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AdvancED Systemic Process Approach vs Michigan Department of Education Non-Systemic Process Approach to School Improvement

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AdvancED Systemic Process Approach Versus Michigan Department of Education Non-Systemic Process Approach to School Improvement

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Abstract

The author of this causal-comparative study examined the differences in academic achievement and school improvement between Michigan schools accredited by AdvancED, which uses a systemic process approach for school improvement, and schools accredited by the Michigan Department of Education, which does not use a systemic process approach. The data for the study was a random sampling of Education YES! self-reports, fed by the School Systems Review (SSR) completed by Michigan-accredited schools and the Interim Self-Assessment (ISA) completed by AdvancED-accredited schools. Schools that follow a systemic process were more likely to be successful than schools that do not. In addition to the SSR and ISA, the author examined the statewide Top-to-Bottom list for comparison. Supplemental tools, the School Lookup tool and the MI School Data portal, provided triangulated data to support the advantages of using a systems approach. The researcher used a comparative quantitative quasi-experimental methodology, which, to date, had not been used to determine the success of AdvancED-accredited schools in Michigan. The findings provide support for the principal arguments addressed in the research that AdvancED-accredited schools score higher in improvement than schools that do not implement systemic reforms.

Keywords: Systems thinking, AdvancED, School Improvement Process, Education YES!, Top-to-Bottom list, School Systems Review, Interim Self-Assessment, MI School Data, Quantitative Causal-Comparative Design

Dedication

This work is dedicated to my grandmother, Ethel B. Wolff, my mother, Ethel W. Fleming, and Bern J. Merlo, the love of my life. Thank you so much for everything.

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I would like to acknowledge my faculty chair, Dr. John Mendes, for without his help, guidance, and constant encouragement this 30-plus-year journey would not have come to an end. His compassion, understanding, and willingness to answer my questions were the rock of my support.

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To Dr. Fiona Hinds for the many hours we spent driving to work, discussing the ability to complete my dissertation without spending countless hours at the library.

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Chapter 1: Introduction

Introduction to the Problem

For many years, educators have claimed that the educational system in the United States is in peril. Forty years in education makes it cleat that educators have often been put in a position that, no matter what they do, they are unable to succeed. Diane Ravitch (2014), former U.S. Assistant Secretary of Education, indicated that "public schools are bad and getting worse" (p. 3). Education reform is necessary; providing a solid education for youth is imperative.

The purpose of this study, a correlational quantitative quasi-experiment, is to examine the relationship between differences in schools accredited by AdvancED and schools accredited by the Michigan Department of Education. This study was conducted to determine if there is a statistically significant difference in academic performance between AdvancED-accredited schools and Michigan-accredited schools based on the Top-to-Bottom list and the two-year average of standardized test scores. The difference can be defined as a distinct variance between the two groups of schools, AdvancED accredited and Michigan accredited. Data for the schools is extracted/taken from the Education YES! Self-report results, a compilation of standardized test scores used to determine the Top to Bottom List (TTB) designation, and various indicators that are required to be assessed and reported by each Michigan school in February of each year.

All Michigan schools are to complete the Education YES! Report. The Education Yes! Report is a self-assessment of the progress. It suggests areas of strength and weakness is the school.

The necessity for change in education provided the incentive to examine the results of the schools. My personal springboard for this study comes from the abysmal review of school improvement plans in Michigan by the U.S. Department of Education (USDOE) in 2006. The

report, a result of the USDOE's monitoring of school improvement plans, called for corrective action.

Background, Context, History, and Conceptual Framework for the Problem

Working in schools and with school districts, I believe it is abundantly clear that schools need guidance and direction to improve. School staff members have struggled for years. The results of student achievement place U.S. schools in the lower ranking. Bartz (2016) revisited the Coleman Report, an epic meta-study on equality in education, and found that after its original writing 50 years ago, the achievement gap had barely narrowed between Black and White students .

Scholars (Bernhardt, 1998; Boles, 2012; Fullan, 2011) provide evidence that one way to increase student achievement is by using a systemic process. The systems thinking conceptual framework, a business model introduced by Senge (2006) in *The Fifth Discipline*, reinforces the use of the following five concepts: systems thinking, personal mastery, mental models, building a shared vision, and team leadership. This process of thinking is important for success not only in business but also in schools. AdvancEd is one such educational organization that has adopted a systemic process. In contrast, Michigan follows its own version/framework of systemic thinking, with the basic concepts of Gather, Study, Plan, and Do.

The Michigan framework is a specialized version adapted from the Plan-Do-Study-Act (PDSA) cycle used in the Deming model. Used in business, both models use a four-step method for the control and continual improvement of processes and products. For Michigan, the vision of school improvement a student-centered process that is fully integrated into all schools and districts. The process engages all stakeholders in a collaboration that is both ongoing and systemic. Schools and districts will use data to identify, implement, monitor, and evaluate

appropriate innovations or modifications to pre-existing systems in a way that ensures all students' academic, behavioral, social, and health needs are met.

Statement of the Problem

The impact of the combination of school improvement and systems thinking is key to the success of schools and student academic growth. This study was conceptualized based on the organization of schools in Michigan. Schools are either Michigan accredited or AdvancED accredited. Based on a requirement from the Michigan Department of Education (MDE), schools are to complete a self-evaluation that rates themselves against specific standards that have been cross-walked for matching content. While researching the two frameworks, it became clear that considerable literature was available for both specific topics, but literature about the two topics together was nonexistent. While researching schools and school improvement in Michigan, another area of interest and concern, I found an overall lack of literature regarding Education YES! reporting and process data related to school improvement.

Purpose of the Study

The purpose of this study is to examine whether schools using a systemic process, such as AdvancED-accredited schools, produce higher scores on Education YES! reports and improved academic scores for students than schools not using a systemic process, such as the Michigan Department of Education. I examined a random sample of K–12 schools extracted from the Education YES! reports required of all schools in Michigan. I also examined the statewide Top-to-Bottom (TTB) list, a tool created in response to the USDOE's call for schools' accountability, closing achievement gaps, and preparing students for college and careers. The TTB list divides schools into four categories: Reward Schools, Beating the Odds Schools, Focus Schools, and Priority Schools. Reward schools are the top 5% of Michigan schools. Beating the Odds schools

are those schools that surpass their forecasted rank on the school rankings list or outperform similar schools, given select risk factors to student achievement. Focus schools are defined as the 10% of schools on the TTB list with the largest achievement gaps between its top 30% of students and its bottom 30%, based on average scale score. Priority schools are those schools that fall in the bottom 5%.

Research Questions

The following research questions guided this study:

1. To what extent, if any, is there a statistically significant relationship between the scores on the School Systems Review (SSR) and the Interim Self- Assessment (ISA)?
2. To what extent, if any, is there a statistically significant relationship between schools that are Michigan Accredited and AdvancED Accredited Schools?
3. To what extent, if any, is there a statistically significant relationship between academic achievement/school improvement for the four school rankings on the Michigan Top-to-Bottom (TTB) list?

Rationale, Relevance, and Significance of the Study

This study is important because all students must be given the opportunity to succeed. Success comes with changing the behaviors of the adults responsible for student teaching and learning. One such change is for educators to be aware of the two frameworks utilized in this study. Rather than everyone randomly shooting a target and most likely missing, schools must have common goals, make data-driven decisions, and work together to realize the vision.

This research may extend knowledge of the systemic changes needed to increase student achievement in low-performing schools. New data could lead to setting policy direction and

bring forth change in Michigan for Priority Schools. As schools eliminate the randomness in the work they do regarding process alignment, students will have a better chance at increasing academic scores and becoming successful and productive citizens.

Definition of Terms

Systems thinking. This approach allows institutions to focus on the larger picture with the intention of providing long-term solutions that are more sustainable than short-term solutions for inherent problems (Senge, 2006).

AdvancED. This nonprofit organization services over 34,000 schools and systems in the United States and 70 counties. The organization works in the areas of school improvement and accreditation (AdvancED, 2018).

Center for Educational Performance and Information (CEPI). This Michigan agency has the responsibility of collecting, securely managing, and reporting education data in Michigan (CEPI, 2018).

School Improvement Framework. This term refers to the set of strands, standards, and indicators that describe a high-performing school and follows the Gather, Study, Plan, Do process (MDE, 2014).

School Improvement Plan (SIP). A required document submission tool for creating and managing change, this written plan identifies student performance goals based on data, measurable objectives, instructional strategies, and the activities needed for strategy readiness, implementation, monitoring, and evaluation (MDE, 2014).

School improvement process. This term describes a series of steps that contribute to examining school improvement. This process includes gathering information, studying the

information, planning for improvement, and ensuring the implementation, monitoring, evaluation, and adjustment of the plan (MDE, 2014).

Education YES! This term refers to a set of diagnostic documents that assess process data for all schools in Michigan. All Michigan schools are required to complete and submit this report that grants schools accreditation (MDE, 2003).

Full academic year (FAY). The designation for students who have been in a particular school or district. Students must have been present in a school for two years to be counted in the school academic standing (MDE, 2018).

Top-to-Bottom (TTB) list. One tool to address school accountability, this list ranks schools from top to bottom based on student performance in math, English Language Arts, science, and social studies. Schools are ranked if they have two or more years of students in a tested area. The TTB list provides each school with an achievement-gap rating based on academic scores (MDE, 2015).

School Systems Review (SSR). This is term used for the document that Michigan-accredited schools complete as the required reporting for the state legislature accountability (MDE, 2018).

Interim Self-Assessment (ISA). This is the document that AdvancED-accredited schools complete as the required reporting for the state legislature accountability (AdvancED, 2018).

MI School Data. This term refers to the compilation of school, district, and state data collected by CEPI. This data can be mined (MDE, 2014).

Causal Comparative design. Quantitative in nature, studies using this design result in data that is quantifiable, objective, and easily interpreted. The data can be summarized in a way

that allows generalizations that can be applied to other populations. The results can be replicated (Adams, 2014).

Gap. This term is defined by the difference between the target performance and the actual performance or the difference in the performance between two groups or subgroups (MDE, 2014).

Reward schools. This term refers to the Michigan schools ranked in the top 5% overall in the TTB list (MDE, 2015).

Beating the Odds schools. This term refers to the subset of Reward schools that are making progress despite their risk factors (MDE, 2015).

Focus schools. This term refers to the schools that show a 30% gap between the top-performing students and the bottom subgroup (MDE, 2015).

Priority schools. This term refers to the Michigan schools in the bottom 5% of the TTB list (MDE, 2015).

Assumptions, Delimitations, and Limitations

It is the assumption of this study that the data collected from the Education YES! diagnostic tools in the form of the School Systems Review (SSR) and the Interim Self-Assessment responses are honest and reliable in determining the process supported by the respective schools. There is also the assumption that the scores from the ISA and SSR will be different. The quantitative data collected would provide useful data to this point.

The delimitations of this study are the conscious choice made in selection/ collection and can be broken down into two areas: not using the entire body of schools reporting in the ISA or SSR due to a substantial number of reports submitted by school stakeholders, and the lack of any literature on ED Yes! By using power statistics, it was established that the size of the sample

that would be acceptable to generalize the results in this study. The absence of any literature or mention of Education Yes! references were non-existent and may have provided additional insight in this research.

Limitations in this study may have occurred in the self-reporting of responses on the documents used to gather information with a systemic process (ISA) and without a systemic process (SSR). The collection method for this data is unknown in that it cannot be determined whether the responses were noted by one individual or by consensus of a group of individuals. Also, there is no way to determine if respondents randomly filled in responses or spent considerable time completing the assessments as accurately as possible. There was no contact with respondents in the completion of the Education YES! reporting documents. Administrators of schools, randomly selected for this study, were not notified. All schools were assigned a random identifier code that was known only to the researcher.

The sample size (n=80) may have been a limitation of this study. That the over 3,344 schools in Michigan completing the Education YES! assessments were represented by a sample size of n=40 for each accreditation group may present an issue. The self-reporting diagnostic tool was required by the Michigan Department of Education for all schools. Another limitation to consider was that some schools were eliminated and not examined during this study.

Summary

Chapter 1 introduced a current problem in education. It outlines the purpose and significance of this study and how the results of this research will directly impact leadership and instructional decision making to enhance student performance. This study has attempted to braid a business framework of systems thinking to the MDE school improvement framework together. The MDE's adoption of a form of systems thinking may help underperforming Priority schools

increase student achievement. It is anticipated that such a positive change will help the social institution of school education.

The review of the literature in Chapter 2 provides an exhaustive exploration into the current body of knowledge related to systemic thinking and school improvement. Chapter 3 explains the methodology that is quantative causal-commparative. The statistical method of Analysis of Variance, this was used to assist with the determination of the combined self-reported responses on the SSR and ISA sunmitted by school stakeholders. Chapter 4 reports the data from the collected sample reporting of Education Yes! Chapter 5 gives the conclusion and discussion along with the implications of the results and further recommendations.

Chapter 2: Literature Review

Introduction

"It has long been stated that change is a process, not an event. The leader's role is to manage the transition from current to the future state" (Fullan, 2016, p. 27). Today, more than ever, leaders are necessary to bring about much needed change in the education system. Educational change is key to the success of students today. Students spend a great amount of time in schools, and school leaders and educators must make the best use of their time, talent, and skills to provide students with effective and varied learning experiences. For example, students have the opportunity to use Michigan's Middle College option to gain college credit during the high school years, which allows students to attend college as early as ninth or tenth grade, this is a five year high school program. Students receive credit for both college and high school classes, affording students the prospect of completing high school and graduating with up to 60 transferable credit hours. Some students may attend year-round school. Students also have the opportunity to attend flex-schedule school. In this case students go to school and work at home to gain student credit. Whatever the learning experiences, students must leave our care as productive citizens, ready to be collaborative and motivated to be the best they can be. Yet, schools around the country continue to fall farther behind. (MDE, 2018)

Purpose

The purpose of this study is to examine the Education YES! reports required of all schools in Michigan as a part of the accountability reporting system. This study will examine two reports, the School Systems Review (SSR) for Michigan-accredited schools and the Interim Self-Assessment (ISA) for AdvancED-accredited schools.

School Systems Review

The School Systems Review is a self-assessment diagnostic tool that all State of Michigan-accredited schools are required to complete. Completion of the SSR gives these schools accreditation status. The SSR consists of in-depth questions and guided questions on which school staff members' rate themselves and then provide evidence of implementation on the school level (see Appendix A). The SSR is a self-assessment tool to help school stakeholders develop a common understanding of the "big picture" of their current state as it relates to key strands, standards, and indicators from the School Improvement Framework 2.0. These questions are broken down into four generalized categories: Teaching for Learning; Leadership for Learning; Professional Learning; and School, Family, and Community Relations. The purpose of gathering the responses in this document is to determine areas of strength and weakness, as well as to meet the state and federal accountability and accreditation requirements in Michigan. Michigan school accreditation requires submission of two reports to be considered an accredited entity. School leadership must complete and submit the School Systems Review and the School Improvement Plan yearly. The state merely checks off if the two reports were completed for MI accrediated schools. AdvancED accrediated schools follow a predetermined process.

Interim Self-Assessment

The Interim Self-Assessment is completed by AdvancED-accredited school staff. The Interim Self-Assessment (ISA) determines how school stakeholders rate themselves against predetermined standards in five areas (see Appendix B). These areas are Purpose and Direction, Governance and Leadership, Teaching and Assessing for Learning, Resources and Support Systems, and Using Results for Continuous Improvement. Responding and self-rating gives

schools guidance in identifying areas of strengths and areas in need of improvement. Completion of the ISA meets the state and federal accountability and accreditation requirements in Michigan.

Purpose of the Study

The purpose of this study is to examine whether schools involved in a systemic process, such as is used by AdvancED, have higher scores on the Education YES! and produce better academic scores for students. This study examines a random sample of K–12 schools extracted from the Education YES! reports required of all schools in Michigan. Schools in Michigan are divided into four areas of the Top to Bottom (TTB) list, by rank. The TTB list divides schools into the following categories: Reward Schools, Beating the Odds Schools, Focus Schools, and Priority Schools. According to the Michigan Department of Education, Reward schools are those schools rated in the top 5% of schools on the TTB list. Beating the Odds schools are those that surpass their forecasted rank on the list or outperform similar schools, given select risk factors to student achievement. Focus schools are defined as the 10% of schools on the TTB list with the largest achievement gaps between its top 30% of students and its bottom 30%, based on average scale score. Priority schools are those schools that fall in the bottom 5%.

This study was undertaken to determine whether schools actively involved in the systemic process of accreditation with AdvancED have higher academic scores than those schools who do not follow this model. The contribution and influence of this study will provide direction and guidance to schools that are not making progress in the area of student achievement. Contributions to the body of knowledge will add to the resources available for schools interested in the continuous improvement model.

The method selected for this study was quantitative causal-comparative. The causal-comparative method uses the relationship between the independent and dependent variables from the Ed Yes! reporting in the state of Michigan. This quantitative study focuses on the following variables: schools in Michigan that are accredited by AdvancED and schools in Michigan accredited by the state of Michigan. I generated a random sample of schools that submitted Education YES! reports utilizing the self-reporting tools of the Interim Self-Assessment (ISA) and the School Systems Review (SSR). Both instruments are based on a set of co-related standards. The standards are based on topics researched by effective schools, current school improvement literature, and systems research deemed necessary for continuous growth and improvement in schools. Of particular interest is the relationship between schools' self-ratings on the standards of the Education YES! Reports and their overall academic ranking on the TTB list.

Context and Significance

The context and significance of this study are based on the increasing number of schools ranking on the priority-status list in Michigan. Priority schools are those schools in the bottom 5% of the TTB list. This list is released every August as per legislative mandates according to the yearly TTB list of schools.

Schools are designated in priority-school status when they have poor student outcomes in academic subjects based on standardized test scores over time as well as poor student achievement and failure to make adequate yearly progress. The data yielded from this study will be used to assist school leaders in making instructional adjustments to increase overall student performance.

Problem Statement

According to Fullan (2015), "there is a revolution underway because of a confluence of forces" (p. 77). In Michigan, there are over 3,400 public schools. During the 2015–2016 school year, there were 186 schools named as Priority. These schools rank in the 0–5% range of achievement level, a serious problem in Michigan schools today. Despite the influx of federal and state finances for schools, achievement scores are not rising as fast as expected. Students at schools such as these are the victims of this problem because poor achievement leads to poor income after graduation. One possible step to remedy this problem is to conduct a study that investigates systems thinking in relationship to school improvement and student achievement.

Conceptual Framework

The conceptual framework for this research blends theoretical and practical information from the following frames: (a) Peter Senge's seminal work on systems thinking, and (b) the Michigan Department of Education's Michigan School Improvement Framework. In Michigan, the Education Yes! is comprised of two diagnostics housed on the AdvancED website. The School Systems Review is utilized by schools that are Michigan accredited. The Interim Self-Assestment is used by AdvancED accrediated schools. The process involved in completing the Education YES! diagnostic involves rating the school against a pre-determined set of standards. The conceptual frames noted above will be discussed in detail in subsequent sections of this chapter.

