufficient fiscal resources must be available, accounted for and effectively used in order for any school to accomplish its mission and expectations for student learning.

7. FACILITIES AND FINANCE

3210	7.1	The school site and plant support and enhance all aspects of the educational program and the support services for student learning.
3210	7.2	The physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.
3210	7.3	Equipment is adequate, properly maintained, cataloged, and replaced when appropriate.
3210	7.4	A planned and adequately funded program of building and site management ensures that the appropriate maintenance, repair, and cleanliness of the school plant.
3210	7.5	There is ongoing planning to address future programs, enrollment changes, staffing, facility, and technology needs as well as capital improvements.
3210	7.6	Faculty and building administrators have active involvement in the budgetary process, including its development and implementation, where applicable.
3210	7.7	The school has financial resources to provide services to students to meet the stated purposes of the school and to provide the educational program to the student.
3210	7.8	Proper budgetary procedures and generally accepted accounting principles are followed for all school funds.
3210	7.9	The school's accounts are independently audited annually.
3210	7.10	The total cost for a course of instruction, including all textbooks, materials, and instructional services, is made known to students at the time of their application and/or registration.
3210	7.11	Terms of tuition and/or fees payment are clearly spelled out in the application, where applicable.
3210	7.12	Any advertising and promotional literature is completely truthful and ethical.
3210	7.13	Any advertising and promotional literature clearly states the purpose of the school's program of instruction.
3210	7.14	None of the school's advertising and promotional literature is offensive or negative towards other schools or educational agencies.
3210	7.15	Tuition collection procedures shall be in keeping with sound and ethical business practices and protect the financial interest of the school, where applicable.
3210	7.16	The administration has the authority to administer its discretionary budget, where applicable.

COMMENTS:

SCHOOL IMPROVEMENT STANDARD

Guiding Principle: A quality school develops and maintains an externally validated process and plan for school improvement. Goals resulting from the evaluation process should include targeted levels of achievement and be measurable.

8. CULTURE OF CONTINUAL IMPROVEMENT

3210	8.1	The school has developed and implemented a comprehensive school improvement plan that is reviewed and revised on an ongoing basis.
3210	8.2	Results of school improvement are identified, documented, used, and communicated to all stakeholders.
3210	8.3	The school improvement effort is externally validated on a periodic basis.
3210	8.4	The school improvement plan is consistent with external accountability requirements such as those of the state in which the school is located. These could also be ministry or federal accountability requirements.
3210 3210 3210 3210 3210	8.5	The school improvement process provides an orderly process for: <ul style="list-style-type: none"> a. Selecting the most appropriate areas upon which to focus improvement efforts. b. Developing strategies that are designed to improve student performance. c. Implementing those strategies. d. Monitoring the process. e. Evaluating the process to ensure that success has been attained.
3210	8.6	The school improvement process is the result of a school self-evaluation that addresses the major recommendations for improvement as identified in the self-evaluation.
3210	8.7	The school and community work together to systematically anticipate and appropriately respond to change as the school improvement process is implemented.
3210	8.8	Goal statements for the school improvement process are properly aligned with the implementation plan and clearly identify measures of success.
3210	8.9	A reasonable, specific timeline for the implementation of each area within the school improvement process is identified.
3210	8.10	The school improvement process involves a site-based council or advisory committee.

COMMENTS:
