**Category A: Organization for Student Learning**

## A1. School Purpose Criterion

The school has established a clear vision and mission (purpose) that reflects the beliefs and philosophy of the institution. The purpose is defined further by adopted schoolwide learner outcomes that reflect defined global competencies and form the basis of the educational program for every student. (**Note**: school purpose is a general term for terminology used by schools such as core beliefs, vision, mission, or philosophy and objectives.)

Examples include: every student will demonstrate knowledge and understanding of diverse cultures that foster tolerance for individual differences; every student will be a collaborative worker; and every student will demonstrate higher order thinking skills of application, analysis, synthesis and evaluation.

**Online Programs: iNACOL Standard A: Mission Statement**: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program’s day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

Indicators with Prompts

Beliefs and Philosophy

**Indicator**: The written mission and vision reflects the beliefs and philosophy of the international school and its constituency.

**Prompt**: Evaluate the written purpose in relationship to the beliefs and philosophy of the school and its constituency served.

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| **Findings** | **Supporting Evidence** |
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Purpose, Schoolwide Learner Outcomes, and Profile Data

**Indicator**: The student/community profile data and identified global competencies have impacted the development of the school’s vision, mission, and schoolwide learner outcomes.

**Prompt**: Evaluate the degree to which the development of the school’s vision, mission, and schoolwide learner outcomes have been impacted by pertinent student/community profile data and identified future global competencies, and current educational research.

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| **Findings** | **Supporting Evidence** |
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Involvement of All

**Indicator**: The school has a process for involving representatives of the entire school community in the defining of global competencies and the development/refinement of the core values, mission, vision, and schoolwide learner outcomes.

**Prompt**: Evaluate the processes 1) to ensure the involvement of representatives from the entire school community in the defining of global competencies and the development/refinement of the core values vision, mission, and schoolwide learner outcomes and 2) to determine their effectiveness.

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| **Findings** | **Supporting Evidence** |
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Consistency of Purpose, Schoolwide Learner Outcomes, and Program

**Indicator**: There is a strong degree of consistency between the school core values, vision, mission, the schoolwide learner outcomes, and the school program that reflects the school’s explanation of global competencies.

**Prompt**: Provide a range of examples that the school vision, mission, schoolwide learner outcomes, and program are consistent with the school’s explanation of global competencies.

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| **Findings** | **Supporting Evidence** |
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Communication about Vision, Mission, and Schoolwide Learner Outcomes

**Indicator**: The school has means to publicize the vision, mission, and the schoolwide learner outcomes to the students, parents, and other members of the school community.

**Prompt**: Examine the effectiveness of the means to publicize the mission, vision, and the schoolwide learner outcomes to the students, parents, and other members of the school community.

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| **Findings** | **Supporting Evidence** |
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Regular Review/Revision

**Indicator**: The school has a process for regular review/revision of the school’s vision, mission, and schoolwide learner outcomes based on current and future learner needs and other local and global trends and conditions.

**Prompt**: Evaluate the effectiveness of the regular process for review/revision of the core beliefs, school vision, mission, and the schoolwide learner outcomes. Include the degree to which the review/revision process addresses current and future learner needs and other local and global trends and conditions.

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| **Findings** | **Supporting Evidence** |
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A2. Governance Criterion

The governing authority (a) adopts policies which are consistent with the school’s mission and vision and support the achievement of the schoolwide learner outcomes, i.e., global competencies, (b) delegates implementation of these policies to the professional staff, and (c) monitors results.

**Online Programs: iNACOL Standard B: Governance Statement**: Governance is typically provided by a Board of Directors, an Advisory Board or an ISEP Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

Indicators with Prompts

Written Procedures and Coherent Practices

**Indicator**: The governing authority/ownership has written procedures and coherent practices that define their roles and responsibilities.

**Prompt**:Evaluate the clarity of the written procedures and coherent practices regarding the roles and responsibilities of the governing authority/ownership.