Review of Research Literature and Methodological Literature

Schools around the United States of America have been struggling for some time. Camera (2016) has reported on the achievement gap: "After 50 years, the achievement gap between [W]hite and [B]lack students has barely narrowed" (p. 1). Historically, the U.S.

government has tried to mandate various initiatives in hopes of increasing student achievement. As early as 1960, the U.S. Department of Education commissioned a group of researchers and social scientists, led by sociologist James Coleman, to look at issues in education. The study surveyed over 150,000 students; the published report was over 700 pages long. The findings of this study, *Equity of Educational Opportunity*, soon became known as the Coleman Report. Researchers revealed that socioeconomic status and student background were critical in the determination of educational outcomes for students. This report also brought to the forefront the significance of the effect teachers had on students. The researchers reported evidence that different conditions in schools led to different outcomes for students. These conditions included Segregation in Public Schools, Schools and Characteristics, Achievement in Public Schools, and Relation of Achievement to School Characteristics. It also brought up valid issues about testing and cultural bias (Coleman, 1966).

Chronologically, the next important governmental intervention was spearheaded by President Lyndon B. Johnson (ESEA,1965). Called the Elementary and Secondary Education Act (ESEA) of 1965, the initiative was part of new legislation from Johnson's War on Poverty. This education act provided additional funding resources for children of poverty (Title 1).

Title 1 are funds provided by the Federal government to school help level the playing field for underachieving students. Schools, for the most part, still were not showing improvement.

The act was reauthorized in 2002 under President George W. Bush and was named No Child Left Behind (NCLB). The legislation added systems sanctions to schools that were underperforming. Funding continued to be distributed to schools that had a certain percentage of

students in their free and reduced lunch count to provide additional educational support and opportunities to increase student achievement. (NCLB, 2018)

Under President Barack Obama in 2009, reforms allowed for the introduction of the American Recovery and Retention Act (ARRA), which was signed to jumpstart the economy. The act included the Race to the Top (RTTT) initiative (USDE, 2009). Monies were available to use to increase student achievement. Still, student achievement has not increased dramatically, even with all the mandates and funding that the USDOE provided to states, districts, and schools over the past several decades. Bartz (2016) concluded that after 50 years a major gap still exists in achievement results by race and in the income status of children in U.S. schools.

To note, additional educational changes were made under President Obama. The NCLB was reauthorized and the new support package was moved from the federal-level USDOE to state-level state education agencies (SEA) with a set of guidelines and mandates in the newly entitled Every Student Succeeds Act of 2016. During the 2015-2016, each SEA had the opportunity of writing proposals for their state. States are being held under a 60-day no-action period until the new secretary of education examines the current legislation and new guidelines are written. States are in the process of completing their application to the USDOE, which will then have 120 days to review and approve or reject the submitted plans. After necessary amendments are made, those states will resubmit. Each plan will become law only after the USDOE approves.

To work toward the goal of increased student achievement, all SEAs require their schools to write a school improvement plan (SIP). Approximately years ago, the USDOE monitored school SIPs and the expenditure of funds in Michigan and cited the MDE regarding the nature, accessibility, and quality of their SIPs. Because of this major finding, the Office of Innovation

and Improvement (OEII) and the Office of Field Services (OFS) embarked on finding a means to eliminate the issues regarding school improvement plans, availability, and quality. A team of educators from around the state gathered and wrote a school improvement framework, a template for a school improvement plan, and found a vendor that had the capacity to meet the needs of collecting the improvement plans generated throughout Michigan. After much research, writing, field testing, and rewriting, a pilot program for the collection of school improvement planning was born. The process of School Improvement has schools look at their implementation of school systems to determine opportunities for improvement and student growth.

The conceptual framework of Senge's *The Fifth Discipline* (2006) includes five concept areas that provide guidance and direction to the process of school improvement (Figure 1).

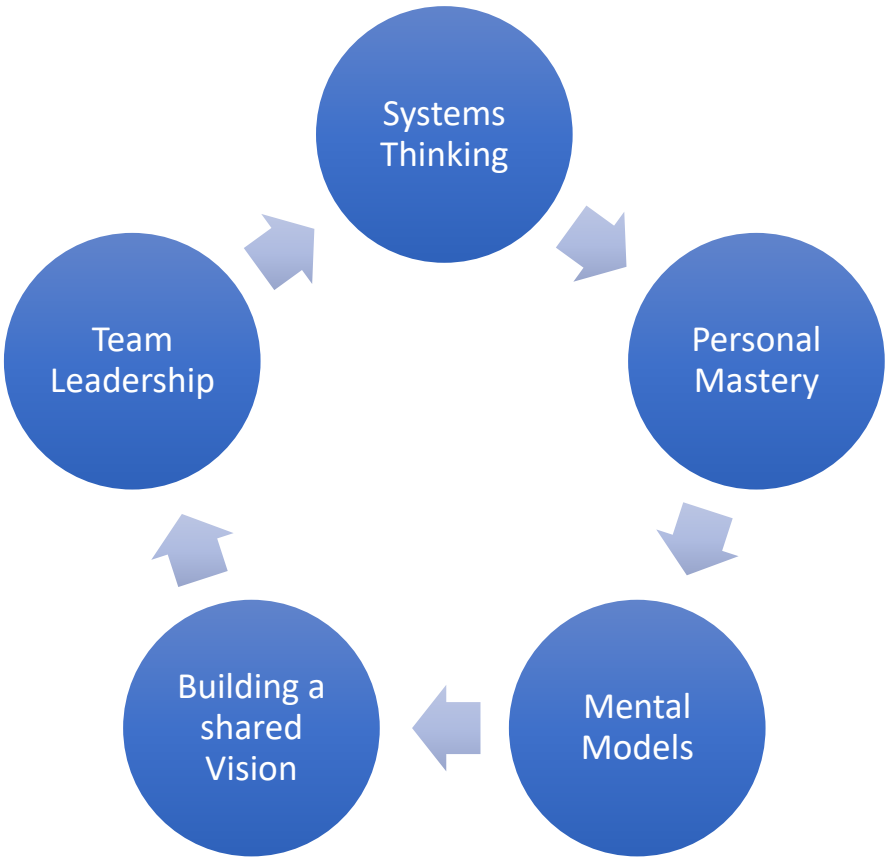

Figure 1 Systems Thinking Conceptual Framework adapted from Peter Senge (2006).

The first listed concept of the Senge model is Personal Mastery. The discipline of Personal Mastery starts with clarifying what really matters and of living our lives in the service of our highest aspirations. Mental Models are deeply ingrained assumptions, generalizations, or even pictures or images that influence how we understand the world and how we take action. Building a Shared Vision is the capacity to use a shared picture of what we desire to become and the future we seek to create. Team Learning is critical and vital because teams, not individuals, are the fundamental learning unit in modern organizations. Senge, (2006) asserts "This is where the rubber meets the road; unless teams can learn, the organization cannot learn" (p. 10). This framework is cyclical because it is possible to move in either direction, and although there is an specified first concept, a user may begin at any point.

Conceptual Framework of Systems Thinking

"Systems Thinking is a conceptual framework, a body of knowledge and tools that has been developed over the past fifty years, to make the full patterns clearer, and to help us see how to change them effectively" (Senge, p. 7). The concepts of systems thinking are key foundational components to working effectively in the areas of school improvement and accreditation.

Conceptual Framework of Michigan School Improvement

The second conceptual framework that is significant in this literature review is the Michigan school improvement framework. All Michigan schools are required to write a school improvement plan, as is stated in the Michigan School Revised School Code of 1976. Schools

follow specific guidelines for creating this school improvement plan, which is detailed in Michigan Law in Section 380.1277 (see Appendix E).

School improvement in Michigan is governed by Public Act 25 (see Appendix E), and the MDE requires all schools and districts to submit school and district plans. Currently, these plans are submitted via the AdvancED portal using Adaptive System of School Improvement Support Tools™ (ASSIST). Each school and district are required to have an improvement team, and these collaborative units should include, but are not limited to, administrators, teachers, parents, and community members. The four-step process of Gather, Study, Plan, and Do is presented in a simple graphic (Figure 2) that can be clearly followed for improvement by all schools, districts, and intermediate school districts within the MDE (MDE, 2014).

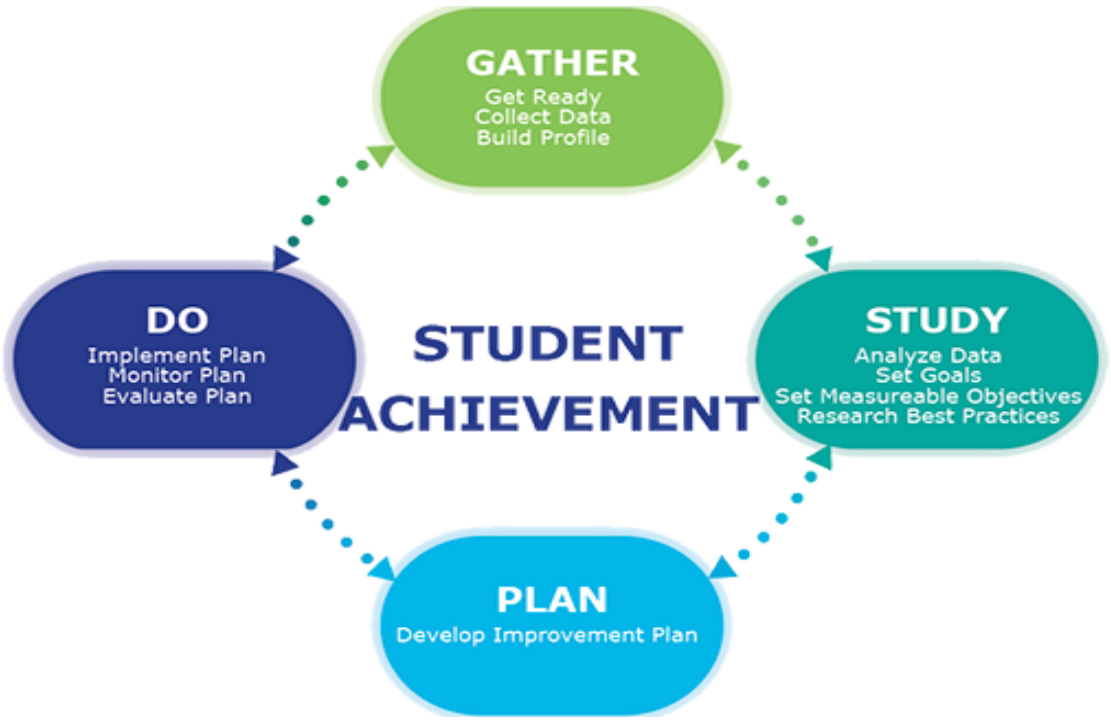

Figure 2. Michigan School Improvement Process, Michigan Department of Education (2014)

As mentioned previously, Michigan was cited for non-compliance by the USDOE in 2007. Consequently, a volunteer team in Michigan worked tirelessly to develop a consistent format and process for improvement plans.

This framework is based on the Michigan Model of School Improvement. The model begins with the Gather stages and helps schools understand that effectively written school improvement plans require the important gathering of four types of data: academic, perception, demographic, and process. Academic data is gathered from formative and summative test results. Perception data is gathered from surveys from students, staff, community, and parents. Demographic data allows schools to examine all the subgroups within the school to check for any discrepancies. Last, process data in school improvement is obtained by completing the two Education YES! diagnostic tools in Michigan, which have two specific purposes: first, to fulfill the accountability requirement, and second, to guide schools as they self-reflect on their progress and student achievement. The Study stage guides schools in sifting through all the data collected in the Gather stage, putting schools in a good position to move on to the Plan stage. Planning requires both a close look at the data and a collaborative discussion on which areas need a plan to move the school forward academically and organizationally. Writing the plan is not enough. Schools must also implement, monitor, evaluate, and adjust the plan, if necessary. This is the final but ongoing Do stage of continuous improvement that can lead to higher student achievement.

Schools and districts in Michigan are part of a larger organizational system, the Michigan Department of Education (MDE). As a system, the MDE must be sure ‘‘the successful systems actively foster the development of the next generation of system leadership from within, ensuring that there is a continuity of purpose and vision’’ (Fullan, 2011, p. 120). In such systems,

"problem solving and decision making are not always sequential, deliberate, orderly, rational processes carried out by people tightly connected with one another" (Schmuck, Bell, & Bell, 2012, p. 180).

The combined frameworks (Fig. 3) add clarity and direction to this research.

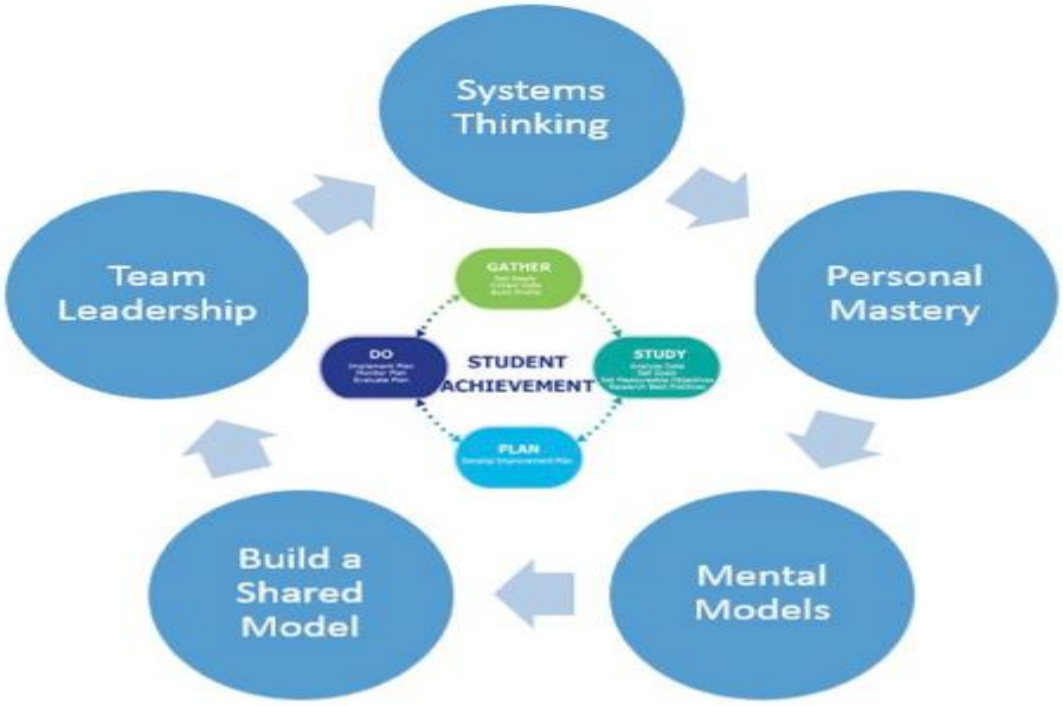

Figure 3. Adapted a combined Framework Braided based on work of Peter Senge and Michigan School Improvement Framework

Review of Research Literature

Systems thinking. The methodological literature for this dissertation includes a thorough review of the School Improvement Framework for Michigan, as well as the required reports, whether schools were Michigan accredited or AdvancED accredited. As a part of the methodology, I reviewed the Education YES! reports by response from the School Systems

Review (SSR) for Michigan-accredited schools. I reviewed the Interim Self-Assessment (ISA) for the schools accredited by AdvancED. Both documents were self-assessment documents.

Systems thinking is a major business principle that has been in existence for many years. One of the major scholars in this area is W. Edwards Deming, who believed that "if you can't describe what you are doing as a process, you don't know what you're doing" (Edwards Deming, 2017, p. 12).

Another notable figure who recognized the power of process in performance is Malcolm Baldrige Jr., an American businessman who served as the U.S. Secretary of Commerce from 1981 to 1987. An award named in his honor, The Baldrige Award, recognizes exemplary performance in U.S. organizations in the areas of business, health care, education, and the nonprofit sector. Relevant to this study are the seven critical aspects of performance that are evaluated: Leadership; Strategy; Customers; Measurement, Analysis, and Knowledge Management; Workforce; Operations; and Results (Baldrige, 2017). In the education sector, during the review process, outside evaluators check, monitor, interview, and evaluate the school systems that are in place.

Performance Excellence is another provider of accreditation used in several states. A direct correlation exists between the AdvancED Model and the Baldrige Model. Both use outside trained evaluators that gather data and determine the rigor of standards for each organization. Both employ a self-reflective process for schools and districts. Also, both spend three to four days gaining knowledge of and developing a report to give the reviewed organization a list of strengths and weaknesses to be addressed.

For many years school staff members, district leaderships, and managers have been involved using continuous improvements to try to increase performance of students. There must

be systemic change for this to happen. Change does not take place with one change. Change must be practiced and revaluated on a regular basis, it requires an intentional systemic process.

It is important to look at the School Improvement Process and the accreditation process to understand the relationship between the two types of accreditation in Michigan.

> Using a set of rigorous research-based standards and evidence based criteria, AdvancED Performance Accreditation examines the whole institution – the policies, programs, practices, learning conditions and cultural context – to determine how well the parts work together to carry out the institution's vision and meet the needs of every learner. (AdvancED 2013)

School improvement in Michigan is modeled and identified as second-order change as a necessary aspect of school improvement. To initiate improvement, school stakeholders are required to identify system weaknesses and develop strategies to address these weaknesses. Michigan's required reporting of ED Yes! is used to determine which areas need to be addressed. When done as a collaborative process schools are made aware of their identified strengths and weaknesses. Schools that complete the ED Yes! as a compliance document, gather much less truthful and viable information to assist with completing school improvement plans.

Thessin stated clearly, "Simply collecting and providing data to schools is insufficient for improving teaching and learning: schools also need to gather and use multiple types of evidence to guide the work of improvement" (2015, December, p.69).

Multiple research documents, books, and articles provided support that schools need to consider systems thinking to be effective and to provide quality educational opportunities for students. The methodological literature I reviewed included interviews, surveys, testimony, and case studies. I spent considerable time reading studies and noting the type of research most suited to the data collection used in this study. After considerable pondering, I concluded that

none of the methods I had learned of would be suitable. There was also no literature found on Ed. YES!

Minnick (2016) regarded systemic process as a significant factor in school improvement. Although the ideas of systemic change and systems thinking are concepts usually applied in the business world, this study indicated that improvement is part of the accountability that schools face. The purpose of the study was to examine the concept of failure to success in several Pennsylvania schools. The study was qualitative and conducted through interviews. All interviewees were asked identical open-ended questions. Three schools were a part of this study, with two schools being successful and the third school not having turned around as of the end of the study. Because two of the three schools were successful, it was concluded that the framework for systemic change could indeed be linked to school turnaround. This study is useful in that it gives evidence of potential positive outcomes from applying systemic thinking and collaboration, two factors that are key in Michigan school improvement.

