



AdvancED® Self-Assessment

Standard 1:

Vision and Purpose



Adaptive System of School Improvement Support Tools

Welcome to the AdvancED Self-Assessment

The AdvancED Self-Assessment (SA) is designed to serve as a valuable tool that will assist schools in reflecting upon their effectiveness as well as prepare them for a Quality Assurance Review. The Self-Assessment is based on the seven AdvancED Standards, which serve as the foundation of the AdvancED accreditation process. In order to earn and maintain accreditation, schools must meet the seven AdvancED Standards, engage in a process of continuous improvement, and host a Quality Assurance Review at least once every five years.

The SA has been designed to engage the school community in an in-depth evaluation of each of the seven AdvancED Standards by creating a set of questions and rubrics that enable a school to most accurately describe its continuous improvement progress. In completing the report, a school identifies the evidence, data, information, and documented results that validate that it is meeting each standard. This self-assessment helps a school identify areas of strength and opportunities for improvement by reflecting upon questions posed in the indicators and rating themselves on a 4-level rubric scale.

The SA also serves as the primary resource for the Quality Assurance Review Team, which uses the report to prepare for the visit to the school. The team uses insights gathered from the report and information obtained during the on-site visit to provide feedback to the school and to make an accreditation recommendation.

The Structure of the Self-Assessment

The AdvancED Self-Assessment is taxonomically structured according to a hierarchy of fundamental elements for continuous improvement. The seven AdvancED Standards are research-based and outline through the indicators, questions, and rubrics those protocols and practices that are evident in successful education environments.

Seven AdvancED Standards

AdvancED Indicators

- Questions

- Rubrics

- Evidence

Standard-Level Contextual Narrative

Definition of the Standard and Impact Statement

The seven AdvancED Standards are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance results and organizational effectiveness. The impact statement describes characteristics, processes, and actions that would be observable and verifiable in a school that effectively implements the standard.

Indicators

The indicators are operational definitions or descriptions of exemplary practices and processes. When seen together, the indicators provide a comprehensive picture of each standard.

Focus Questions

There are one or more focus questions linked to each indicator that provide an opportunity for the school to assess the degree to which practices and/or processes are in place that support adherence to the indicators. The focus questions are also intended to reinforce the other indicators of the standard to help the school arrive at a comprehensive understanding of the standard.

Rubrics

Each question provides 4 rubric-aligned responses that show the degree to which the school is able to verify its assessment of the question. The school should use the rubric as an opportunity to ask itself challenging questions and to respond with accurate answers geared toward self-improvement. After completing the rubric, the school can quickly see areas of strength and opportunity. The section asks, "To what degree are the noted practices/processes in place?" The rubrics have been developed on a 4-level scale:

- **HIGHLY FUNCTIONAL**
- **OPERATIONAL**
- **EMERGING**
- **NOT EVIDENT**

Supporting Evidence

The suggested supporting evidence section is designed as a starting point for school staff to think about the practices and/or processes being implemented and to identify evidence that will support its responses to the focus questions and rubrics. This section helps school stakeholders engage in a discussion about how the school knows it is adhering to the standards. The section asks, "What practices/processes are being implemented, and are they effective?" or said another way, "How do we know we are doing what we say we are doing?"

Standard-Level Contextual Narrative

For each standard, there is a contextual standard-level narrative section that allows the school to expand on and think more deeply about the responses to questions. These standard level questions provide an opportunity for the school to describe the school's unique context as it relates to the standard.

Directions for Completing the Report

The Self-Assessment is to be completed by the school six weeks to six months prior to hosting a Quality Assurance Review (QAR) visit. It is strongly recommended that a wide and broad cross-section of the school community participate in completing this report. The completed report is submitted to AdvancED for use by the QAR team, as well as for a school's continuous improvement efforts.

In order to complete the Self-Assessment, the following steps should be taken:

- Read the information provided in each standard thoroughly. The impact statement and indicators will provide a very good overall understanding of the standard.
- Read over each question that is linked to an indicator and select the rubric that most accurately reflects the status of your school.
- Select from the list of suggested evidence that supports your rubric level selection.
- Answer the standard-level contextual narrative using the guidance provided by the prompts. Be thorough and concise in your answers, focusing on quality and depth over quantity.

Important Note:

If you use this document as a working draft of your report, please note that when you copy and paste content from this document to your web-based Self-Assessment, some special characters (such as dashes and colons) may not copy and you may need to do some minor editing of the format. Finally, a tool is provided for summarizing your conversations about your assessments and to facilitate discussions with your faculty and/or stakeholders.