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| **Findings** | **Supporting Evidence** |
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**Indicator**: **(Only for Governing Authorities with an Appointed/Elected Board**: There are clear policies and procedures with regard to the selection, composition, and specific duties of the governing authority.

**Prompt**: Evaluate the clarity of the policies and procedures regarding the selection, composition, and specific duties of the governing authority.

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| **Findings** | **Supporting Evidence** |
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Pretraining of Potential Board Members

**Indicator**: Individuals who seek board membership or are being considered as appointees by the board will have some form of training in the principles and skills essential to the effectiveness of the school board.

**Prompt**: Evaluate the effectivenessof thetraining that is offered to prospective or new school board members.

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| **Findings** | **Supporting Evidence** |
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Relationship to Professional Staff

**Indicator**:There is clear understanding about the relationship between the governing authority and the responsibilities of the professional staff. The governing authority limits its actions to policy making and strategic planning — authorizing the administration to implement its decisions.

**Prompt**: Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.

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| **Findings** | **Supporting Evidence** |
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Relationship of Policies

**Indicator**: The governing authority’s policies and financial/educational plans are directly connected to the school’s vision, mission, and schoolwide learner outcomes that focus on student achievement of global competencies and the governing authority is involved in their regular review and refinement.

**Prompt**: Evaluate the adequacy of the policies and financial/educational plans to support the school’s vision, mission, and schoolwide learner outcomes through its programs and operations and the degree to which the governing authority is involved in their regular review and refinement.

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| **Findings** | **Supporting Evidence** |
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Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school’s use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

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| **Findings** | **Supporting Evidence** |
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Involvement of Governing Authority

**Indicator**: The governing authority is involved in the regular review and refinement of the school’s vision, mission, and schoolwide learner outcomes. The governing authority uses a variety of strategies to remain current in research-based knowledge about effective schools.

**Prompt**: Evaluate the processes for the involvement of the governing board in the regular review and refinement of the school’s vision, mission and schoolwide learner outcomes and remaining current in research-based knowledge about effective schools.

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| **Findings** | **Supporting Evidence** |
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Professional Development of Governing Authority/Ownership

Indicator: Governing authority/ownership will participate in professional development that will enhance their knowledge and skills essential to effective international school governance. The governing authority/ownership uses a variety of strategies to remain current in research-based knowledge about effective schools.

Prompt: *Evaluate the effectiveness of the training that is offered to the governing authority/ownership.*

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| **Findings** | **Supporting Evidence** |
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School Community Understanding

**Indicator**: The school community understands the governing authority’s role.

**Prompt**: To what degree does the school community understand the governing authority's role?

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| **Findings** | **Supporting Evidence** |
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**Board’s Evaluation/Monitoring Procedures**

**Indicator**: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance, overall school programs and operations, and the fiscal health of the school.

**Prompt**: Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school programs and operations, and fiscal health of the school.

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| **Findings** | **Supporting Evidence** |
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**Complaint and Conflict Resolution Procedures**

**Indicator**: The established governing board/school’s complaint and conflict resolution procedures as they apply to the school’s stakeholders are effective.

**Prompt**: Comment on the effectiveness of the established governing board/school’s complaint and conflict resolution procedures as they apply to the school’s stakeholders.

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| **Findings** | **Supporting Evidence** |
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Evaluation Procedures

**Indicator**: The governing authority has clearly defined procedures for the evaluation of the school leadership, i.e., Head of School.

**Prompt**: Comment on the clarity of the evaluation procedures carried out by the governing authority to evaluate the school leadership.

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| **Findings** | **Supporting Evidence** |
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Evaluation of Governing Authority

**Indicator**: The governing authority evaluates its processes and procedures.

**Prompt**: Review the effectiveness of the evaluation process.

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| **Findings** | **Supporting Evidence** |
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A3. School Leadership Criterion

The school leadership (1) makes decisions to facilitate actions that focus the energies of the school on student achievement of the schoolwide learner outcomes, i.e., global competencies, (2) empowers the staff, and (3) encourages commitment, participation, and shared accountability for student learning in a global environment.