Brown (2012) asserted, "The goal of systems thinking is to understand interrelationships and patterns, rather than just snapshots and static single points of data" (p. 38). Although the content of the article was business related, this study can be generalized to the learning of Senge's conceptual framework and the school improvement process.

Shaked and Schecter (2016) addressed systems thinking as an all-inclusive way of looking at things. According to the research, middle leaders are middle managers in schools. In the study, the researchers interviewed 93 participants whose role was to provide the impetus for improved instructional achievement in their schools. All the interviewees were Israeli school middle leaders and teachers as well. The interviews were semi-structured to allow the researchers. In the analysis of the data, four characteristics recurred: seeing things as a whole,

seeing things as multidimensional, influencing indirectly, and assessing significance. Shaked and Schecter (2016) suggested that additional research be conducted to determine to what degree middle leaders use systems thinking.

Fullan (2015), interested in whole-system change, examined leadership and system strategy from the perspective of the middle manager. Certain that neither top-down or bottom-up leadership was effective, Fullan indicated that leadership from the middle was how growth takes flight. Leadership from the middle can build capacity and advances the building of system consistency. According to Fullan, systemic change was happening in New Zealand. Although Fullan believed there was promise in middle leadership, he noted this viewpoint has not been fully tested. The New Zealand model of systemic change shows promise for three reasons: it appeals to the masses, is flexible in how it can be applied, and affects the whole system. Fullan (2015) concluded that systemic change frees schools from outdated models such as top-down or bottom-up leadership. It also allows people to be involved, build leadership capacity, and own the change that they create.

Costner and Jones (2016) argued that challenges for low-performing schools are increased by accountability pressures. The very practice of generating school rating categories from standardized testing, attendance, and growth is problematic. The school ratings system brings accountability but also threats of sanctions for schools that are low performing. The findings in Costner and Jones's (2016) study related the Michigan School Improvement Framework and the School Improvement Model to the areas of goal setting; planning for goal achievement; setting goals; and designing, enacting, monitoring, and adjusting for the achievement of organizational goals. The results of this study provided evidence that struggling

schools can utilize this process and begin moving forward by breaking down into smaller parts the holistic task of improving schools.

Moving systems thinking from the business world to the world of education is a trend on the rise. In Michigan, schools achieve accreditation by one of two ways. The first way is with AdvancED. AdvancED is a nonprofit organization that uses a systemic process of standard indicators and performance levels to assist schools interested in accreditation. The AdvancED process allows schools, districts, and educational service agencies to reflect on their own systems and processes for an annual participation fee. The standards for AdvancED schools are listed below:

Standard 1: Purpose and Direction – The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Standard 2: Governance and Leadership – The school operates under governance and leadership that promote and support student performance and school effectiveness.

Standard 3: Teaching and Assessing for Learning – The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Standard 4: Resources and Support Systems – The school has resources and provides services that support its purpose and direction to ensure success for all students.

Standard 5: Using Results for Continuous Improvement – The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement. (AdvancED, 2012)

Schools utilize a rubric to rate their performance on implementation of the standards. Schools must also be able to provide evidence and documentation for each self-reported rating. In the AdvancED accreditation model, schools follow a five-year cycle; in the first four years, they complete the Interim Self-Assessment (ISA) (see Appendix B). In the fifth year, the institution completes the Self-Assessment (SA) Diagnostic. Schools are then subject to an external review (ER) where a group of trained volunteer evaluators from outside visit the institution and offer suggestions for improvement as well as identify areas of strength. This external review is a crucial component of the AdvancED accreditation process, at the end of which an oral presentation and written report are provided. Two years after the report is issued, the school must submit an accreditation report indicating progress (AdvancED, 2012).

In Michigan, one third of the schools are AdvancED accredited, and two thirds of the schools are Michigan accredited, as reported in the Office of Accountability school listing. Although several of the reporting and diagnostics tools are different, the ultimate goals are the same. To ensure that there is a valid comparable match between accreditation at the Michigan Department of Education and AdvancED, a crosswalk between the School Systems Review and Interim Self-Assessment has been conducted (see Appendix C). The SSR has four standards for Michigan-accredited schools:

Standard 1: Teaching for Learning – The school focuses on quality teaching and learning for all students. It implements essential, aligned curriculum, ensures it is taught effectively, and uses multiple assessments to monitor student learning and guide instructional decisions.

Standard 2: Leadership for Learning – School leaders shape the vision of academic success in the school and create systems that support staff, students, and families. Leaders

facilitate change, analyze data to improve processes, and create an intentional focus on improving instruction and increasing student achievement. School leaders may be formal or informal, include both individuals and teams, and work collaboratively to increase student achievement.

Standard 3: Professional Learning Culture – Instructional staff engages in professional learning to develop and/or refine knowledge, skills, and abilities specific to the effective delivery of job-related duties and responsibilities that support the learning outcomes of all students.

Standard 4: School, Family, and Community Relations – All staff actively maintain purposeful and positive relationships with families and the community to support student learning. (MDE, 2014)

It is imperative, as the literature suggests, that leaders and schools become more reflective as they embark on the journey of improvement. This helps bring a cohesive group of educators together in working to meet the needs for improvement. This assertion is supported by work undertaken in Michigan by Education YES! This reflective model ties in directly with the Michigan schools' completion and submission of the Education YES! reporting. Both the ISA and SSR are completed by a collaborative group of educators guided by self-reflection that allows schools to note practices in which they engage and those in which they lack. This careful scrutiny allows for a possible change in practice. School improvement is also a process used in other countries as well.

Pang and Pisapia (2012) examined strategic thinking skills in a study in Hong Kong. Although the information in the article was limited as there was the likelihood that the results of

self-reporting may have been inflated, the researchers found a significant relationship between strategic thinking and leader effectiveness. A correlation was also present for systems thinking and reflection. Pang and Pisapia suggested that "strategic thinking skills help leaders in recognition of interdependencies, interrelationships, and patterns" (p. 357).

Other studies (Minnick, 2016 and Gibbons, 2017), address aspects of the AdvancED system of external review for schools, districts, and educational service agencies. For example, according to Altrichter and Kemethofer (2015), external reviews are important when assessing school improvement and organizational success. These AdvancED external reviews allow for a more accurate measure, as bias and partiality is avoided.

AdvancED accreditation and student performance. Langevin (2010) addressed the impact of AdvancED accreditation on the achievement gap between secondary schools of poverty and schools of affluence in the five-state region of Michigan, Indiana, Illinois, Ohio and Kentucky. The purpose of the study was to determine if there was a significant difference in AdvancED schools in middle and high schools in high-poverty areas and those in affluent areas. Langevin (2010) also addressed the success of AdvancED accreditation as a forecaster of student test scores in reading and math to ascertain if scores between schools of affluence and schools of poverty had considerable differences. The results of the study were significant and indicated that schools of poverty were rated lower than affluent schools on AdvancED standards. The researcher stated the specific standard areas that schools of poverty must improve upon to become more successful.

Boles (2012) examined the strong points and opportunities for improvement for the AdvancED accreditation model. The researcher collected 78 completed surveys and questionnaires out of the 207 that were initially mailed to a district's superintendent, principals,

and teachers, for a 38% return rate. The four general areas addressed in the surveys were vision and leadership, collaboration, engagement, and implementation integrity. Boles found no perceptual differences between the superintendent, principals, and teachers regarding the standards of vision and leadership, collaboration, or implementation integrity. The composite scores on the survey indicated that all participants felt invested in the systemic process of school improvement.

Districts begin the AdvancED accreditation process by submitting a request. Next, the state office visits to determine the readiness of the district. Acceptance into this course of action depends on a systemic process around continuous school improvement, with all entities involved in the accreditation process having a certain set of diagnostic tasks to follow. The researcher indicated that the results from this study would be beneficial to those currently participating in the AdvancED model and could be used to draw additional members into the systemic process. A systemic process provides a roadmap for the organization.

School improvement. School improvement that is process driven and braided is a driving force that fosters powerful continuous improvement. Over the years, the literature has been clear that school improvement must be of quality and be coupled with leadership to make a difference. One key factor is evaluating school improvement plans as well as their impact on academic performance (Fernandez, 2011). Continued pressures are placed on school administrators with accountability and funding mandates. Protheroe (2005) supported the ideas of collaboration, using data to determine school improvement needs, the implementation and monitoring of the improvement plan, and the use of systems thinking to provide clear focus on student achievement. In Michigan, schools and districts must have their improvement plan on display and accessible to the public. The public can view all completed School Improvement

Plans. Many entities post their plans in an electronic form on their website for all to see. Those that do not post plans are held to the Freedom of Information Act (FOIA).

There are several studies that have addressed the measuring of school improvement effectiveness. Valenzuela et al. (2016) indicated that an "estimate of only 13.4% of schools improve their performance in a systematic way during the entire decade" (p. 473). The researchers, who examined Chilean elementary schools over a 10-year period, also discussed the importance of an educational system improving the process involved in student progress and achievement. For example, determining how increased student achievement can be maintained over time is especially critical for schools that are responsible for the advancement of disadvantaged students. The researchers developed the Index of School Performance to be used as a common measure of schools. The performance indicators were internal efficiency, efficacy, estimated school effect, equality, and basic proficiency. In the identification of improvement trajectories, Valenzuela et al. (2016) also fashioned five categories of processes by which all schools would be evaluated: systematic improvement, sustained improvement, basic improvement, specific improvement, and random improvement. The results of the study indicated that Chilean schools were not stable in their improvement over the 10-year period. Looking at school improvement in other countries support the process used in Michigan.

The National School Improvement Tool, developed by the Australian Council for Educational Research and Masters (2012) provides a direct correlation to school improvement. This literature is of importance because it directly relates in both topic and form of a self-assessment. The tool contains common areas that are addressed in both the SSR and the ISA. All three tools allow for self-rating using Likert-type scale questions to determine where the staff

perceives the school to be. The significance of the correlation supports the use of the Education YES! reporting tool to determine the student achievement success rate.

The research on the National School Improvement Tool reflects that leadership teams have a formidable influence on the quality of teaching and learning. Nine areas concentrate on best practices that ultimately assist in the increase of student outcomes.

- An explicit improvement agenda is directly related to the school and its leadership. The goals of the staff and administration are focused on data and student achievement, and everyone in the school works towards a common goal.
- Analysis and discussion of data is a key area for bringing about cohesive study of achievement data to determine next steps for increasing productivity by monitoring and evaluating.
- A culture that promotes learning is crucial in building a culture that is supportive of all members of the education community, students, and parents. The general belief that all students can learn supports and encourages learning.
- Targeted use of school resources supports the educational goals of a school. The school makes informed decisions about staffing, allocations, materials, and curriculum.
- An expert teaching team is a way to be sure that all staff is highly qualified and has the necessary training to provide the best possible instruction for students. This also means the leadership is willing to remove staff that is unsatisfactory.
- Systematic curriculum delivery is imperative to ensure that curriculum is coherent and consistent. It also helps for equitable and uniform instructional content.

- Differentiated teaching and learning allows for individualized instructional lessons to meet the various needs of students within a classroom.
- Effective pedagogical practices are vital for effective instructional methods. Leadership and staff must be aware of best practices and must have high expectations for student learning.
- School community partnerships are actively sought after by schools to enhance student learning, get parents and community involved, and develop these relationships into positive relationships to support the school.(Masters, 2012)

The tenets of these areas of concentration are directly aligned with and supportive of the standards in both AdvancED and the Michigan School Improvement Framework. This further confirms the positive nature of systems thinking and its relationship to the Michigan School Improvement Framework.

AdvancED history. AdvancED was originally founded in 2006 when it merged with the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and School Council on Accreditation and School Improvement (SACS CASI). The addition of the Northwest Accreditation Commission took place in 2012. This union sealed the establishment of AdvancED. The partnership includes 34,000 schools and school systems in the United States and 70 other nations and has provided accreditation services for a portion of schools in Michigan for over 100 years. The NCA CASI had accredited schools in Michigan long before AdvancED became a partner with the Michigan Department of Education in 2006 (see Appendix G). This major partnership resulted from action taken by the Michigan Department of Education after a finding from the United States Department of Education showing a lack of uniformity of plans and documented change in

practice regarding school improvement. The second reason for the partnership was to ensure that schools accredited by AdvancED were not involved in a bifurcated reporting system to the state. The partnership also allowed for a reduction in expenses and aligned the work of schools and districts as they participated in the continuous improvement model, whether they were an AdvancED-accredited institution or an MDE-accredited institution. The partnership was renewed in 2017 (Appendix D).

Leadership and organizational vision. Leadership is critical for the success of a schools Fullan and Quinn (2015) called for the Coherence Framework, which utilizes leadership as the main spoke of success in schools. The four components are Focus, Cultivating Collaborative Cultures, Deepening Learning, and Securing Accountability. The five AdvancED standards and the four MDE standards directly correspond to these areas. Also present in Fullan and Quinn's framework are systems thinking and leadership.

According to Northouse (2013), "Leadership is a process whereby an individual influences a group of individuals to achieve a common goal" (p. 5). According to the MDE, vision is defined as "a shared, articulated notion of an organization's preferred future state" (p. 13). The process of school improvement includes developing a mission and vision statement. The vision statement is critical for helping set the direction for a school, and staff involvement is essential to move the school forward.

AdvancED process for evaluation. Over one third of Michigan schools are involved in the AdvancED school accreditation process, according to the AdvancED Michigan office. To schools, districts, and intermediate school districts (ISDs), this means they pay additional monies to participate in completing improvement and data diagnostics. Schools, districts and ISDs are on a five-year rotational cycle. In the fifth year, entities are visited by a group of highly qualified

and trained professionals who examine the self-reported data from the school. These visits include in-depth interviewing of staff, students, board members, and community members to validate the self-reporting information that the school submitted. The visitation team performing the external review is in the building for an average of three days. Their main purpose for the external review is to examine the institution's adherence and commitment to AdvancED standards. At the conclusion of the visit, the team reports the information gathered from stakeholder interviews and evidence of participation in stakeholder surveys. The team also leaves a comprehensive report on Powerful Practices and Opportunities for Improvement (School Accreditation Handbook Process, 2015).

AdvancED accreditation in Michigan. The USDOE's finding that the MDE was lacking in school process and accountability led to the adoption of the AdvancED portal for the organized submission of school improvement reports and the assurance that plans had been submitted. When plans were submitted there had been no means to locate them or to even check a submission list for accountability. The USDOE also found that there was no systemic format for plans or content. In 2005, a group of Michigan educators undertook the writing of the first school improvement framework. When the framework was completed and vetted by teachers, administrators, and department staff, it was approved by the Board of Education, the governing body for the MDE. The board then released a request for proposal (RFP) to find a vendor to host the reporting functions needed in Michigan.

AdvancED and collaboration. Collaboration between staff, students, parents, and stakeholders is a key component to the AdvancED accreditation process. Throughout the year, school districts complete various diagnostics, surveys, and a comprehensive needs assessment. The results of all these are used to determine how the entities are doing and to give them

direction in moving towards a continuous improvement model. Collaboration is also crucial among members of the external review team as they work to determine the accreditation status of the entity being accredited.

Assessment in Michigan. Prior to June 2014, all Michigan schools administered the Michigan Education Assessment Program (MEAP) Test to students. Michigan first administered this standardized test in the 1969–1970 school year. The purpose of the test was to define educational points in a student's educational growth. It was administered to students in Grades 3 through 9 in math, reading, and writing; Grades 4, 7, and 11 in science; and Grade 5 in social studies.

The MEAP Test is no longer given because of the length of time for test results to be returned. Unsatisfied with the turnaround time, the Michigan Legislature required Michigan to develop a new test. The process that generally takes three years was finalized in nine months. The newly developed test, the Michigan Student Test of Educational Progress, or M-STEP, is summative in nature and administered to the following students: Grades 3 through 8 in English language arts and mathematics; Grades 4, 7, and 11 in science; and Grades 5, 8, and 11 in social studies. M-STEP is, for the most part, administered online to students. It has a two-week turnaround of test scores and student ranking. This information is critical for increasing differentiated instructional opportunities for both teachers and students alike.

Review of Methodological Issues

This study was quantatitive in nature. It was based on the results of the Ed. Yes! reporting in Michigan. The data collected was used to determine the difference in reported scores submitted by stakeholders.

In an article published in the journal *School Effectiveness and School Improvement*, Altrichter and Kemethofer (2015) addressed whether accountability pressure through school inspections promoted school improvement. The study's data was collected through an online survey of 2,300 principals in seven European countries. The results indicated that those principals who feel accountability pressure are more observant to the expectations of the quality inspections and more sensitive to stakeholders' needs. Implications of this study relate directly to the external review process used with the AdvancED systems review.

In a mixed-method study, researchers Vincent, Patterson, Buehler, and Gearity (2006) focused on school improvement planning in middle schools in east Tennessee. They examined the plans from 17 schools and administered surveys to 493 teachers and 35 administrators. Vincent et al. found that academic goals are overemphasized in improvement planning. They also found that the schools used "homemade" data collection instruments, with no mention of applying research-based activities or best practices. Both elements are critical for school improvement plans that can drive student achievement.

Gary's (2010) dissertation "Senge's Learning Organization: Leadership in an Urban High School in Northeast Alabama" explores learning and leadership. Although the research was found not to be exactly relative to the topic of my research, the information drawn from this qualitative case study provided a close relationship between leadership and successful systems. This study was specifically related to a high school and there was very little correlation that I could glean from the research other than the explanation of the Senge's Systemic Thinking Research.

Synthesis of Research Findings

Most of the studies examined were not specifically of quantitative design, which is key for my research. There are research studies that cover systems thinking and studies that cover school improvement. However, the combination of the two topics together is nonexistent in research literature. The studies included did not specifically address the K–12 school configuration, which is also important for this study. These three attributes make the information gathered in this study relevant to a large group of schools that can be generalized and provide relevant research to extend the relationship between systems thinking, school improvement, and AdvancED. There was also not a specific study that referenced the use of perception data based on standards in relation to the success of the schools and student achievement.The gaps in the studies indicated a need for this quantitative study.

For this study, using interviews, surveys, and testimony was not appropriate for the collection of data. The drawbacks for using surveys were clear. Boles (2012) conducted a study where only 38% of the surveys sent out were returned to the researcher. I devised a comparison of the arguments for and against using a survey. The arguments for a survey might include anonymity of responses and the lower cost of not using a postal-mailed survey. The arguments against a survey were potential dishonesty in participants and the skewing of results because of the reliability of the questions. Interviewing was also not practical because of the size of Michigan and the amount of extra time and expense it would have taken to reach each school. In addition, it would have been an inconvenience for schools to find classroom coverage while staff was being interviewed. Therefore, for this study a quantitative design and focused on the statistical analysis of data.

After researching and considering the sources of data, it was deemed evident that quantitative data analysis based on diagnostics of the Top-to-Bottom (TTB) list and student

achievement data was appropriate for the methodology of this study. Research specifically related to Michigan school improvement using the School Systems Review and the Interim Self-Assessment was virtually nonexistent. This point alone made a strong case for the use of a quantitative research method for this study. The selected instruments, the SSR and the ISA, provided access to numerous data points for my research. Further, using previously generated data likely produced less bias in data collection. Also, if schools were using a systemic thinking model, the results of the diagnostics were collected from collaborative efforts, not individual efforts. I desired to use self-reported results from the required Education YES! reports, which required schools to determine positive systemic ways for increased student achievement and continuous improvement in schools.