Tools for Soliciting Self-Assessment Feedback

Provided at the end of this booklet is a set of tools that can help the school in soliciting and recording feedback from stakeholders on each of the indicators. Also provided are a set of instructions on how to best use the tools.

What is ASSIST?

You probably have noticed a small ASSIST logo on the cover of this packet. You may be wondering what this means. ASSIST is a new product being developed by AdvancED. The acronym stands for the Adaptive System of School Improvement Support Tools. AdvancED ASSIST is a web-enabled product that will help schools, districts, and other organizations facilitate and manage the school improvement process. When completed, ASSIST will provide the user with 11 modules that include a Profile, Self-Assessment, School Improvement Plan Builder, Stakeholder Surveys, Program Evaluation, Assurances Tracker, Implementation Tracker, to mention just a few.

All schools that are accredited through AdvancED (North Central Association and Southern Association of Colleges and Schools) are being provided their Self-Assessment through the ASSIST system. As we transition throughout the next several months, you will notice a gradual and welcome change.

The AdvancED Self-Assessment was designed and developed by a team of subject matter experts who drew upon research, on-the-ground experience, and extensive feedback from practitioners on the most effective approach to reflecting upon the conditions, behaviors, and strategies employed by an education institution in their quest for continuous improvement.



Standard 1: Vision and Purpose

Standard 1 has 6 Indicators and 7 Questions.

Definition of the Standard

The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Impact Statement

A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.

Quality School Indicators

In fulfillment of this standard, the school:

- 1.1** Establishes a vision for the school in collaboration with its stakeholders
- 1.2** Communicates the vision and purpose to build stakeholder understanding and support
- 1.3** Identifies goals to advance the vision
- 1.4** Develops and continuously maintains a profile of the school, its students, and the community
- 1.5** Ensures that the school's vision and purpose guide the teaching and learning process
- 1.6** Reviews its vision and purpose systematically and revises them when appropriate

AdvancED Standard 1: Vision and Purpose

1.1 Establishes a vision for the school in collaboration with its stakeholders

- a. *What is the process for establishing and building understanding of the vision among stakeholders?*

HIGHLY FUNCTIONAL

The leadership facilitates a collaborative process to build a shared vision by establishing a comprehensive consensus-building process that involves representatives of each stakeholder group working together as a learning community in defining the schools beliefs, mission, and goals.

OPERATIONAL

The leadership facilitates a collaborative process to build a shared vision by establishing a consensus-building process that involves the school community in defining the school's beliefs, mission, and goals.

EMERGING

Limited attempts are made at a consensus-building process that involves teachers and administrators in defining the school's beliefs, mission, and goals, but lacks a role for other stakeholders, such as students, parents, and community members.

NOT EVIDENT

Little or no effort is made to establish a collaborative process to define the school's beliefs, mission, and goals.

Suggested Evidence:

- Minutes/attendance lists from school improvement team meetings
- Schedule of school improvement team meetings
- Vision statement
- Surveys

AdvancED Standard 1: Vision and Purpose

1.2 Communicates the vision and purpose to build stakeholder understanding and support

a. *How do stakeholders hear about, respond to, and support the vision?*

HIGHLY FUNCTIONAL

A process is in place to reach out to all stakeholders both within and outside the school to provide opportunities to learn about the vision. Evidence exists that people know and use the words. School leaders provide regular face-to-face meetings and written communication to give information and solicit feedback. Personal follow-up frequently occurs.

OPERATIONAL

A process is in place to reach out to most stakeholders both within and outside the school to provide opportunities to learn about the vision. School leaders provide face-to-face meetings and written communication to give information and solicit feedback.

EMERGING

Written communication is distributed annually regarding the school's vision.

NOT EVIDENT

There is no additional effort made to communicate with those who were not involved with the development of the vision.

Suggested Evidence

- Newsletters containing information about vision
- Handbooks reflect vision
- Website addressing vision
- Annual report to community
- Minutes/attendance lists from stakeholder meeting
- Surveys

AdvancED Standard 1: Vision and Purpose

1.3 Identifies goals to advance the vision

a. *How do expectations for student performance grow out of the vision?*

HIGHLY FUNCTIONAL

Staff members translate the shared vision into goals that lead to content area expectations; these goals are operationalized in all classrooms and drive student performance. Assessment results are used to refine the vision and re-shape the goals on a regular basis.

OPERATIONAL

Staff members translate the shared vision into goals that lead to content area expectations; these goals are operationalized in all classrooms and drive student performance.