**Online Programs: iNACOL Standard C: Leadership**: The leadership of a quality online program is accountable to the program’s governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program’s mission and vision statements. [iNACOL Standard C, 2009]

**Online Programs: iNACOL Standard D: Planning**: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization’s performance. [iNACOL Standard D, 2009]

**Online Programs: iNACOL Standard F: Commitment**: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program’s goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

**Online Programs: iNACOL Standard I: Integrity and Accountability**: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Indicators with Prompts

Defined Responsibilities, Practices, etc.

**Indicator**: The school has administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**Prompt**: Evaluate these administrator and faculty written policies, charts, and handbooks. Determine the clarity and understanding of these by administration and faculty.

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| **Findings** | **Supporting Evidence** |
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Existing Structures

**Indicator**: The school has existing structures for internal communication, planning, and conflict resolution.

**Prompt**: How effective are the existing structures for internal communication, planning, and conflict resolution?

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| **Findings** | **Supporting Evidence** |
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Involvement of Staff

**Indicator**: The school leadership has processes and procedures for involving staff in shared responsibility, collaborative structures and actions, and accountability to focus ongoing improvement on student learning and teaching in a global environment.

**Prompt**: How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning in a global environment?

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| **Findings** | **Supporting Evidence** |
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Evaluation of Existing Processes

**Indicator**: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning and teaching in a global citizenship.

**Prompt**: To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning? Evaluate the effectiveness of the school leadership and staff to work collectively as a learning community in order to promote the desired global competencies.

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| **Findings** | **Supporting Evidence** |
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**Child Protection**

**Indicator**: The school has clearly defined leadership responsibilities for child safety and duty of care.

**Prompt**: *Evaluate the clarity and effectiveness of the defined leadership responsibilities for child safety and duty of care.*

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| **Findings** | **Supporting Evidence** |
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**Interconnectedness of the School to the World**

**Indicator**: The school leadership involves staff in assessing the school’s interconnectedness to the world to promote a globally minded culture.

**Prompt**: Evaluate theses processes and the results in relation to the school’s interconnectedness to the world to promote a globally minded culture.

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| **Findings** | **Supporting Evidence** |
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A4. Staff Criterion

The school leadership and staff are qualified for their assigned responsibilities, are committed to the school’s purpose and engage in ongoing professional development that promotes student learning in a global society.

**Online Programs: iNACOL Standard E: Organizational Staffing**: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

Indicators with Prompts

Employment Policies/Practices

**Indicator**: The school has clear employment policies/practices related to qualification requirements of staff.

**Prompt**: Evaluate the clarity of the employment policies and practices related to qualification/statutory requirements of current and potential staff for all programs, including all types of online instruction and specialized programs such as college/career preparation.

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| **Findings** | **Supporting Evidence** |
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Qualifications of Staff

**Indicator**: The school reviews all information regarding staff background, training, and preparation, including international expertise.

**Prompt**: Evaluate the procedures to ensure all staff members in all programs, including online instruction, based on staff background, training, and preparation are qualified for their responsibilities within any type of instruction to ensure quality student learning.

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| **Findings** | **Supporting Evidence** |
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Child Protection

Indicator: The school has recruitment policies and executes rigorous recruitment procedures that ensure all employees and volunteers are of sound moral character and are suitable people to work with children and young adults. These procedures may include criminal records/background checks, training, and/or other such means as may be suitable.

**Prompt**:Evaluate the effectiveness of the recruitment policies and procedures to ensure all employees and volunteers are of sound moral character and are suitable people to work with children and young adults.

Indicator: The school has developed and adopted a code of conduct and written guidelines for appropriate behavior of adults towards children and children towards other children. All faculty, staff, volunteers and contractors agree to abide by this code of conduct.