The included research findings touch upon the frameworks of systems thinking and school improvement. Nowhere in the literature have I found any braided research mentioning system thinking and school improvement together. Nor have I found any mention of a relationship between AdvancED and school improvement. The topics of accreditation and school improvement in dissertations have been specifically related to districts or to secondary schools only, not K–8 schools. This study is important because of the anticipation of increasing numbers of schools destined for the TTB list in the priority status range. If schools that are AdvancED accredited are scoring higher in student achievement and school improvement than those that are not AdvancED accredited, a change might be considered for bringing about positive change for all schools.

Recently, the Council of Chief State School Officers compiled a document entitled *CCSSO Principles of Effective School Improvement Systems* (2017). This document expounds

on 10 principles that must be used at all levels of the school improvement system. According to the CCSSO, the principles are in no particular order.

1. Elevate school improvement as an urgent priority at every level of the system.
2. Make decisions based on what will best serve each and every student with the expectation that all students can and will master the knowledge and skills necessary for success in college, career, and civic life.
3. Engage early, regularly, and authentically with stakeholders and partners.
4. Select at each level the strategy that best matches the context at hand.
5. Support local education agencies and schools in designing high-quality school improvement plans.
6. Focus on ensuring the highest-need schools have great leaders and teachers.
7. Dedicate sufficient resources and align resources to advance the system's goals.
8. Establish clear expectations and report progress on a sequence of ambitious yet achievable short-term and long-term benchmarks.
9. Implement improvement plans rigorously and with fidelity, and evaluate efforts and monitor evidence to continuously improve over time.
10. Plan from the beginning how to sustain successful school improvement efforts (p. 3).

Critique of Previous Research

Although there has been previous research on systems thinking, the research model that provided a definitive correlation between the five areas of systems thinking and the AdvancED Standards were not found. The correlation between the conceptual framework of school improvement and the systems thinking of AdvancED are strong, however, it was found that no

specific research existed. The Ed. Yes! data collection tools, ISA and SSR were not mentioned in the literature seachat all.

Based on the review of the literature, the researcher determined that the conceptual framework of Peter Senge's Systems Thinking Model was parallel to AdvancED's Systemic Process and the Michigan School Improvement Framework. There are sufficient reasons for thinking that an investigation examining the impact of the AdvancED accreditation process may yield significant and important findings that contribute to the body of knowledge. Therefore, it is supported to claim that the literature review has provided strong support for pursuing this research project to answer the research questions.

Additionally, as recently as November 28, 2017, *Education Weekly* reported on the quality of schools. Michigan scored a grade of C- among 71 schools out of 50 states. The Michigan Department of Education is addressing this disappointing showing by adopting "Top 10 in 10 Years," an initiative focused on making the state of Michigan a destination for education. The initiative includes four major focus areas and 44 goals. These focus areas are Learning-Centered Education, Effective Educator Workforce, Strategic Partnerships, and Systemic Infrastructure.

Summary

Chapter 2 included pertinent information and conceptual framework on Peter Senge's (1990) systems thinking and Michigan's version, the School Improvement Framework. This background information brings understanding of the relationship between these two frameworks along with a brief history of AdvancED and the relationship between the diagnostic tools. A crosswalk to compare the standards for AdvancED and the standards for the Michigan Improvement Framework clarify the relationship.

The literature review has clearly indicated that research is needed to further the understanding of the relationship between schools seeking or already involved in AdvancED accreditation and for Michigan schools that are ranked at Priority status on the Top-to-Bottom List. The Center on School Turnaround, sponsored by WestEd, recently published an article by The Center for American Progress and Knowledge Alliance titled "Better Evidence, Better Choices, Better Schools: State Supports for Evidence-Based School Improvement and the Every Student Succeeds Act" (Fleischman, Scott, & Sargrad, 2016). In the article, the authors stressed that we must persist in exploring school improvement because "there are no foolproof, evidence-based school improvement approaches" (p. 22). Now is the time to take examine where we are as leaders, both teachers and administrators, and consider what we must do to improve the quality of education for all our students.

Chapter 3: The Methodology

Introduction

This chapter discusses the methodology and design selected for this research study, in which two groups of Michigan schools, Michigan Department of Education-accredited schools and AdvancED-accredited schools were examined and compared. The data for the study was 2015 self-assessment information gathered from all schools in Michigan, a requirement of the MDE and of AdvancED for the Education YES! reports.

The information for Michigan-accredited schools was collected from the submission of the self-assessment School Systems Review (SSR). The information for AdvancED-accredited schools was collected from the submission of the Interim Self-Assessment (ISA). These tools include information about the systems and processes in place in Michigan-accredited schools and AdvancED-accredited schools, as this reporting includes a comprehensive-needs assessment in the school improvement process. The conceptual framework for this research was based on the work of Senge (2006), or systems thinking, and the Michigan School Improvement Framework. These two frameworks combined provided the basis for the research about the systems process and school improvement.

The objective of conducting further research in this area was to determine whether schools that use a systems process, such as AdvancED, score higher in the leadership category than schools that do not use a systems process. The result was determined by completion of the Education YES! reporting requirements. This data has been verified and validated by results calculated in the areas of the School Systems Review and the Interim Self-Assessment via the Assist Platform. These results were important for schools that were not progressing satisfactorily in student growth and achievement. If changing the governance process and using a systems

approach to leadership in schools can alter the trajectory of student achievement, it would be a welcome change for schools needing to increase their academic standing. All schools were required to complete school improvement plans in Michigan. The information gathered from this research brought credible results that can be duplicated.

A quantitative causal comparative method was used in this study, utilizing self-reported response data from the SSR and the ISA from a random selection of schools. The results were used to determine whether schools using a system, such as AdvancED, score higher on standardized tests based on school index scores. School index scores are defined as an average of the two-year combined Z-scores that are compared against the state average. The Top-to-Bottom List (TTB) is the listing and ranking of schools based on their standardized test scores. This list is provided by the Michigan Department of Education, so all districts and schools are able to compare their ranking among all schools in the four categories of Reward, Beating the Odds, Focus, and Priority.

The study also addressed the gap percentile rank, which is the percentile rank based specifically on the improvement composite found on the Michigan Department of Education Accountability web page. These scores range from 0, or the lowest improvement, to 99, the highest improvement.

There were visible gaps in recent research in considering the impact of systems processes for schools and school improvement as they related to student achievement in Michigan, based on the Top to Bottom listing website. The literature review yielded no research that merged the systems approach, leadership, and school improvement into a braided process that could be duplicated. Any reference to Education YES! reporting, which is used only in Michigan, was not

found in any of the literature I reviewed. I used triangulated data in the study to make recommendations for schools that were listed in the priority ranking.

The reported results were gathered from the respective areas of the SSR and the ISA. A compilation of data from all schools in Michigan required separating them into two distinct groups, those MDE accredited and those AdvancED accredited. Schools were then broken down based on the TTB list and the Education Entity Master List (EEM). The entire state of Michigan contains 3,344 schools. Schools accredited by the MDE number 2,363, and those accredited by AdvancED number 981. The percentage breakdown from the TTB list for MDE-accredited schools was as follows: Reward Schools – 49 (5%), Beating the Odds Schools – 23 (2%), Focus Schools – 52 (5%), and Priority Schools – 40 (4%).

There appeared to be a discrepancy in the number of schools that were ranked in both Michigan-accredited schools and AdvancED-accredited schools. This discrepancy was because not all schools were ranked. Also, schools not responsible for standardized testing, such as special education schools, career technical schools (testing results are returned to home building for students), and schools that do not administer testing to students (PreK–Grade 2 configurations), were omitted.

The percentage breakdown for AdvancED schools from the TTB list was as follows: Reward – 220 (9%), Beating the Odds Schools – 121 (5%), Focus Schools – 213 (9%), and Priority Schools – 220 (9%). For all the schools with state accreditation, the percentage breakdown was as follows: Reward Schools – 269 (14%), Beating the Odds Schools – 144 (7%), Focus Schools – 265 (14%), and Priority Schools – 260 (13%).

There were 2.4% more Michigan-accredited schools than schools accredited by AdvancED. Schools must pay to be accredited by AdvancED, and they are reviewed every five

years and rated against a set of predetermined criteria. A total of 52% of the schools were not represented in the Michigan TTB list because they did not fit the designated criteria.

I selected 40 schools that are K–12 Michigan-accredited and 40 K–12 schools that are AdvancED accredited for this study. There are 80 schools in this study. These schools were dived into two groups. The groups were Michigan accrediated and AdvancED accrediated. Each set of 40 schools was divided into 10 schools per each group: Reward, Beating the Odds, Focus, and Priority Schools. A computer-generated random identification identifier for each school was used to protect school anonymity during the study. The selection of these schools was random. A unique identification identifier, only known to the researcher, identified the schools.

Purpose of the Study

The purpose of this study was to determine whether there was a statistically significant difference in academic performance between AdvancED-accredited schools and Michigan-accredited schools based on the TTB list and the two-year average of the standardized test scores. Difference in this study was defined as a distinct variance between the two groups of schools, AdvancED accredited and Michigan accredited. Schools selected for this study were selected from the Michigan K–12 schools listing obtained from the Michigan Department of Education, Education Entity Master (EEM). The EEM is the master depository for all schools in Michigan. The School Systems Review and the Interim Self-Assessment results were examined.

The purpose of this study was also to test the theory of systems thinking as it relates to school improvement process and student achievement. The independent variables in this work were the self-reports of Education YES! reporting results of the School Systems Review and the Interim Self-Assessment. The TTB percentile ranking, the gap percentile rank, and the improvement percentile rank of schools were the dependent variables. The collection of the data

provided information for schools to review and apply to assist in the improvement of academic achievement standing.

Research Questions

The following research questions were used in guiding this study:

1. To what extent, if any, is there a statistically significant relationship between the scores on the School Systems Review (SSR) and the Interim Self- Assessment (ISA)?
2. To what extent, if any, is there a significant relationship between schools that are Michigan Accredited and AdvancED Accredited Schools?
3. To what extent, if any, is there a statistically significant relationship between academic achievement/school improvement for the four school rankings on the Michigan Top-to-Bottom (TTB) list?

Hypotheses

The following hypotheses were developed from the research questions:

H01: Based on the compared scores of the School Systems Review (SSR) and the Interim Self-Assessment (ISA), there will be no difference in the scores on the SSR and the ISA.

H02: Based on school accreditation status, there will be no difference in school rankings of Michigan schools and AdvancED schools.

H03: There will be no statistically significant relationship between schools' academic ranking on the Michigan Top-to-Bottom List.

Research Design

The research design for this study was quantitative. The chosen design for this study is causal-comparative design to examine the relationship and differences in schools AdvancED-accredited and those accredited by the Michigan Department of Education through the results of the Education YES! as a self-reporting tool to explain hypothesized results. These results helped in the formulation of collecting data that, when used by low-scoring schools, assisted by providing schools' critical data for making significant changes in systemic process leading to increased academic progress. Subgroups of schools in Michigan ranked by the TTB list were also examined. This list separated schools into four categories: Priority, Focus, Beating the Odds, and Reward. Many schools did not fall into the four-category bucket system.

The statistical analysis for this study determined frequency, mean, median, and percentages for the process data collected from the SSR and ISA diagnostics. Z-scores were used to determine the ranking above or below the state average. The MDE had already determined a listing of schools in Michigan based on z-scores. Z-scores "normalize the scores" across grades, subjects, and components. Standardizing scores were placed in context of comparable scores. It was then possible to combine previously noncomparable scores.

The information was then used to determine the schools' ranking on the TBT list. This step was supported by the work of Adams, Lawrence, and Kung (2014) who stated, "Quasi-experimental designs examine the relationship between previously existing groups and some other variable. There is manipulation of an independent variable, but no random assignment and no causal inferences can be made" (p. 352).

This research design was selected to investigate a systems approach for schools. The results from the SSR and the ISA provide a means for schools to reflect on the systems in place

and to increase student achievement. The research indicated that schools in peril continue to rise, with Michigan's academic standing only at 42 out of 50 states. Michigan now has set the goal of being in the top 10 of states within 10 years. Enhancing academic performance is very important to school success in every state, therefore exploring ways to effectively implement systems in schools is important.

Target Population, Sampling Method (Power), and Related Procedures

The target population for this study was selected from all the schools in Michigan. The selection was taken from all K–12 schools, specifically two groups: Michigan-accredited and AdvancED-accredited. The study did not include private schools. The sample was selected from all K–12 ranked schools to provide a varied sample of schools in the study. The selection of just one subgroup of high school, junior high, or elementary schools would not be a true representation of Michigan schools. Prior to making the selections of data points for the study, The researcher examined all schools in Michigan and divided them into two groups: AdvancED-accredited schools and Michigan-accredited schools, based on the information from the Education Entity Master in Michigan.

For the purpose of this study, I followed this process for school selection: I imported a list of all AdvancED-accredited schools, which the AdvancED Michigan office supplied. The MDE Office of Accountability and Accreditation supplied the Michigan-accredited schools list. The information was gathered from the Education Entity Master (EEM). The EEM list was used to match all building, district, and intermediate school district codes. The EEM list was also used to filter for schools that have been closed. Data was gathered from the 2015–2016 school-ranking TTB list.

The TTB list was used to separate the schools into four categories for AdvancED-accredited schools and Michigan-accredited schools. The four categories were: Reward Schools

(RS), Beating the Odds Schools (BTO), Focus Schools (FS), and Priority Schools (PS). I used the random sampling feature of Statistical Application Software (SAS) for each of the eight categories to help stratify equal-sized groups. The result was an output with the *n* size of 10 entities for each of the eight categories.

Michigan schools were divided into two groups based on accreditation status. The first group consisted of those schools that were accredited by the state of Michigan. These schools complete the Education YES! document constructed by the MDE in the form of the School Systems Review (SSR). The second group consisted of those schools that pay additional money to participate in the AdvancED process. These schools completed the Interim Self-Assessment (ISA).

The total number of schools in Michigan break down as follows: 2,363 are Michigan accredited, and 981 schools are AdvancED accredited. As the study progressed, it became evident that working with the data of over 3,344 schools was an unreasonable undertaking. To reduce the number of schools in this study required the use of SAS to randomly select schools from the two accreditation groups.

For selecting schools, I used Statistical Application Software (SAS). SAS software is analytical data management software that allows quicker and better utilization of data. The package allowed for the quick return of data in needed categories that would take considerable time to secure if the calculations were done by hand.

To be sure that the technique of statistical power was determined for the target population the sample size calculator and calculating the statistics for the population size for both 95% and 99% confidence level was used. The sample size needed for 95% returned a sample size of six. The sample size needed for 99% returned a sample size of 10. From this calculation it was

determined that a sample size of 10 in each area would be used to have a total of 40 sample for each accreditation group, well above the suggested sample size.

The confidence level for the population size for both 95% and 99% was calculated. The confidence level for the AdvancED accredited population for 95% is 15.18% and for 98% is 19.99%. The confidence level for Michigan accredited population for 95% is 15.37% and for 98% is 20.23%

I decided on the output with the *n* size of 10 entities for each of the eight categories for this study. From the total number of previously submitted reports from the SSR and the ISA, a randomly selected sample of 80 was made. The sample contained 20 items in each of the four categories: Reward Schools (RS), Beating the Odds Schools (BTO), Focus Schools (FS), and Priority Schools (PS). The groups were balanced based on the criteria above. Because both the SSR and the ISA reports are completed based on results from collective staff participation, there was no need to determine specific demographic statistics. School statistics were sufficient.

Instrumentation

Instrumentation for data collection in this study were gathered from the selected schools' Education YES! Reporting documents. These documents were the School Systems Review for non-AdvancED-accredited schools and the Interim Self-Assessment for those schools that are AdvancED accredited. The Michigan Department of Education's TTB list was used to note the listing of all rated schools in Michigan. The School Look Up Tool was used to obtain the gap percentile rank, the improvement percentile, and the school index score. This information assisted me by using the school names and determining the TTB list and the combined z-scores. The z-scores were the test results from standardized test scores on English language arts, math, science, and social studies.

School Systems Review

The School Systems Review diagnostic was composed of four standard areas: Teaching for Learning, Leadership for Learning, Professional Learning and School, and Family and Community Relations. The diagnostic included 26 guiding questions for discussion and a rating scale similar to a Likert scale. Schools rated themselves on a scale from Beginning Implementation, Partial Implementation, Full Implementation, and Sustained Implementation. The diagnostic also required that users inform the state of all the evidence they have to support their claim. Permission was granted by MDE to use all SSR data for this study.

Interim Self-Assessment

The Interim Self-Assessment is a diagnostic completed by schools that are AdvancED accredited. The ISA is composed of five standard areas: Purpose and Direction, Governance and Leadership, Teaching and Assessing for Learning, Resources and Support Systems, and Using Results for Continuous Improvement. The diagnostic is designed to encourage internal reflection and assessment of where the school aspires to be compared to their current reality of student achievement. Schools also rated themselves, provided evidence, and shared a narrative. All these parts of the assessment are combined to determine the schools' rating. Permission was granted by MDE to use all ISA data for this study.

Data Collection

I collected data for this study from multiple sources. The sources were completed Education YES! results from required Michigan reports, the School Systems Review (SSR) or the Interim Self-Assessment (ISA). The MDE selected the school ranking for all schools on the TTB list, which were identified from the 2015–2016 school year. The gap percentile and

improvement percentile rank was determined from testing data reports. The school index score was calculated from standardized testing results for the last two years.

The research sent a letter to the Michigan Department of Education's Office of Improvement and Innovation and Office of Strategic Research requesting permission for utilization of and access to pertinent data. Permission was granted (see Appendix F for specific details).

Operationalization of Variables

The operationalization of the Education YES! variables distinctly determined the difference in schools with a systemic process and those without a systemic process. The TTB ranking (two-year average of % proficiency for math and ELA), gap percentile rank, and improvement percentile rank variables helped in the determination of a systemic model making a difference in schools.

Data Analysis Procedures

For the first stage of selection of random schools using an SAS software package, 10 schools were selected in each of the eight areas. Based on the data, eight areas were determined by the TTB list (Reward, Beating the Odds, Focus, and Priority). In this phase of the study, I collected data from Education YES! accreditation areas. The second stage of data collection was obtained by examining summary score data from the Education YES! reports. The third set of data points were collected by using the MDE TTB list and the School Look Up Tool. All information collected was entered into tables using Microsoft Excel. The statistical software package in Excel was used for a portion of the data analysis. These procedures were appropriate in gathering quantitative data for the study. Additional data points were collected from the Michigan Department of Education.

The statistical analysis for this study determined frequency, mean, median, and percentages for the process data collected from SSR and ISA diagnostics using Excel and the IBM Statistical Program for the Social Sciences (SPSS).