EMERGING

Efforts have been made by school leaders to obtain commitment to the vision and mission of the school. Staff members are aware of the vision and mission statements.

NOT EVIDENT

Vision and mission statements exist. There is little evidence of use beyond marketing and public relations.

Suggested Evidence

- Staff member, parent, student familiarity with the vision and purpose
- Curriculum guides and teacher lesson plans linked to the stated vision
- School improvement plan
- Surveys

AdvancED Standard 1: Vision and Purpose

1.4 Develops and continuously maintains a profile of the school, its students, and the community

- a. *What can you tell from the school's data-based profile about how closely current organizational effectiveness approaches the vision?*

HIGHLY FUNCTIONAL

The school's data-based profile includes measurable indicators of organizational effectiveness that provide a quantitative assessment over time of which parts of the vision are already realized, which are still out-of-reach, and how much progress is being made toward the unrealized aspects of the vision. An easily understandable, graphic display summarizes the profile making it visible to interested stakeholders without having to become familiar with academic or organizational jargon.

OPERATIONAL

The school's data-based profile includes measurable indicators of organizational effectiveness that provide a current quantitative assessment of which parts of the vision are already realized, and which are still out-of-reach.

EMERGING

The school has designed a data-based profile that will yield evidence about which organizational effectiveness parts of the vision have been, or are likely to be, realized. Data are being collected, or will be collected so that an operational data-based profile will be in place by the next school cycle.

NOT EVIDENT

The school's organizational data are not aligned with the vision elements, so that understanding them does not tell an observer which parts of the vision have been, or are likely to be, realized.

Suggested Evidence

- School profile that includes organizational effectiveness measures
- Surveys and evaluation instrument

AdvancED Standard 1: Vision and Purpose

1.4

- b. *What can you tell from the school's data-based profile about how closely current student achievement approaches the vision?*

HIGHLY FUNCTIONAL

The school's data-based profile includes measurable student achievement indicators that provide a quantitative assessment over time of which parts of the vision are already realized, which are still out-of-reach, and how much progress is being made toward the unrealized aspects of the vision. An easily understandable, graphic display summarizes the profile making it visible to interested stakeholders without their having to become familiar with academic jargon.

OPERATIONAL

The school's data-based profile includes measurable student achievement indicators that provide a current quantitative assessment of which parts of the vision are already realized, and which are still out-of-reach.

EMERGING

The school has designed a data-based profile that will yield evidence about which parts of the vision have been, or are likely to be, realized. Data are being collected, or will be collected so that an operational data-based profile will be in place by the next school cycle.

NOT EVIDENT

The school's achievement data are not aligned with the vision elements, so that understanding them does not tell observer which parts of the vision have been, or are likely to be, realized.

Suggested Evidence

- School demographic and community profile information
- Current and trend data relating to student achievement
- Staff member familiarity with appropriate data regarding student achievement and engagement
- Student characteristics, and relevant community information
- School profile
- Stakeholder surveys

AdvancED Standard 1: Vision and Purpose

1.5 Ensures that the school's vision and purpose guide the teaching and learning process

a. *How are decisions about teaching and learning guided by the vision?*

HIGHLY FUNCTIONAL

Shared instructional strategies, learning activities, and professional development topics are chosen with deliberate attention to the school's vision, and to the school improvement plan's analysis of how to remedy gaps between the vision and the school's current data-based profile. There is evidence that these core teaching and learning choices are then customized to respond to diverse sets of student needs.

OPERATIONAL

Shared instructional strategies, learning activities, and professional development topics are chosen with deliberate attention to the school's vision, and to the school improvement plan's analysis of how to remedy gaps between the vision and the school's current data-based profile.

EMERGING

Individual teachers make choices about instructional strategies and learning activities based on their understanding of the school's vision.

NOT EVIDENT

Vision and mission statements exist. There is little evidence of use beyond marketing and public relations.

Suggested Evidence

- Curriculum guides
- Lesson plans
- Minutes of stakeholder groups regarding analysis and use of data
- Staff members' familiarity with appropriate data regarding student achievement, engagement, and student characteristics
- Surveys

AdvancED Standard 1: Vision and Purpose

1.6 Reviews its vision and purpose systematically and revises them when appropriate

a. *When and how is the school's vision reviewed and renewed?*

HIGHLY FUNCTIONAL

A process is in place to review the school's vision and purpose statement and revise as necessary. External stakeholders are involved in reviewing the gap between the current profile and the vision to determine whether to launch a collaborative process to start the revision process.

OPERATIONAL

The school's vision and purpose statement is updated periodically; the gap between the current profile and the vision is reviewed at least annually to make a determination about whether to launch a collaborative process to revise the vision and purpose statements.