Prompt: *Evaluate the effectiveness of the code of conduct and written guidelines for appropriate behavior of adults toward children and children towards other children.*

Indicator: The school provides training for all faculty and staff in the implementation of child protection policies.

Prompt: *Evaluate the effectiveness of the training for all faculty and staff in the implementation of the child protection policies.*

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| **Findings** | **Supporting Evidence** |
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Maximum Use of Staff Expertise

**Indicator**: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and specialized programs so that the expertise of the staff members is maximized in relation to impact on quality student learning.

**Prompt**: Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared or their responsibilities including any type of online instruction.

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| **Findings** | **Supporting Evidence** |
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**Defining and Understanding Practices/Relationships**

**Indicator**: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**Prompt**: Evaluate the administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

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| **Findings** | **Supporting Evidence** |
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**Staff Actions/Accountability to Support Learning**

**Indicator**: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, and group presentations.

**Prompt**: How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.

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| **Findings** | **Supporting Evidence** |
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**Additional Online Instruction Prompt**: Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.

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| **Findings** | **Supporting Evidence** |
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Support of Professional Development

**Indicator**: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes. Teachers are involved in experiences such as visits, exchanges, and professional development to strengthen their understanding of global competencies.

**Prompt**: How effective is the support of professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes? Provide evidence and examples.

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| **Findings** | **Supporting Evidence** |
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**Indicator**:The school supports professional learning of the staff members that develops their use of important skills that are inherent in developing the global competencies of the students; these include collaboration, communication, creativity, and problem-solving.

**Prompt**: *Evaluate the effectiveness of the professional learning in relation to global competency skills being applied in individual classes and the learning results.*

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| **Findings** | **Supporting Evidence** |
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Supervision and Evaluation

**Indicator**: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff in 21st century skills and thinking. Teachers regularly reflect on their approaches to develop global competencies in the students.

**Prompt**: How effective are the school’s supervision and evaluation procedures?

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| **Findings** | **Supporting Evidence** |
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**Additional Online Instruction Prompt**: How effective are the school’s supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?

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| **Findings** | **Supporting Evidence** |
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Measurable Effect of Professional Development

**Indicator**: There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

**Prompt**: Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence how the professional development/learning has had a positive impact on student learning, e.g., developing the students’ global competencies.

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| **Findings** | **Supporting Evidence** |
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A5. School Improvement Process Criterion

The school leadership facilitates school improvement which (a) is driven by plans of action that will enhance quality learning for all students, (b) has school community support and involvement, (c) effectively guides the work of the school, and (d) provides for accountability through monitoring of the schoolwide action plan.

Indicators with Prompts

Caring, Concern, High Expectations

**Indicator**: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual and cultural differences.

**Prompt**: To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?

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| **Findings** | **Supporting Evidence** |
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**Broad-Based and Collaborative**

**Indicator**: The school’s planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, and parents.

**Prompt**:Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative, and fosters the commitment of the stakeholders, including the staff, students, and parents.

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| **Findings** | **Supporting Evidence** |
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**School Plan Correlated to Student Learning**

**Indicator**: The school’s action plan is directly correlated to the analysis of student achievement data about the critical student learning needs, schoolwide learner outcomes, and academic standards.

**Prompt**:How does the school ensure that the analysis of student achievement about the critical student learning needs, schoolwide learner outcomes, and academic standards impacts the development, implementation, and monitoring of the plan?

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| **Findings** | **Supporting Evidence** |
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Systems Alignment

**Indicator**: Within the school there is evidence of systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement.

**Prompt**: What evidence supports the systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement?

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| **Findings** | **Supporting Evidence** |
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**Correlation between All Resources, Schoolwide Learner Outcomes, and Action Plan**

**Indicator**: There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the schoolwide action plan.

**Prompt**:Examine and evaluate the degree to which the allocation of time/fiscal/ personnel/material resources support the implementation, monitoring, and accomplishment of the schoolwide action plan.