I also conducted a one-way analysis of variance (ANOVA) using the data collected. ANOVA was used to provide any statistically substantial variances between the means of three or more independent (unrelated) groups. The standards for the SSR and the ISA provided the necessary information for calculation of the ANOVA statistics.

The calculation of z-scores was used to determine the ranking above or below the state average. The schools were randomly selected with the assistance of SAS software, so there was not a personal bias in the selection process. Schools were not notified of their selection for this study. The tables to be used in this research are a straight representation of the data from the Michigan Department of Education calculations in which specific business rules and calculations are also without bias.

Limitations and Delimitations of the Research Design

Limitations in this study may be caused with the self-reporting of responses on the documents used to gather information about the use of a systemic process (ISA) and the use of a non-systemic process (SSR). The collection method for this data do not divulge if the responses were of one individual or the consensus of a group of individuals. There was no human contact with respondents during completion of the Education YES! reporting documents. Administrators of schools, randomly selected for this study, also were not notified. All schools were assigned a random identifier code known only to me.

The small size of the sample could be a limitation for this study. The n=80, with this value halved to 40 in each accreditation group, may present an issue considering there are over 3,344 schools in Michigan that complete the Education YES! assessments. The self-reporting

diagnostic is required by the MDE for all schools. Another considered limitation might be the schools that were eliminated and not examined during this study.

One more limitation of the study may be how the report was completed by schools. There was no way to determine whether respondents randomly filled in responses or spent considerable time working with others, intending to use the results to make improvements in the process.

The researcher works with the data collected every day and had access to all data related to these schools. The standardized tests results and the TTB ranking were from the 2015–2016 school year and have been available to the general public on the MDE web site. At the time this research was planned, the SSR and the ISA results for the 2016–2017 were not available.

The potential variable delimitations that could affect this study are leadership, school demographics, full academic year determination, absences, and school geographical location. The researcher had no control over the leadership in the schools selected. The exact demographics for schools selected were also not controllable by the researcher. The percentage of students listed as full academic year and the number of student absence were not under the control of this researcher. Lastly, the researcher had no control over the geographic location of schools in the study.

Internal and External Validity

The internal validity was obtained from AdvancED who used a pre-determined process and control group to check the credibility and soundness of the questions of the ISA. The Michigan Department of Education also used a similar process where schools tested and responded to questions in the SSA. Both groups ran a specific statistical analysis checking for reliability and substance. Special attention was paid to the internal validity and ruled out other items that did not assist in the answering of the research questions guiding the study. The

external validity had to do with the generalizability of the findings to the population. The researcher believes this study is generalizable and will provide useful information for schools and districts that are low in student achievement.

Expected Findings

The expected finding for this research study and the purpose of the study are to determine whether schools that are AdvancED accredited rate themselves higher on the leadership section of the Education YES! reports. Those schools following a specific systemic process score better academically and are ranked higher on the TTB listing. This is in keeping with the research expectations of this study.

Ethical Issues in the Study

This research did not present any ethical issues in the study. Individual personal information or school district data were not represented in this study. Individual responses were not used. School data was stripped off and all specific identifying data were given a unique school identifier.

Summary

This was a quantitative causal-comparative study utilizing data that was extracted from Education YES! reporting with the purpose of determining whether schools that were involved in the AdvancED accreditation process scored higher in academic scores and rated higher on the TTB list of schools. Information was also collected from the TTB list, the School Score Look Up table, and the Education Entity Master (EEM). A unique school identifier was established for all school data for purposes of anonymity.

Chapter 4: Data Analysis and Quantitative Results

Introduction

The purpose of this study was to examine the relationship between and differences in schools accredited by AdvancED and those accredited by the Michigan Department of Education. The study was quantitative causal-comparative in design. AdvancED-accredited schools pay the outside nonprofit agency for use of their continuous improvement tools. For this payment, schools were scheduled an onsite review every five years. The Michigan schools acquire automatic accreditation by completing the Education YES! reporting requirement.

This study was conducted to determine if there was a statistically significant difference in academic performance between AdvancED-accredited schools and Michigan-accredited schools based on the Top-to-Bottom list and the two-year average of scores on the standardized tests, which uses the two-year average of standardized test scores to determine schools' ranking. The difference can be defined as a distinct variance between the two groups of schools, AdvancED accredited and Michigan accredited.

The research questions for this study are as follows:

1. To what extent, if any, is there a statistically significant relationship between the scores on the School Systems Review (SSR) and those on the Interim Self-Assessment (ISA)?
2. To what extent, if any, is there a statistically significant relationship between schools that are Michigan accredited and those that are AdvancED accredited?
3. To what degree, if any, is there a statistically significant relationship between schools ranking on the Michigan Top-to-Bottom list (TTB)?

The first research question in this study focused on the two assessments used in the Education YES! reporting system. The first assessment was the School Systems Review (SSR) completed by Michigan-accredited schools. The second assessment was the Interim-Self Assessment (ISA) completed by AdvancED-accredited schools.

The second research question concentrated on the difference in scores of the SSR and ISA self-reported results to determine whether there is a significant relationship between schools that are Michigan-accredited and AdvancED-accredited schools. Individual student scores were not examined in this study.

The third research question addressed the results from the Top-to-Bottom list provided by the Michigan Department of Education Office of Accountability. The relationship was determined using comparative means of the random selection of schools in each category on the Top-to-Bottom list.

Description of the Sample

All school staffs in Michigan have a requirement to complete the Education YES! report. Education YES! reporting includes a set of diagnostic documents that assess process data for all Michigan schools. Since 2002, this report has been completed by all Michigan schools and has been considered a way to evaluate school and student progress. Completion and submission of the report is also required for Michigan accreditation.

Schools completing the Education YES! reporting process were broken into two distinct groups for the study: Michigan-accredited schools and AdvancED-accredited schools. The report constructed by the Michigan Department of Education is the School Systems Review (SSR). The review consists of 26 questions in four standard areas to be answered by the school community. The second group are those schools that pay additional money to participate in the

AdvancED accreditation process. These schools complete the Interim Self-Assessment (ISA), which consists of 38 questions. The results from these questions give schools an indication of their strengths and opportunities for improvement.

The researcher identified the total number of schools in Michigan, with 2,363 being Michigan accredited and 981 schools AdvancED accredited. As the study progressed, it was evident that working with data for over 3,344 schools was an unreasonable undertaking.

To reduce the number of schools in this study, Statistical Application Software (SAS) was used to randomly select schools from the two large groups to form a smaller sample size. SAS software is an analytical data management software that allows quicker and better utilization of data. The package allows for quick return of data in the needed categories that would have taken considerable time to secure if calculated by hand. To limit the number of schools in the study, a set of business rules were developed to aid in making consistent decisions in the selection process. Business rules in Michigan are lists of declarations that indicate statements of specific criteria and support in the conditions for decision making. These business rules codified the process used in the collection of the data needed for this study and provide consistency.

The demographic sample size of schools used in this study were randomly generated from Michigan- accrediated and AdvancED accrediated schools. Elementary schools were represented by 36 schools. Middle schools were represented by 18 schools. High Schools were represented by 26 schools. In total, 80 schools (n = 80) participated in this study. To keep the groups balanced, the sample group of Michigan Department of Education schools and AdvancED schools were divided to have comparable size groups.

Research Methodology and Analysis

For this study, the following process was utilized: Data were imported from the list of all AdvancED-accredited schools provided by the AdvancED Michigan office. The Michigan Department of Education Office of Accountability and Accreditation provided the list of Michigan-accredited schools. The Education Entity Master (EEM) list was used to match all building, district, and intermediate school district codes. The EEM list was also used to filter for schools that had closed. Informational data was gathered from the 2015–2016 Top-to-Bottom (TTB) school-ranking list, one part of Michigan's school accountability system. This list ranks schools from top to bottom based on student performance in math, English Language Arts, science, and social studies. Not all schools are eligible for the TTB list, because schools are ranked only if they have a minimum of two years of students in a tested area.

The TTB list, which provides each school with an achievement gap rating based on academic scores, was used to separate the schools into four categories of AdvancED-accredited schools and Michigan-accredited schools. Using the sampling feature of SAS assisted in generating a random listing of 20 schools in four categories: Reward Schools (RS), Beating the Odds Schools (BTO), Focus Schools (FS), and Priority Schools (PS). The randomized list of schools was divided into two distinct categories of 40 Michigan-accredited schools and 40 AdvancED-accredited schools. For each category, the schools were divided into their respective TTB ranking category. The data from Michigan-accredited schools and AdvancED-accredited schools were collected using the AdvancED portal implemented by the Michigan Department of Education for school improvement reporting and data collection. Education YES! data was collected from the 2015–2016 reports.

The schools were stratified into groups equal in size. For each of the eight categories, the output was an $n = 10$ entities. The final selection of output were from the total number of previously submitted reports from the School Systems Review (SSR) and the Interim Self-Assessment (ISA). A randomly selected sample size of $n = 80$ was used for this study. The SSR and the ISA reflect the schools self-ranking for each standard based on the results of the responses given in the diagnostic and submitted to the School Improvement Office at the Michigan Department of Education. The groups were balanced based on the criteria specified. Because the reports were completed based on results from entire staff participation there was no need to determine specific demographic statistics for the schools in the study.

A one-way ANOVA was conducted to determine if there was a statistical difference between AdvancED-accredited school responses to the ISA and Michigan-accredited school responses to the SSR. Schools in the two categories were classified into three groups: elementary ($n = 18$), middle ($n = 9$), and high schools ($n = 13$) in each group. The AdvancED-accredited schools answered questions regarding their implementation in the following standard areas: Purpose and Direction, Governance and Leadership, Teaching and Assessing for Learning, Resources and Support Systems, and Using Results for Continuous Improvement. The Michigan-accredited schools answered questions regarding their implementation in the following standard areas: Teaching for Learning; Leadership for Learning; Professional Learning; and School, Family, and Community Resources.

The dependent variables in this study are the standards in each of the two Education YES! reports, or the School Systems Review and the Interim Self-Assessment. The independent variables are the two categories that schools are classified by, or AdvancED-accredited schools and Michigan-accredited schools.

Summary of the Results

The results from the self-reported School Systems Review (SSR) for the Michigan Department of Education (MDE) schools are listed in Tables 1–4. Data for this table were extracted from the AdvancED data portal used by all schools in Michigan. The results are a compilation of the responses given on the SSR.

The key for the tables follows to assist with interpretation of the data: R = Reward school; BTO = Beating the Odds school; F = Focus school; P = Priority school; M = Michigan Department of Education-accredited; and S = School Systems Review (SSR). The numbers 1 through 40 identify the schools in the Michigan-accredited sample. Each random code was designated using the *R* (or *BTO*, *F*, or *P*) representing the TTB ranking category, the *M* representing a Michigan-accredited school, and the *S* representing the school's use of the SSR as the diagnostic tool.

The standards of the SSR focus on four strands: Teaching for Learning; Leadership for Learning; Professional Learning; and School, Family, and Community Resources. The scoring of the SSR is based on the self-reporting of the school-identified characteristics for the indicators that each school has implemented.

The scores recorded for each school are the mean implementation status of the set of self-assessment questions that pertains to each strand. On this Likert-type scale, the ratings for implementation status are 1 (*beginning implementation*), 2 (*partial implementation*), 3 (*full implementation of all characteristics of the indicator*), and 4 (*sustained implementation*). The scores range from 1 (lowest) to 4 (highest).

Table 1

Implementation of SSR Standards by Michigan-Accredited Reward Schools

Random code	Teaching for Learning	Leadership for Learning	Professional Learning	School, Family, and Community Relations
RMS1	3.10	3.50	4.00	3.00
RMS2	2.90	2.62	2.50	2.50
RMS3	2.10	2.69	2.00	2.50
RMS4	3.00	3.00	2.75	1.50
RMS5	2.00	2.38	2.00	3.00
RMS6	4.00	4.00	3.50	4.00
RMS7	3.70	3.88	3.75	4.00
RMS8	2.00	2.12	2.00	2.25
RMS9	2.90	3.35	2.50	3.75
RMS10	2.40	3.38	3.25	3.00

Table 2

Implementation of SSR Standards by Michigan-Accredited Beating-the-Odds Schools

Random code	Teaching for Learning	Leadership for Learning	Professional Learning	School, Family, and Community Relations
BTOMS11	2.70	3.00	3.00	3.50
BTOMS12	2.80	3.00	2.00	2.00
BTOMS13	2.70	3.25	3.25	2.50
BTOMS14	3.20	3.62	1.00	3.50
BTOMS15	3.40	3.12	3.00	2.25
BTOMS16	3.00	3.62	2.50	2.75
BTOMS17	2.40	2.50	2.75	2.75
BTOMS18	2.30	2.38	2.00	2.25
BTOMS19	2.10	2.25	2.00	2.25
BTOMS20	3.40	3.75	3.75	3.00

Table 3

Implementation of SSR Standards by Michigan-Accredited Focus Schools

Random code	Teaching for Learning	Leadership for Learning	Professional Learning	School, Family, and Community Relations
FMS21	3.30	3.80	2.50	3.00
FMS22	2.20	3.00	2.50	2.75
FMS23	2.30	2.50	2.00	1.75
FMS24	2.60	3.00	3.00	2.75
FMS25	3.20	3.00	3.00	3.75
FMS26	1.90	2.75	2.00	2.75
FMS27	2.80	3.12	2.75	2.75
FMS28	2.20	2.38	2.00	2.50
FMS29	2.40	2.62	2.50	3.00
FMS30	2.40	2.62	2.50	2.50

Table 4

Implementation of SSR Standards by Michigan-Accredited Priority Schools

Random code	Teaching for Learning	Leadership for Learning	Professional Learning	School, Family, and Community Relations
PMS31	2.00	1.75	1.50	1.50
PMS32	2.90	3.12	3.00	3.00
PMS33	2.00	2.38	2.25	2.25
PMS34	2.90	3.00	3.00	3.00
PMS35	3.40	3.50	2.70	3.75
PMS36	2.20	2.38	1.00	2.25
PMS37	2.70	2.88	2.75	2.75
PMS38	2.90	3.00	3.00	2.75
PMS39	2.00	2.38	3.00	2.00

PMS40	3.70	4.00	3.00	4.00

The results of standards implementation from the self-reported AdvancED schools, which use the Interim Self-Assessment (ISA), are listed in Tables 5–8. The key for the tables follows to assist with interpretation of the data: R = Reward school; BTO = Beating the Odds school; F = Focus school; P = Priority school; A = AdvancED-accredited; and I = Interim Self-Assessment. The numbers 41 through 80 identify the schools in the AdvancED-accredited sample. The random code was designated using the *R* (or *BTO*, *F*, or *P*) representing the TTB ranking category, the *A* representing an AdvancED-accredited school, and the *I* representing the school's use of the ISA as the diagnostic tool.

The standards of the ISA focus on five strands: Purpose and Direction; Governance and Leadership; Teaching and Assessing for Learning; Resources and Support Systems; and Using Results for Continuous Improvement. The scoring of the ISA is based on the self-reporting of the school-identified characteristics for the indicators that each school has implemented.

The scores recorded for each school are the mean implementation status of the set of self-assessment questions that pertains to each strand. On this Likert-type scale, the ratings for implementation status are 1 (*beginning implementation*), 2 (*partial implementation*), 3 (*full implementation of all characteristics of the indicator*), and 4 (*sustained implementation*). The scores range from 1 (lowest) to 4 (highest).

Table 5

Implementation of ISA Standards by AdvancED-Accredited Reward Schools

Random code	Purpose and Direction	Governance and Leadership	Teaching and Assessing for Learning	Resources and Support Systems	Using Results for Continuous Improvement
RAI41	4.00	3.80	3.75	3.43	4.00
RAI42	3.00	3.50	3.50	3.71	3.00
RAI43	3.33	3.67	3.00	3.14	2.80
RAI44	3.33	3.50	2.75	3.00	2.40
RAI45	3.00	3.17	2.00	2.57	2.00
RAI46	2.00	3.33	3.33	3.43	3.00
RAI47	3.67	3.50	3.75	3.29	3.60
RAI48	3.00	3.00	2.83	3.00	2.20
RAI49	3.67	3.83	3.42	4.00	3.20
RAI50	2.67	2.83	3.17	2.57	2.60

Table 6

Implementation of ISA Standards by AdvancED-Accredited Beating-the-Odds Schools

Random code	Purpose and Direction	Governance and Leadership	Teaching and Assessing for Learning	Resources and Support Systems	Using Results for Continuous Improvement
BTOAI51	3.00	3.00	3.25	2.86	3.20
BTOAI52	4.00	4.00	3.58	3.86	4.00
BTOAI53	3.00	3.33	3.33	3.43	3.00
BTOAI54	3.33	3.17	2.75	3.14	2.80
BTOAI55	3.67	3.50	3.17	2.43	2.40
BTOAI56	3.00	3.33	2.83	2.71	2.60
BTOAI57	3.00	3.00	2.83	3.00	2.20
BTOAI58	3.67	4.00	3.92	3.86	4.00
BTOAI59	3.67	3.83	3.92	3.86	4.00

BTOAI60	3.33	3.48	3.67	3.14	3.40

Table 7

Implementation of ISA Standards by AdvancED-Accredited Focus Schools

Random code	Purpose and Direction	Governance and Leadership	Teaching and Assessing for Learning	Resources and Support Systems	Using Results for Continuous Improvement
FAI61	3.33	3.00	3.35	3.00	3.00
FAI62	3.67	3.33	2.83	2.71	2.20
FAI63	2.67	2.25	2.58	2.14	3.00
FAI64	3.00	4.00	3.00	3.29	3.00
FAI65	4.00	3.70	3.75	2.71	3.60
FAI66	2.00	1.83	2.25	2.14	1.60
FAI67	3.67	3.50	3.00	3.00	2.80
FAI68	3.00	2.17	2.67	2.86	2.60
FAI69	4.00	3.83	3.67	3.43	3.60
FAI70	3.00	3.33	2.92	3.57	2.80

Table 8

Implementation of ISA Standards by AdvancED-Accredited Priority Schools

Random code	Purpose and Direction	Governance and Leadership	Teaching and Assessing for Learning	Resources and Support Systems	Using Results for Continuous Improvement
PAI71	2.67	2.67	2.75	3.75	4.00
PAI72	3.00	3.17	3.33	2.25	3.00
PAI73	2.33	2.83	2.33	2.75	2.80
PAI74	2.33	2.50	2.75	3.75	3.00
PAI75	2.00	2.67	2.67	2.00	2.80

PAI76	3.33	3.33	2.75	4.00	2.40
PAI77	3.00	3.00	3.17	3.71	2.80
PAI78	3.33	2.67	3.25	3.14	3.40
PAI79	3.00	2.83	3.25	3.00	3.60
PAI80	3.00	3.00	3.08	3.57	2.86

Table 9

Comparison of Mean Implementation Scores for Michigan Department of Education School Systems Review (SSR) and AdvancED Interim Self-Assessment (ISA) Standards

	Michigan Department of Education (n = 40)	AdvancED (n = 40)
SSR standards		
Teaching for Learning	2.70	
Leadership for Learning	2.96	
Professional Learning	2.57	
School, Family, and Community Relations	2.78	
ISA standards		
Purpose and Direction		3.14
Governance and Leadership		3.20
Teaching and Assessing for Learning		3.10
Resources and Support Systems		3.01
Using Results for Continuous Improvement		2.84

The mean score for each standard was obtained by combining the mean scores for each question asked on the SSR and the ISA. The mean scores are higher for AdvancED-accredited schools than Michigan-accredited schools in their respective combined results.