EMERGING

The vision and purpose statement is reviewed occasionally.

NOT EVIDENT

Vision and purpose statement is rarely reviewed or revised.

Suggested Evidence

- Involvement of parents, staff, students, and community members in the formation and/or processing and review of the vision, purpose, and goals
- Indication by parents, staff, students, and community members that they are familiar with the process of review of vision, purpose, and goals
- Surveys/evaluation instruments and results
- Minutes of stakeholder groups regarding vision
- Written policies/procedures of stakeholder involvement in development and revision of vision, purpose, and goals
- Minutes of governing body and/or stakeholder groups
- School annual report to the community (or comparable document)

Standard-Level Contextual Narrative

You have completed your self-assessment responses to the indicators and questions contained in this standard and have identified the kind of evidence that a visitor to your school could find to substantiate your self-assessment.

This part of the self-assessment provides you with an opportunity to reflect upon your responses in this standard and draft a narrative describing the school's unique context as it relates to this standard. To assist you in crafting the narrative the following questions are offered:

Questions:

- As you review the responses to the indicators and rubrics, what major trends, themes, areas of focus, or goals emerge that cut across this standard?
- How will you use the insights gained from this self-assessment to inform and enhance your improvement efforts related to this standard?

Self-Assessment Worksheet Directions

The Self-Assessment Worksheet is intended to be used as a tool to assist the school in conducting and completing its self-assessment. The tool is essentially a worksheet that may be used to facilitate discussion of data collection and analysis of the standards, indicators, focus questions and rubrics. Results are recorded on the worksheet and compiled for the person responsible for completing the online entry of data. This may be the school leader or a designee. Each team/person using the worksheets should have a copy of the complete packet for the standard being addressed.

- Step 1:** Download the blank template and complete a page for each indicator and its corresponding focus questions. Fill in the standard; indicator and focus question at the top of the worksheet. So, for example, if you are preparing for a comprehensive review and discussion of all the indicators associated with Standard 1, you would identify the standard at the top of the page and then list the Indicator and corresponding Focus Question. In the case of Standard 1: Vision and Purpose, you would have at least 6-7 pages completed (one page per focus question).
- Step 2:** Convene the team or persons delegated to conduct the assessment of the standard and begin assessing and analyzing each indicator through the lens of the focus questions.
- Step 3:** Complete each worksheet addressing observations and supporting evidence and identify the appropriate rubric level that most accurately reflects the school's adherence to the focus question.
- Step 4:** Summarize the information collected with the worksheets and make an Overall Standard Assessment at the end of the Standard Packet.

AdvancedED Self-Assessment Worksheet

Reproduce this page as necessary. Use the standard packet to complete.

Standard:		
Indicator:		
Question:		
Observations <i>For the question above, share observations that would accurately describe the status of your school in relationship to the question and indicator. Consider both qualitative and quantitative data.</i>	Supporting Evidence <i>Where would I go to find this? How can I show that the school meets the question?</i>	Rubric Rating <i>To what degree are the practices and processes in place at your school that indicate adherence to the question?</i>
		<input type="checkbox"/> Highly Functional <input type="checkbox"/> Operational <input type="checkbox"/> Emerging <input type="checkbox"/> Not Evident Briefly state why you have selected this rubric level:

AdvancED Self-Assessment Standard Summary Sheet

Reproduce this page as necessary. Use Self-Assessment Worksheet

Standard:	
Indicator:	Focus Question Rubric Level <i>(Check one)</i>
Focus Question:	<input type="radio"/> Highly Functional <input type="radio"/> Operational <input type="radio"/> Emerging <input type="radio"/> Not Evident
Focus Question:	<input type="radio"/> Highly Functional <input type="radio"/> Operational <input type="radio"/> Emerging <input type="radio"/> Not Evident
Focus Question:	<input type="radio"/> Highly Functional <input type="radio"/> Operational <input type="radio"/> Emerging <input type="radio"/> Not Evident
Indicator:	
Indicator:	Focus Question Rubric Level <i>(Check one)</i>
Focus Question:	<input type="radio"/> Highly Functional <input type="radio"/> Operational <input type="radio"/> Emerging <input type="radio"/> Not Evident
Focus Question:	<input type="radio"/> Highly Functional <input type="radio"/> Operational <input type="radio"/> Emerging <input type="radio"/> Not Evident
Focus Question:	<input type="radio"/> Highly Functional <input type="radio"/> Operational <input type="radio"/> Emerging <input type="radio"/> Not Evident