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| **Findings** | **Supporting Evidence** |
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A6. Resources Criterion

The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school’s purpose and student achievement of the schoolwide learner outcomes, i.e., global competencies.

Indicators with Prompts

**Allocation Decisions**

**Indicator**: There is a relationship between the decisions about resource allocations, the school’s vision, mission, and student achievement of the schoolwide learner outcomes and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

**Prompt**: To what extent are resources allocated to meet the school’s vision, mission, and student achievement of the critical student learning needs, the schoolwide learner outcomes and the academic standards? Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?

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| **Findings** | **Supporting Evidence** |
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Practices

**Indicator**: The school develops an annual budget, has an annual audit, and at all times conducts quality business and accounting practices, including protections against mishandling of institutional funds.

**Prompt**: Evaluate the school's processes for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds.

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| **Findings** | **Supporting Evidence** |
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**Facilities**

**Indicator**: The school’s facilities are adequate, safe, functional, and well-maintained and support the school’s mission, desired learner goals, and educational program.

**Prompt**: Evaluate the adequacy of the facilities in relation to the health and safety needs of students and supporting the schools’ mission, desired learner goals and educational program.

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| **Findings** | **Supporting Evidence** |
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**Child Protection**

**Indicator**: Due regard is given to building and facility design, layout and use to ensure best practice in child safety and protection.

**Prompt**: *Evaluate the building and facility design, layout and use with respect to child safety and protection.*

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| **Findings** | **Supporting Evidence** |
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**Instructional Materials and Equipment**

**Indicator**: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

**Prompt**: Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials for instruction.

Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate technology and software for all instruction.

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| **Findings** | **Supporting Evidence** |
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**Well-Qualified Staff**

**Indicator**: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career.

**Prompt**: Determine if the resources available enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, including online instruction and college/career.

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| **Findings** | **Supporting Evidence** |
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A7. Resource Planning Criterion

The governing authority and the school leadership execute responsible current and future resource planning.

Indicators with Prompts

Long-range Resource Plan

**Indicator**: The governing authority and the school has developed and implemented a long-range resource plan. The governing authority and the school have a process for regular examination of this plan to ensure the continual availability of appropriate resources that support the school’s vision, mission, and student learning of schoolwide learner outcomes and academic standards.

**Prompt**: Evaluate the process for regular examination of the long-range resource plan to ensure the continual availability of appropriate resources that support the school's vision, mission, and student learning.

Provide evidence that the school has financial reserves and a strategy in case of natural disasters and/or economic fluctuation.

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| **Findings** | **Supporting Evidence** |
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Use of Research and Information

**Indicator**: The governing authority and the school use research and information to form the master resource plan.

**Prompt**: To what extent do the school leadership and staff use research and information to develop the long-range plan?

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| **Findings** | **Supporting Evidence** |
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Involvement of Stakeholders

**Indicator**: Stakeholders are involved in the future planning.

**Prompt**: Evaluate the effectiveness of the involvement of stakeholders in the school's future planning.

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| **Findings** | **Supporting Evidence** |
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Informing

**Indicator**: The governing authority and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.

**Prompt**: Comment on the evidence that the governing authority and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.

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| **Findings** | **Supporting Evidence** |
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Marketing Strategies

**Indicator**: The school has marketing strategies to support the implementation of the developmental program.

**Prompt**: How effective are the marketing strategies to support the implementation of the developmental program?

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| **Findings** | **Supporting Evidence** |
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**ACS WASC Category A. Organization for Student Learning:
Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified critical student learning needs.

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| **Summary (including comments about the critical student learning needs)** |

Prioritize the areas of strength and growth for Category A.

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| **Category A: Organization for Student Learning: Areas of Strength** |

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| **Category A: Organization for Student Learning: Areas of Growth** |