Tables 1–9 display pertinent information to address Research Question 1: To what extent, if any, is there a statistically significant relationship between the scores on the School Systems Review (SSR) and the Interim Self-Assessment (ISA)? The hypothesis was accepted.

The values were obtained from the compiled self-assessment scores secured from completion of Education YES! reporting. The mean scores were determined by the addition of the values reported for each question addressing each standard. The sum was then divided by the number of values added. The mean scores reported from AdvancED-accredited schools are greater than the mean scores from Michigan Department of Education-accredited schools.

Table 10

Ranking on Top-to-Bottom (TTB) List for Michigan Department of Education- and AdvancED-Accredited Reward Schools

Michigan Department of Education		AdvancED	
Random code	TTB percentile rank	Random code	TTB percentile rank
RMS1	91	RAI41	98
RMS2	81	RAI42	96
RMS3	96	RAI43	89
RMS4	96	RAI44	93
RMS5	73	RAI45	94
RMS6	23	RAI46	98
RMS7	99	RAI47	97
RMS8	99	RAI48	96
RMS9	99	RAI49	96
RMS10	97	RAI50	96
M	85.4		95.3

The data in Table 10 is a representation of the Top-to-Bottom list's percentile ranking for the random Michigan Department of Education and AdvancED Reward schools. The table also shows the mean value of the schools' ranking for each type of accreditation. The AdvancED mean percentile rank of 95.3 was greater than that of the Michigan mean of 85.4, which was an overall ranking of 9.9 points higher.

Tables 11 through 13 that follow are equivalent to Table 10, but each represents the findings of the individual schools' TTB percentile ranks for Michigan- and AdvancED-accredited schools along with the mean value of rankings by accreditation type for Beating-the-Odds schools (Table 11), Focus schools (Table 12), and Priority schools (Table 13). For the Beating-the-Odds schools, the AdvancED mean rank of 91.8 was greater than the Michigan mean rank of 87.7. The AdvancED-accredited schools received a mean percentile rank of 4.1% higher overall than the Michigan-accredited schools for the Beating-the-Odds category. For the Focus schools, the AdvancED mean score of 36.5 was less than the Michigan mean of 36.8, with Michigan schools ranking 0.3% above the AdvancED schools. The Priority school average ranking was lower than Reward, Beating-the-Odds, and Focus schools. For Priority schools, the AdvancED schools' mean percentile rank of 17.4 was 12.9% greater than the Michigan schools' percentile rank mean of 4.5.

The data in Tables 10–13 provided supporting evidence for addressing Research Question 3: To what degree, if any, is there a statistically significant relationship in ranking on the Michigan Top-to-Bottom list (TTB) between Michigan-accredited schools and AdvancED-accredited schools?

Table 11

Ranking on Top-to-Bottom (TTB) List for Michigan Department of Education- and AdvancED-Accredited Beating-the-Odds Schools

Michigan Department of Education		AdvancED	
Random code	TTB percentile rank	Random code	TTB percentile rank
BTOMS11	99	BTOAI51	99
BTOMS12	99	BTOAI52	79
BTOMS13	79	BTOAI53	98

BTOMS14	99	BTOAI54	79
BTOMS15	87	BTOAI55	99
BTOMS16	99	BTOAI56	98
BTOMS17	56	BTOAI57	97
BTOMS18	91	BTOAI58	97
BTOMS19	87	BTOAI59	73
BTOMS20	81	BTOAI60	99
M	87.7		91.8

Table 12

Ranking on Top-to-Bottom (TTB) List for Michigan Department of Education- and AdvancED-Accredited Focus Schools

Michigan Department of Education		AdvancED	
Random code	TTB percentile rank	Random code	TTB percentile rank
FMS21	47	FAI61	21
FMS22	33	FAI62	60
FMS23	56	FAI63	20
FMS24	9	FAI64	51
FMS25	36	FAI65	93
FMS26	25	FAI66	22
FMS27	36	FAI67	23
FMS28	53	FAI68	23
FMS29	36	FAI69	38
FMS30	37	FAI70	14
M	36.8		36.5

Table 13

Ranking on Top-to-Bottom (TTB) List for Michigan Department of Education- and AdvancED-Accredited Priority Schools

Michigan Department of Education		AdvancED	
Random code	TTB percentile rank	Random code	TTB percentile rank
PMS31	1	PAI71	19
PMS32	0	PAI72	42
PMS33	0	PAI73	0
PMS34	10	PAI74	0
PMS35	12	PAI75	11
PMS36	5	PAI76	6
PMS37	11	PAI77	8
PMS38	4	PAI78	1
PMS39	1	PAI79	11
PMS40	1	PIA80	76
M	4.5		17.4

The data collected from the Education YES! diagnostic tools, the SSR and ISA, were entered into the IBM Statistical Package for the Social Sciences (SPSS), MAC version 25.0. The first data entered was collected from the self-reported scores. The data used to compare implementation of the MDE and AdvancED standards include mean (*M*), standard deviation (*SD*), standard error (*SE*), variance, minimum, and maximum.

The tables and figures in this study were developed using SPSS to show the correlational relationship between the standard items on the Michigan SSR and the AdvancED ISA. This univariate procedure was applied to examine the distribution of responses on the required Education YES! reporting submissions. The Means procedure provided a way to summarize the data and computed descriptive statistics for variables across the observations and within the observations of self-reporting on the Education YES! assessments.

Additional summary statistics were generated by using SPSS to analyze the combination of the standards from cross-walked data of AdvancED and Michigan self-reported results. The interpretation of the charts is clarified with the following combined listings based on the standards from the SSR and ISA.

Table 14

Measures of Central Tendency for Top-to-Bottom (TTB) List and Paired Michigan Department of Education and AdvancED Standards

Variable	*N*	Mean	Median	Lower Quartile	Upper Quartile
TTB	80	56.9250000	66.5000000	19.5000000	96.0000000
TL / PD	80	2.9221250	3.0000000	2.4000000	3.3300000
LL / GL	80	3.0817500	3.0000000	2.6700000	3.5000000
PL / TAL	80	2.8328750	2.8750000	2.5000000	3.2500000
SFCR / RS	80	2.8945000	2.9300000	2.5000000	3.2900000
URCI	40	2.8440000	3.0000000	2.4000000	3.2000000

Note. The standards for the Michigan Department of Education and AdvancED were paired in the following manner: TL = Teaching for Learning / PD = Purpose and Direction; LL = Leadership for Learning / GL = Governance for Learning; PL = Professional Learning / TAL = Teaching and and Assessing for Learning; SFCR = School, Family, and Community Relations / RS = Resources and Supports; and URCI = Using Results for Continuous Improvement.

Table 14 data was calculated using the self-reported scores on the Interim Self-Assessment and the School Systems Review, with schools reflecting on their implementation of the standards. There is no significant difference between mean scores in each combined area.

Table 15

Measures of Variance for Top-to-Bottom (TTB) List and Paired Michigan Department of Education and AdvancED Standards

Variable	Standard Deviation	Variance	Standard Error	Minimum	Maximum
TTB	38.3401746	1469.97	4.2865618	0.0	99.0000000
TL / PD	0.5847637	0.3419486	0.0653786	1.9000000	4.0000000
LL / GL	0.5465004	0.2986627	0.0611006	1.7500000	4.0000000
PL / TAL	0.6565873	0.4311068	0.0734087	0.2500000	4.0000000
SFCR / RS	0.6002065	0.3602478	0.0671051	1.5000000	4.0000000
URCI	0.5973480	0.3568246	0.0944490	1.6000000	4.0000000

Note. The standards for the Michigan Department of Education and AdvancED were paired in the following manner: TL = Teaching for Learning / PD = Purpose and Direction; LL = Leadership for Learning / GL = Governance for Learning; PL = Professional Learning / TAL = Teaching and and Assessing for Learning; SFCR = School, Family, and Community Relations / RS = Resources and Supports; and URCI = Using Results for Continuous Improvement.

Table 15 contains information from the nine standard variables, plus the Top-to-Bottom list. The minimum scores range from 0.25 to 1.90. The maximum score is 4.0 for each pair of matched standards. The category with the lowest implementation status is in the areas of Professional Learning / Teaching and Learning.

Table 16

Measures of Central Tendency for AdvancED-Accredited Schools by Top-to-Bottom Percentile Rank and Paired Michigan Department of Education and AdvancED Standards

Variable	*N*	Mean	Median	Lower Quartile	Upper Quartile
TTB	40	60.2500000	77.5000000	20.5000000	96.5000000
TL / PD	40	3.1417500	3.0000000	3.0000000	3.6700000
LL / GL	40	3.2012500	3.3300000	2.8300000	3.5000000
PL / TAL	40	3.0982500	3.1250000	2.7500000	3.3850000
SFCR / RS	40	3.0140000	3.0000000	2.7100000	3.4300000
URCI	40	2.8440000	3.0000000	2.4000000	3.2000000

Note. The standards for the Michigan Department of Education and AdvancED were paired in the following manner: TL = Teaching for Learning / PD = Purpose and Direction; LL = Leadership for Learning / GL = Governance for Learning; PL = Professional Learning / TAL = Teaching and and Assessing for Learning; SFCR = School, Family, and Community Relations / RS = Resources and Supports; and URCI = Using Results for Continuous Improvement.

Table 16 shows a significant difference between the two categories of reports completed for AdvancED-accredited schools and Michigan-accredited schools. The combined scores in each area AdvancED and Michigan schools also showed a significant difference in scores. The mean scores for the AdvancED TTB was 60.25. The mean scores for Michigan schools was 53.60, a 6.65 difference. The Lower Quartile scores for Advanced accredited schools range from 2.4 to 3.0, whereas the Michigan accredited schools range from 2.0 to 2.2. The Upper Quartile AdvancED scores range from 3.2 to 3.6. Michigan Upper Quartile scores range from 3.0 to 3.3.

In both cases the AdvancED schools scored themselves higher, thus resulting in higher quartile scores. Michigan schools rated themselves lower, resulting in lower quartile scores.

Table 17

Measures of Variance for Top-to-Bottom (TTB) List and Paired Michigan Department of Education and AdvancED Standards

Variable	Standard Deviation	Variance	Standard Error	Minimum	Maximum
TTB	38.2976199	1466.71	6.0553854	0.0	99.0000000
TL / PD	0.5507512	0.3033269	0.0870814	1.9000000	4.0000000
LL / GL	0.5503681	0.3029051	0.0870208	1.7500000	4.0000000
PL / TAL	0.7247060	0.5251987	0.1145861	0.2500000	4.0000000
SFCR / RS	0.6474803	0.4192308	0.1023756	1.5000000	4.0000000
URCI	--	--	--	--	--

Note. The standards for the Michigan Department of Education and AdvancED were paired in the following manner: TL = Teaching for Learning / PD = Purpose and Direction; LL = Leadership for Learning / GL = Governance for Learning; PL = Professional Learning / TAL = Teaching and and Assessing for Learning; SFCR = School, Family, and Community Relations / RS = Resources and Supports; and URCI = Using Results for Continuous Improvement.

Table 17 summarizes the results of the combined scores for Michigan-accredited schools on the Top-to-Bottom list along with the variables of standard deviation, variance, standard error, minimum score, and maximum score. The standard deviation for all combined category scores at Michigan schools are similar among the categories. The minimum reported scores for Michigan schools are lower than those of the AdvancED schools. There are no scores in the last

category of Using Results for Continuous Improvement because of the variation in the number of standards between the two accreditation entities. Data from Tables 16 and 17 address Research Question 2: What is the statistically significant relationship between Michigan-accredited schools and AdvancED-accredited schools?

The randomly selected schools in the study were analyzed for distribution on the Top-to-Bottom list and by their distribution among the TTB category rankings. The schools were also analyzed according to their classification as AdvancED accredited or Michigan Department of Education accredited.

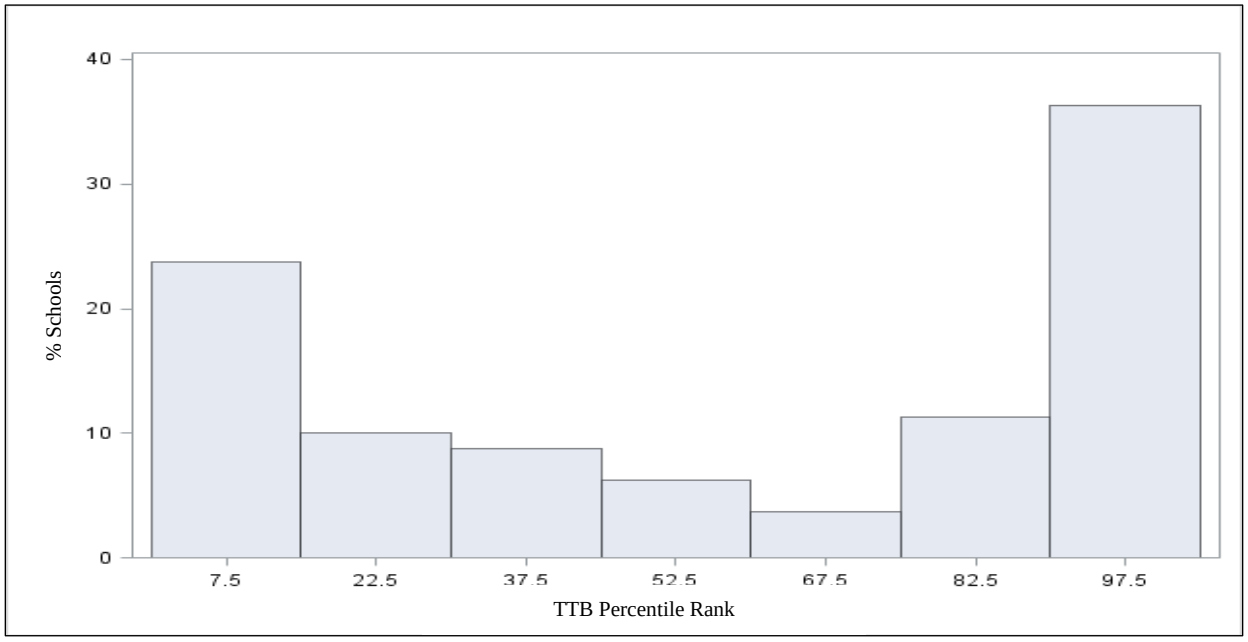

Figure 4. Distribution of Study Sample (*N* = 80) on Top-to-Bottom (TTB) List

A distribution graph in Figure 4 shows the percentage of the total number of schools as they were ranked by percentile on the Top-to-Bottom list. The percentile ranks range from 0 to 98. The 7.5 and 97.5 markers are used to quantify the scores. This figure represents an *n* of 80, the entire sample population of schools in this study. The TTB list is one of the accountability

scores in Michigan that are used to rank schools. Ranking is determined by student performance on standardized tests in math, English language arts, science, and social studies. Not all schools receive a TTB ranking, which divides schools into four distinct categories: Reward, Beating the Odds, Focus, and Priority. Figure 4 shows more schools at the extremes of the *x*-axis, which represents the percentile ranking. Approximately 24% of the schools in the study are Priority schools, and 37% are Reward schools.

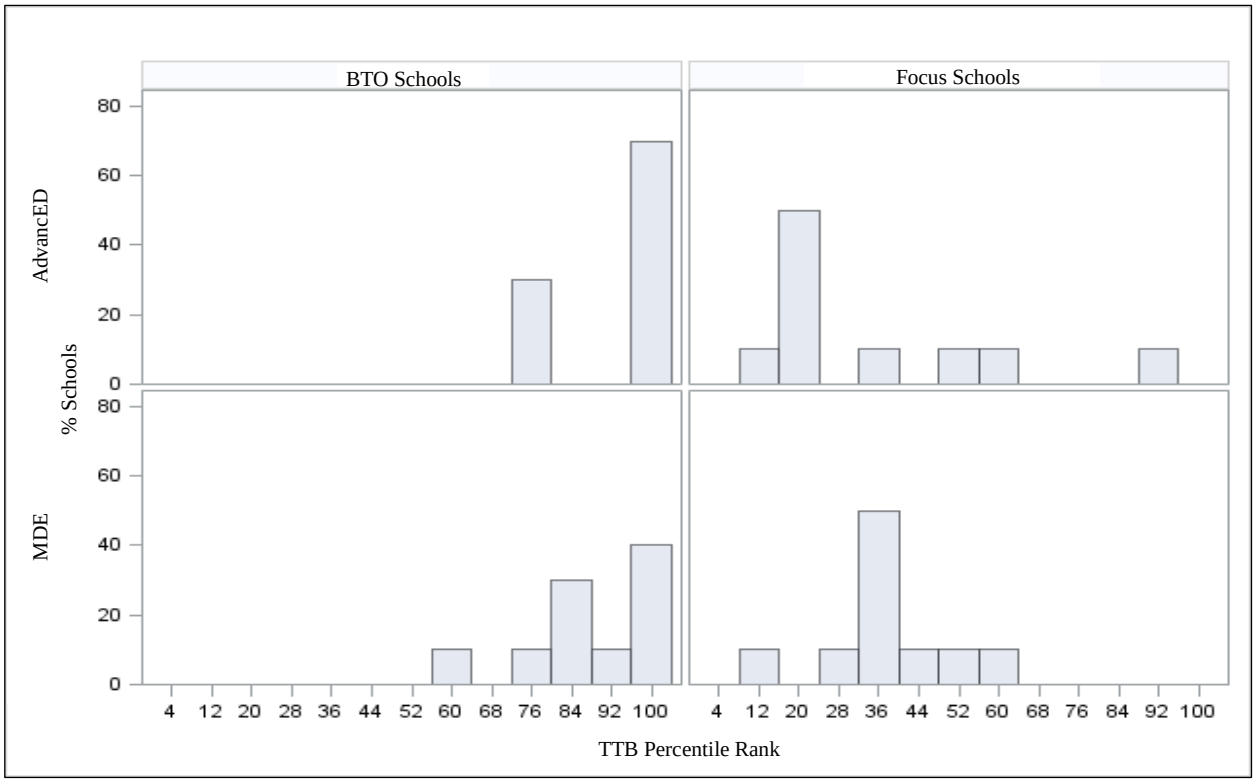

Figure 5. Distribution of Beating-the-Odds and Focus Schools on Top-to-Bottom (TTB) List (*n* = 10 schools per graph)

Figure 5 represents a portion of the distribution sample broken down by category of Beating-the-Odds schools and Focus schools. These schools were also divided into accreditation category groups of AdvancED schools and Michigan schools. The visual depiction provides an

illustration of schools in two performance categories of the TTB list. The bar graph shows that 70% of BTO AdvancED-accredited schools ranked at the highest percentile range compared to 40% of BTO Michigan-accredited schools. In the Focus category, AdvancED and Michigan schools in the Focus area represent 50% with no considerable difference between the two. Data from Figures 4 and 5 clearly address Research Question 3 and support that there is a statistically significant relationship between schools ranking on the TTB list.

