

AdvancED Comparison of District and School Indicators

District	School
<p>Indicator 1.1 —————></p> <p>The system engages in a systematic, inclusive and comprehensive process to review, revise and communicate a system-wide purpose for student success.</p>	<p>Indicator 1.1</p> <p>The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.</p>
<p>Indicator 1.2</p> <p>The system ensures that each school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success.</p>	
<p>Indicator 1.3 —————></p> <p>The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.</p>	<p>Indicator 1.2</p> <p>The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.</p>
<p>Indicator 1.4 —————></p> <p>Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.</p>	<p>Indicator 1.3</p> <p>The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.</p>
<p>Indicator 2.1</p> <p>The governing body establishes policies and support practices that ensure effective administration of the system and its schools.</p>	<p>Indicator 2.1</p> <p>The governing body establishes policies and supports practices that ensure effective administration of the school.</p>
<p>Indicator 2.2</p> <p>The governing body operates responsibly and functions effectively.</p>	<p>Indicator 2.2</p> <p>The governing body operates responsibly and functions effectively.</p>
<p>Indicator 2.3</p> <p>The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.</p>	<p>Indicator 2.3</p> <p>The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.</p>
<p>Indicator 2.4</p> <p>Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.</p>	<p>Indicator 2.4</p> <p>Leadership and staff foster a culture consistent with the school's purpose and direction.</p>
<p>Indicator 2.5</p> <p>Leadership engages stakeholders effectively in support of the system's purpose and direction.</p>	<p>Indicator 2.5</p> <p>Leadership engages stakeholders effectively in support of the school's purpose and direction.</p>

<p>Indicator 2.6 Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.</p>	<p>Indicator 2.6 Leadership and staff supervision and evaluation processes result in improved professional practice and student success.</p>
<p>Indicator 3.1 The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.</p>	<p>Indicator 3.1 The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.</p>
<p>Indicator 3.2 Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.</p>	<p>Indicator 3.2 Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.</p>
<p>Indicator 3.3 Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.</p>	<p>Indicator 3.3 Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.</p>
<p>Indicator 3.4 System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.</p>	<p>Indicator 3.4 School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.</p>
<p>Indicator 3.5 The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.</p>	<p>Indicator 3.5 Teachers participate in collaborative learning communities to improve instruction and student learning.</p>
<p>Indicator 3.6 Teachers implement the system's instructional process in support of student learning.</p>	<p>Indicator 3.6 Teachers implement the school's instructional process in support of student learning.</p>
<p>Indicator 3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.</p>	<p>Indicator 3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.</p>
<p>Indicator 3.8 The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.</p>	<p>Indicator 3.8 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.</p>

<p>Indicator 3.9 The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.</p>	<p>Indicator 3.9 The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.</p>
<p>Indicator 3.10 Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.</p>	<p>Indicator 3.10 Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.</p>
<p>Indicator 3.11 All staff members participate in a continuous program of professional learning.</p>	<p>Indicator 3.11 All staff members participate in a continuous program of professional learning.</p>
<p>Indicator 3.12 The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.</p>	<p>Indicator 3.12 The school provides and coordinates learning support services to meet the unique learning needs of students.</p>
<p>Indicator 4.1 —————→ The system engages in a systematic process to recruit, employ and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools and educational programs.</p>	<p>Indicator 4.1 Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.</p>
<p>Indicator 4.2 —————→ Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs and system operations.</p>	<p>Indicator 4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.</p>
<p>Indicator 4.3 —————→ The system maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff</p>	<p>Indicator 4.3 The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.</p>
<p>Indicator 4.4 The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.</p>	
<p>Indicator 4.5 —————→ The system provides, coordinates and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.</p>	<p>Indicator 4.4 Students and school personnel use a range of media and information resources to support the school's educational programs.</p>

<p>Indicator 4.6 </p> <p>The system provides a technology infrastructure and equipment to support the system's teaching, learning and operational needs.</p>	<p>Indicator 4.5</p> <p>The technology infrastructure supports the school's teaching, learning, and operational needs.</p>
<p>Indicator 4.7 </p> <p>The system provides, coordinates and evaluates the effectiveness of support systems to meet the physical, social and emotional needs of the student population being served.</p>	<p>Indicator 4.6</p> <p>The school provides support services to meet the physical, social, and emotional needs of the student population being served.</p>
<p>Indicator 4.8 </p> <p>The system provides, coordinates and evaluates the effectiveness of services that support the counseling, assessment, referral, educational and career planning needs of all students.</p>	<p>Indicator 4.7</p> <p>The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.</p>
<p>Indicator 5.1</p> <p>The system establishes and maintains a clearly defined and comprehensive student assessment system.</p>	<p>Indicator 5.1</p> <p>The school establishes and maintains a clearly defined and comprehensive student assessment system.</p>
<p>Indicator 5.2</p> <p>Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.</p>	<p>Indicator 5.2</p> <p>Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.</p>
<p>Indicator 5.3</p> <p>Throughout the system professional and support staff are trained in the interpretation and use of data.</p>	<p>Indicator 5.3</p> <p>Professional and support staff are trained in the evaluation, interpretation, and use of data.</p>
<p>Indicator 5.4</p> <p>The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.</p>	<p>Indicator 5.4</p> <p>The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.</p>
<p>Indicator 5.5</p> <p>System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.</p>	<p>Indicator 5.5</p> <p>Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.</p>