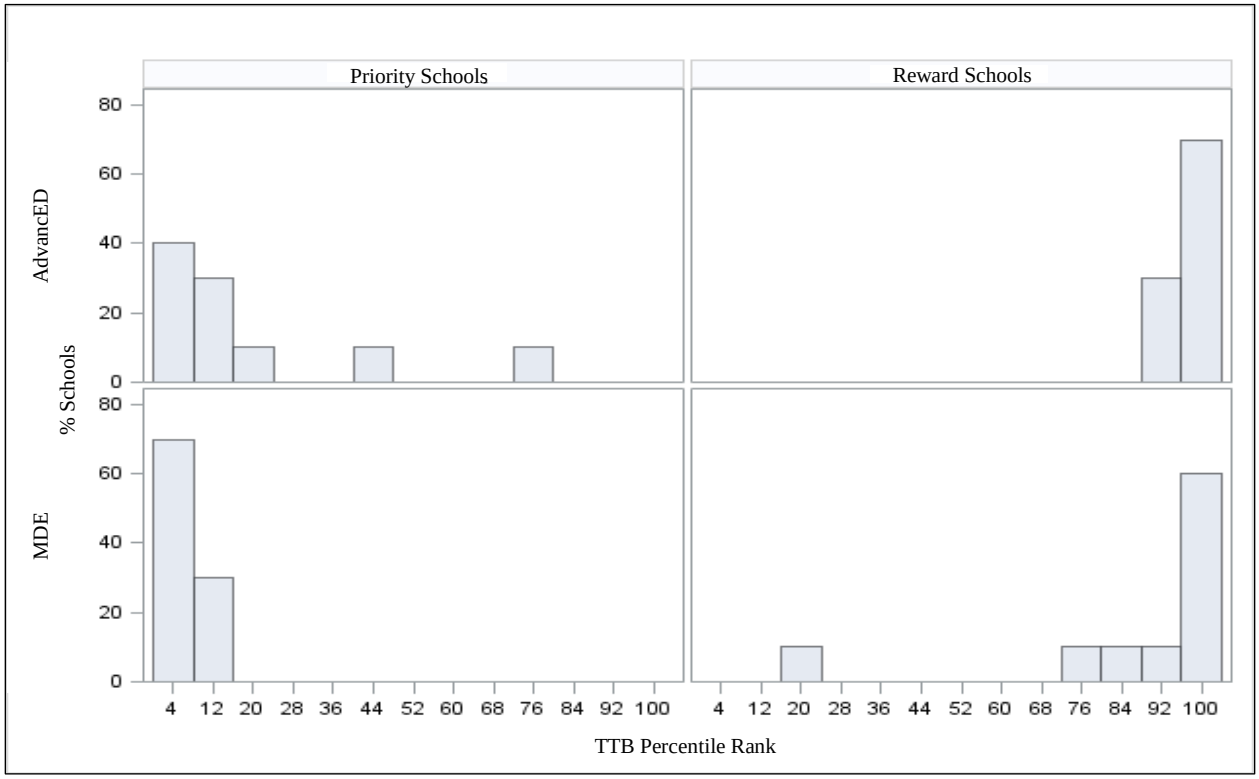

Figure 6. Distribution of Priority and Reward Schools on Top-to-Bottom (TTB) List (*n* = 10 schools per graph)

Figure 6 denotes the distribution of the portion of the sample identified as Priority schools and Reward schools. The schools were divided into AdvancED schools and Michigan schools in the depiction and plotted by TTB list percentile ranking. Seventy percent of MDE-accredited Priority schools ranked in the lowest percentile range (less than the 8th percentile)

compared to 40% of AdvancED-accredited Priority schools. Regarding the Rewards schools, 100% of the AdvancED-accredited schools rank in the two highest percentile ranges, whereas 70% of the MDE-accredited schools rank similarly.

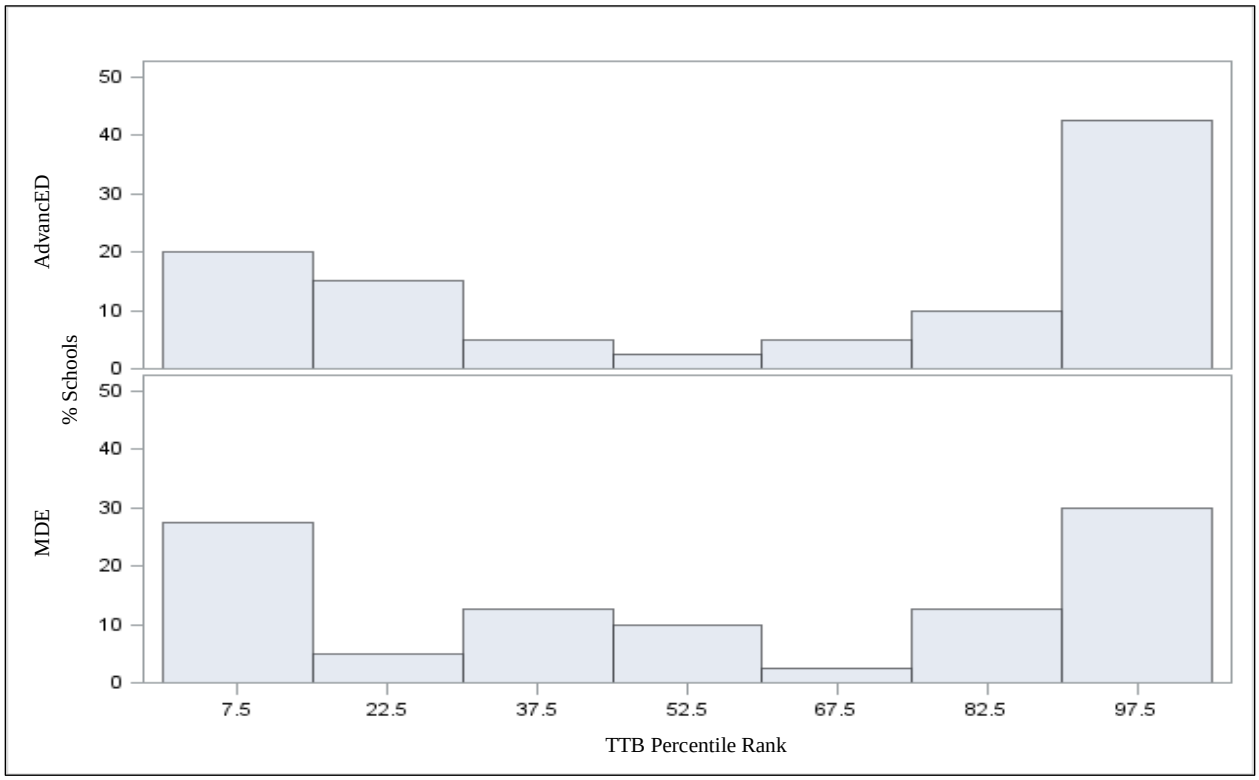

Figure 7. Distribution of AdvancED-Accredited and Michigan Department of Education-Accredited Schools on Top-to-Bottom List (n = 40 schools per graph)

Figure 7 illustrates how schools in the two accreditation categories ranked by percentile on the TTB list. Twenty percent of AdvancED schools fall in the lowest percentile range, whereas approximately 28% of MDE schools represent the same ranking. The greatest percentage of schools fall in the highest percentile range for both types of schools, but these schools account for 42% of the AdvancED schools and 29% of MDE schools. For both

AdvancED and MDE schools, the uneven distribution of schools shows the largest percentage of schools ranking at the highest and lowest percentiles.

Figures 4–7 provide data analyses to address Research Question 3: To what degree, if any, is there a statistically significant relationship between schools ranking on the Michigan Top-to-Bottom? To further answer the research questions, statistical analysis was performed using a procedure of analysis of variance (ANOVA).

ANOVA

The purpose of applying the statistical procedure of ANOVA was to determine whether the data used in the study held differences between the means of standard implementation status and Top-to-Bottom list percentile rankings of the various groupings, and if so, whether these differences were statistically significant. The means for specific samples calculated for Michigan-accredited and AdvancED-accredited schools that completed the Interim Self-Assessment and the School Systems Review, respectively, are found in Tables 1–4 and Tables 5–8 respectively. Levene's test for equality of variance (Tables 18–21) was utilized in this study to check for homogeneity in variance among the samples being drawn from different data sets.

Table 18

Levene's Test for Homogeneity of Variance for Teaching for Learning / Purpose and Direction – ANOVA of Squared Deviations from Group Means

Source	*df*	Sum of Squares	Mean Square	F Value	Pr > F
Performance Category	3	0.4414	0.1470	1.21	0.3115
Error	76	9.2323	0.1215		

In Table 18, the variance between standards for both groups are equal, Pr > 0.3115, which is greater than (i.e., p > .05). The homogeneity of variances is met. According to statistical procedures, results indicating that the *F* variances are somewhat the same means that the reported sample variance is no larger than twice the size of the other. This determination of variance allows for the assumption of equal variances.

Tables 19–21 show the results of Levene's tests for the paired SSR/ISA strands of standards: Leadership for Learning/Governance and Leadership; Professional Learning/ Teaching and Learning; and School, Family, and Community Resources/Resources and Supports. In each test, the variance for the standards for both groups are equal, and the homogeneity of variance is met.

Table 19

Levene's Test for Homogeneity of Variance for Leadership for Learning / Governance and Leadership – ANOVA of Squared Deviations from Group Means

Source	*df*	Sum of Squares	Mean Square	F Value	Pr > F
Performance Category	3	0.1939	0.0646	0.54	0.6532
Error	76	9.0189	0.1187		

Table 20

Levene's Test for Homogeneity of Variance for Professional Learning / Teaching and Learning – ANOVA of Squared Deviations from Group Means

Source	*df*	Sum of Squares	Mean Square	F Value	Pr > F
Performance Category	3	2.2789	0.7596	1.01	0.3943
Error	76	57.3204	0.7542		

Table 21

Levene's Test for Homogeneity of Variance for School, Family, and Community Resources / Resources and Supports – ANOVA of Squared Deviations from Group Means

Source	*df*	Sum of Squares	Mean Square	F Value	Pr > F
Performance Category	3	0.5007	0.1669	0.85	0.4689
Error	76	14.8563	0.1955		

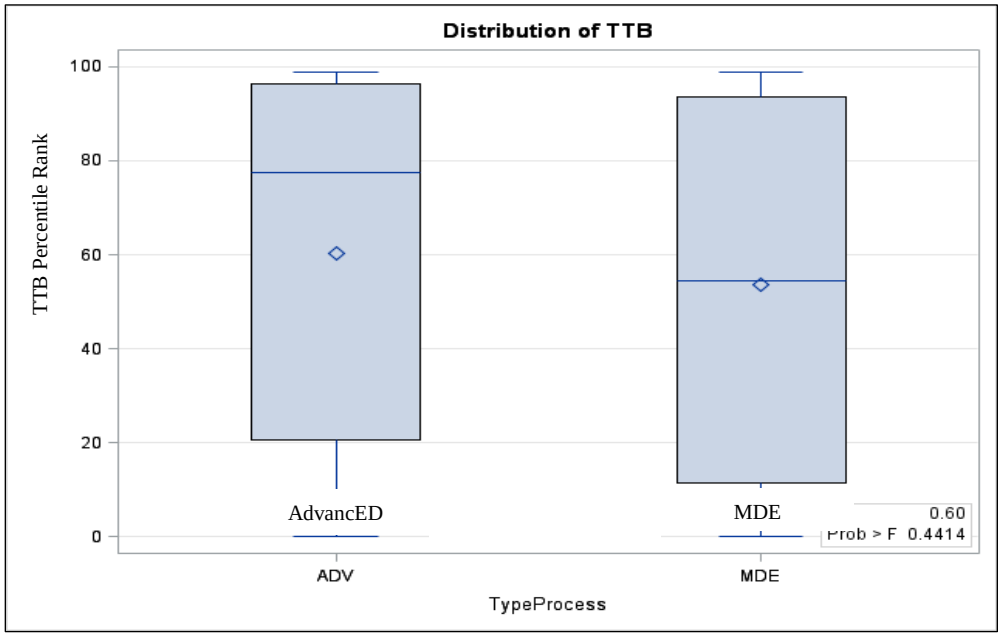

Figure 8. ANOVA Percentile Rank of AdvancED-Accredited Schools and Michigan Department of Education (MDE)-Accredited Schools on Top-to-Bottom (TTB) List

Figure 8 presents the results for the comparison of the AdvancED-accredited schools and Michigan-accredited schools on the TTB list. The ANOVA results determined the mean square to be 884.45. The F value is 0.60. The value of Pr > F is 0.4414. There were no outliers in the data, based on the inspection of the boxplot. The lowest point for both AdvancED and Michigan schools begin at zero. The highest point for the schools of both accreditation processes are also the same at 100. Quartile 1 (Q1) for AdvancED accredited schools covers the range of percentile rank 98th to 100th. The remaining AdvancED quartile ranges are as follows: Q2 is the 79th to 97th percentile rank, Q3 is the 21st to 79th, and Q4 is the 0 to 20th. The box-and-whiskers quartiles for the Michigan schools are as follows: Q1 ranges from the 95th to 100th percentile rank; Q2 is the 58th to 98th; Q3 is 58th to 15th; and Q4 covers the 15th to 0. The mean TTB

percentile rank is represented by the symbol ◇. The median is represented by the horizontal line.

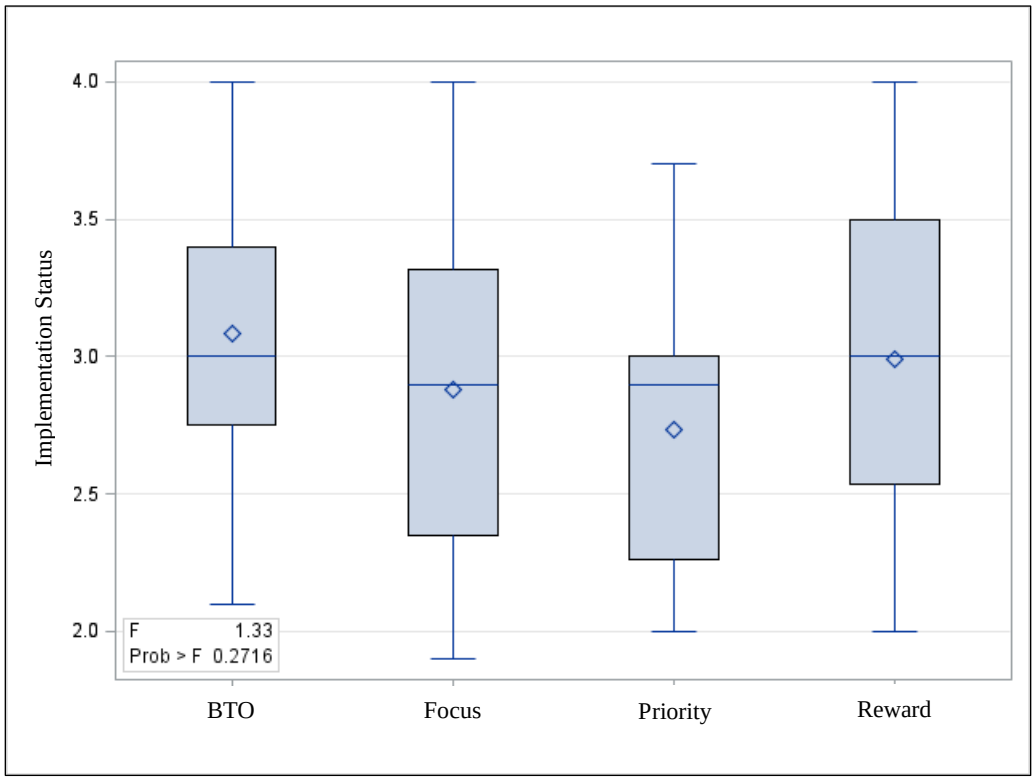

Figure 9. ANOVA of Means of Implementation of Standards for Teaching and Learning / Purpose and Direction

Figure 9 represents the combination of the implementation of the MDE standard of Teaching for Learning and the AdvancED standard Purpose and Direction. The ANOVA resulted in the mean square of 0.29664000. The F value is 1.33, and the Pr > F is 0.2716. The lowest score for the combined AdvancED and Michigan schools is 2.0. The top score for the schools is 4.0. The quartile ranges for each performance category of schools follow: Beating-the-Odds schools have a Quartile 1 (Q1) range of 4.0 to 3.4, a Q2 of 3.4 to 3.0, a Q3 of 3.0 to 2.4, and a Q4 range of 3.4 to 2.1; Focus schools show a quartile range of 4.0 to 3.3 for Q1, 3.3 to 2.9 for Q2, 2.9 to 2.4 for Q3, and 2.4 to 1.9 for Q4; Priority schools' Q1 ranges from 3.7 to 3.0,

Q2 ranges from 3.0 to 2.9 ; Q3 ranges from 2.9 to 2.3 ; and Q4 ranges from 2.3 to 2.0; and Reward schools have a Q1of 4.0 to 3.5, a Q2 of 3.5 to 3.0, a Q3 of 3.0 to 2.6, and a Q4 of 2.6 to 2.0. The mean score is represented by the symbol ◇. The median is represented by the horizontal line.

Table 22

ANOVA Statistics for Implementation Status for Dependent Variable Teaching for Learning / Purpose and Development

Source	*df*	Sum of Squares	Mean Square	F Value	Pr > F
Model	3	1.34521375	0.44840458	1.33	0.2716
Error	76	25.66872500	0.33774638		
Corrected Total	79	27.01393875			

R-Square	Coefficient of Variation	Root MSE	Mean
0.049797	19.88825	0.581160	2.922125

Source	*df*	ANOVA SS	Mean Square	F Value	Pr > F
Performance Category	3	1.34521375	0.44840458	1.33	0.2716

The dependent variable for the combined category of Teaching for Learning and Purpose and Development resulted in the ANOVA sum of squares value of 1.34521375. The F value is 1.33, and the probability of this score happening by chance is 0.2716. Table 22 is the typical ANOVA output from SPSS.

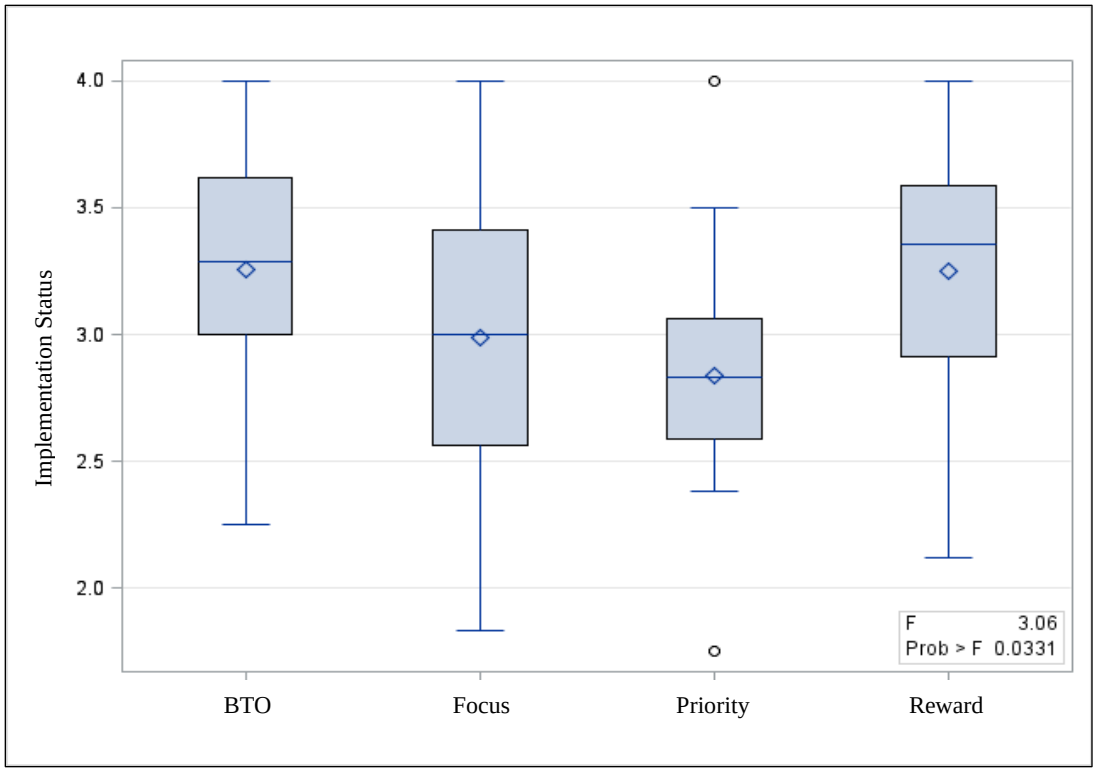

Figure 10. ANOVA of Means of Implementation of Standards for Leadership for Learning / Governance and Leadership

Figure 10 is the ANOVA box-and-whiskers plot of the representation of the distribution of the combined variables Leadership for Learning and Governance and Leadership of schools in the four Top-to-Bottom performance categories. For schools in the Beating-the-Odds category, Quartile 1 (Q1) ranges from 4.0 to 3.6, Q2 range is 3.6 to 3.4, Q3 is 3.4 to 3.0, and Q4 is 3.0 to 2.3. For Focus schools, Q1 is 4.0 to 3.4; Q2 3.4 is 3.0; Q3 is 3.0 to 2.6; Q4 is 2.6 to 1.5. The quartiles for Priority schools are as follows: Q1 is 3.5 to 3.1, with one outlier at 4.0; Q2 is 3.1 to 2.6; Q3 is 2.9 to 2.3; and Q4 is 2.3 to 2.4. There is one outlier at 1.0. For Reward schools, Q1 range is 4.0 to 3.6, Q2 range is 3.6 to 3.4, Q3 range is 3.4 to 2.8, and Q4 range is 2.8 to 2.1. The mean score is represented by the symbol ◇. The median is represented by the horizontal line.

Table 23

ANOVA Statistics for Implementation Status for Dependent Variable Leadership for Learning / Governance for Learning

Source	*df*	Sum of Squares	Mean Square	F Value	Pr > F
Model	3	2.54461500	0.84820500	3.06	0.0331
Error	76	21.04974000	0.27697026		
Corrected Total	79	23.59435500			

R-Square	Coefficient of Variation	Root MSE	Mean
0.107848	17.07730	0.526280	3.081750

Source	*df*	ANOVA SS	Mean Square	F Value	Pr > F
Performance Category	3	2.54461500	2.54461500	3.06	0.0331

The dependent variable for the combined category of Leadership for Learning and Governance for Learning resulted in the ANOVA sum of squares value of 2.54461500. The F value is 3.06. The probability of this score occurring by chance is 0.0331. Table 23 is the typical ANOVA output from SPSS.

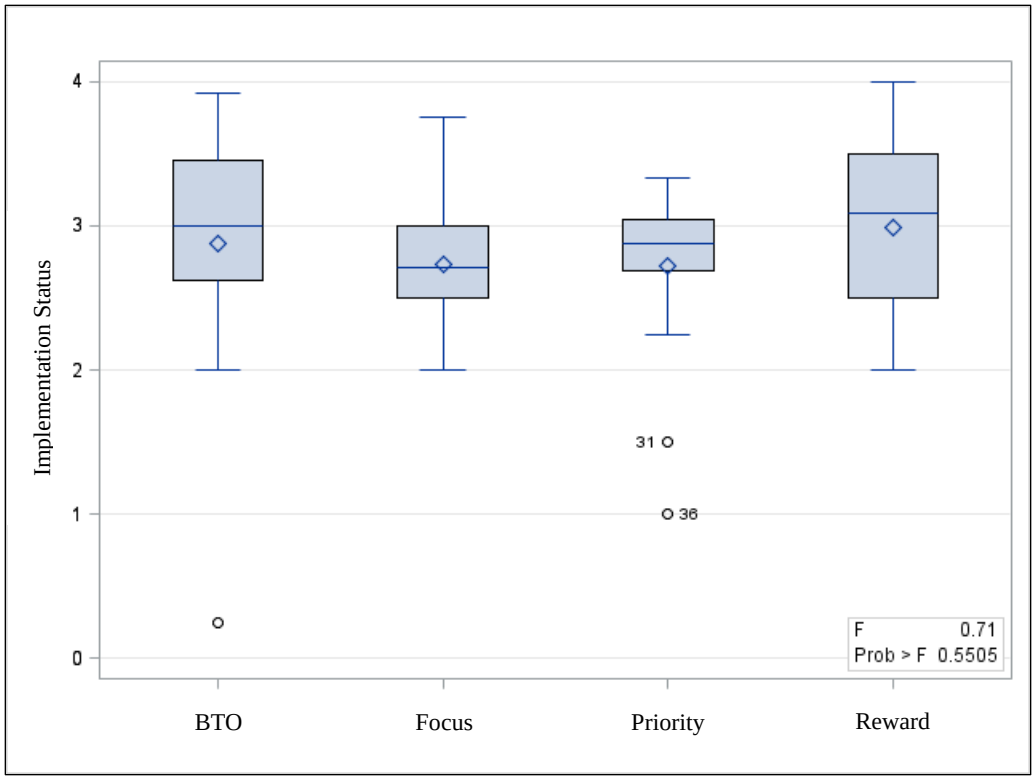

Figure 11. ANOVA of Means of Implementation of Standards for Professional Learning / Teaching for Learning

The ANOVA resulted in the mean square of 0.30839125. The F value is 0.71, and the Pr > F is 0.5505. There were three outliers in the data, based on the inspection of the boxplot in the Priority and Beating-the-Odds performance categories. The Beating-the-Odds schools' Quartile 1 (Q1) ranges from 3.9 to 3.5, Q2 ranges from 3.5 to 3.0, Q3 ranges from 3.0 to 2.6, Q4 ranges from 2.6 to 2.0; there is one outlier at 0.5. For Focus schools, Q1 is 3.7 to 3.0; Q2 is 3.0 to 2.7; Q3 is 2.7 to 2.4; Q4 is 2.4 to 2.0. The quartiles for Priority schools are Q1, 3.3 to 3.0; Q2, 3.0 to 2.8; Q3, 2.8 to 2.7; and Q4, 2.7 to 2.1. Two outliers fall in the Priority category (31 and 26). The results of quartiles for Reward schools are Q1, 4.0 to 3.5, Q2, 3.5 to 3.1, Q3, 3.1 to 2.5, and Q4, 2.5 to 2.0. The mean score is represented by the symbol ◇. The median is represented

by the horizontal line. The outliers can be tracked by examining the scores under the category portion. The scores are a representation of the self-reported school responses.

Table 24

ANOVA Statistics for Implementation Status for Dependent Variable Professional Learning / Teaching and Learning

Source	*df*	Sum of Squares	Mean Square	F Value	Pr > F
Model	3	0.92517375	0.30839125	0.71	0.5505
Error	76	33.13226500	0.43595086		
Corrected Total	79	34.05743875			

R-Square	Coefficient of Variation	Root MSE	Mean
0.027165	23.30727	0.660266	2.832875

Source	*df*	ANOVA SS	Mean Square	F Value	Pr > F
Performance Category	3	0.92517375	0.30839125	0.71	0.5505

The dependent variable for the combined standards of Professional Learning and Teaching and Learning produces the ANOVA sum of squares value of 0.92517375. The F value is 0.71. There is a probability of 0.5505 that this value happened by chance. Table 24 represents the typical ANOVA output from SPSS.

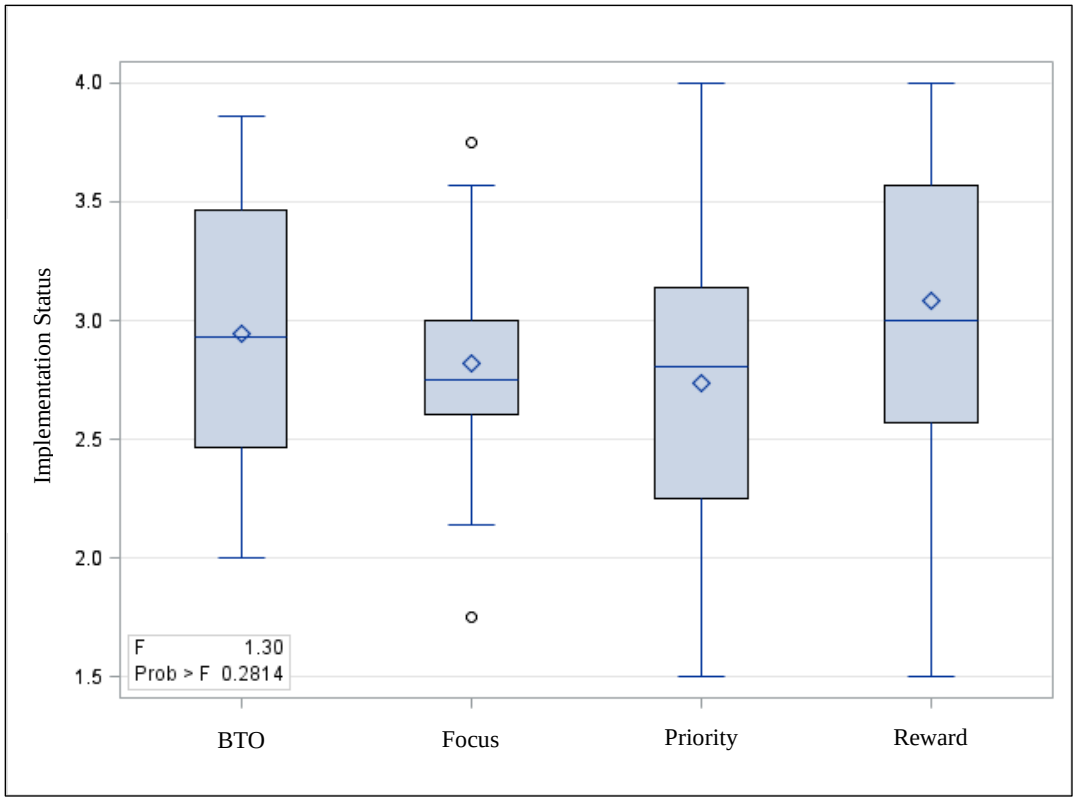

Figure 12. ANOVA of Means of Implementation of Standards for School, Family, and Community Resources / Resources and Supports

The ANOVA procedure resulted in the mean square of 0.46230333. The F value is 1.30. The Pr > F is 0.2814. Based on the inspection of the boxplot, there were two outliers in the Focus performance category. The combined School, Family, and Community Resources and Resources and Supports implementation status means are distributed on the box plots. Beating the Odds schools' Quartile 1 (Q1) is in the range of 3.8 to 3.4, Q2 is 3.4 to 2.8, Q3 is 2.8 to 2.4, and Q4 is 2.4 to 2.0. For the Focus category, Q1 ranges from 3.7 to 3.0, Q2 ranges from 3.0 to 2.7, Q3 ranges from 2.7 to 2.6, and Q4 ranges from 2.6 to 2.0. There are two outliers in the Focus performance category. The box-and-whiskers quartiles for Priority schools are Q1, 4.0 to 3.1; Q2, 3.1 to 2.8; Q3, 2.8 to 3.3; and Q4, 3.3 to 1.5. For Reward schools, Q1 ranges from 4.0 to 3.6, Q2 ranges from 3.6 to 3.0, Q3 ranges from 3.0 to 2.6, and Q4 ranges from 2.6 to 1.5.

Table 25

ANOVA Statistics for Implementation Status for Dependent Variable School, Family, and Community Resources / Resources and Supports

Source	*df*	Sum of Squares	Mean Square	F Value	Pr > F
Model	3	1.38691000	0.46230333	1.30	0.2814
Error	76	27.07267000	0.35621934		
Corrected Total	79	28.45958000			

R-Square	Coefficient of Variation	Root MSE	Mean
0.048733	20.61984	0.596841	2.894500

Source	*df*	ANOVA SS	Mean Square	F Value	Pr > F
Performance Category	3	1.38691000	0.46230333	1.30	0.2814

The dependent variable for the combined standards of School, Family, and Community Resources and Resources and Supports produced the ANOVA value for the sum of squares of 1.38691000. The F value is 1.30; the chances of this score happening because of chance is 0.2814. Table 25 represents the typical ANOVA output from SPSS.

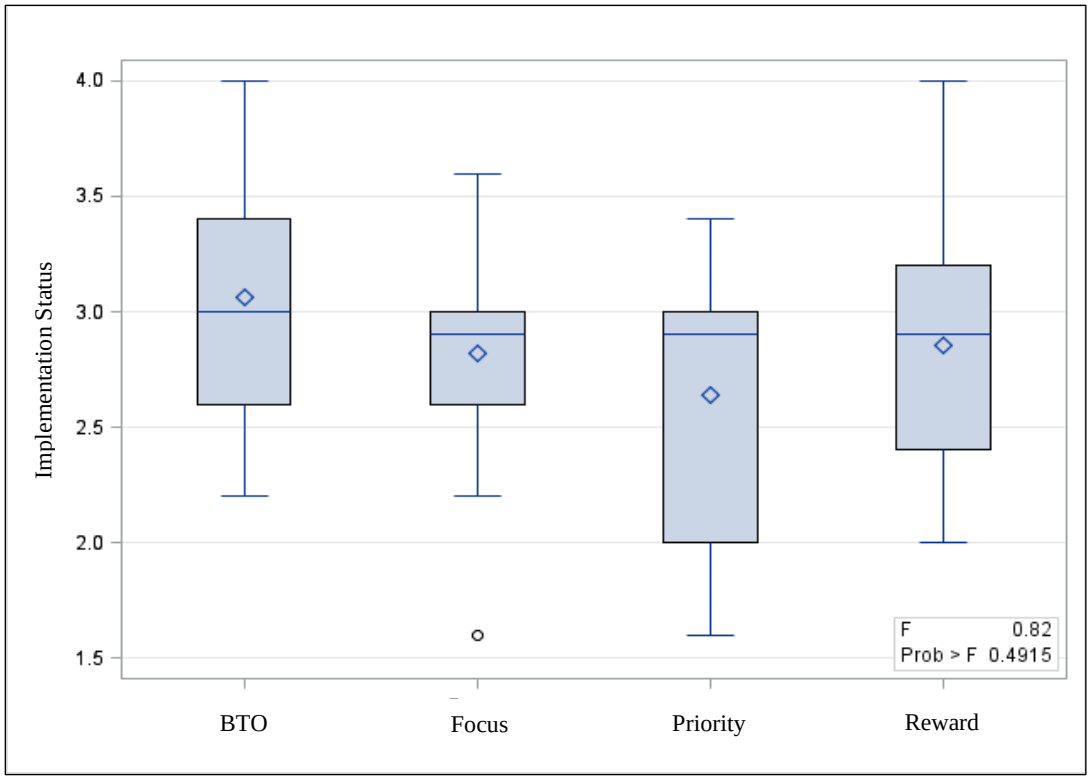

Figure 13. ANOVA of Means of Implementation of Standards for Using Results for Continuous Improvement

The ANOVA resulted in the mean square of 0.29664000. The F value is 0.82, and the Pr > F is 0.4915. For the standard of Using Results for Continuous Improvement, the ranges of the quartiles for the box plots for each performance category are listed. One outlier exists among the data in the Focus performance category. Beating-the-Odds schools' Quartile 1 (Q1) ranges from 4.0 to 3.4; Q2 ranges from 3.4 to 3.0; Q3 ranges from 3.0 to 2.6; and Q4 ranges from 2.6 to 2.2. For Focus schools, Q1 is 3.6 to 3.0, Q2 is 3.0 to 2.8, Q3 is 2.8 to 2.6, and Q4 is 2.6 to 2.2, with one outlier. The box-and-whiskers quartiles for Priority schools are 3.4 to 3.0 for Q1; 3.0 to 2.9 for Q2; 2.9 to 2.0 for Q3; and 2.0 to 1.6 for Q4. For Reward schools, Q1 is the range of 4.0 to 3.2; Q2 is the range of 3.2 to 2.8; Q3 is the range of 2.8 to 2.4; and Q4 is the range of 2.4 to 2.0.

The ANOVA Procedure Tukey's Studentized Range Test, or Honestly Significant Difference Test (HSD), was applied as part of the post-hoc testing. In all cases, the pairings of means resulting in the same letter are not significantly different. In the statistical analysis results for each category of Teaching for Learning / Purpose and Direction; Leadership for Learning / Governance for Learning; Professional Learning / Teaching and Learning; School, Family, and Community Relations / Resources and Supports; and Using Results for Continuous Improvement, all had the same letter, thus indicating that they are not significantly different.

Detailed Analysis

Permission was granted from the Michigan Department of Education to use the data collected from schools in Michigan and compiled and stored in the AdvancED ASSIST Platform. The collection of the data was secured from two distinct groups—first, from schools with Michigan Department of Education accreditation and, second, from schools with AdvancED accreditation. The data was collected from the self-reports, the School Systems Review and the Interim Self-Assessment. These reports are required by all schools in Michigan.

The platform from AdvancED is the portal that allows schools to submit the required reports. The platform provides a graphic representation of the results as well as the statistical calculation of the questions. The information gives direction to schools so that they can begin making changes in their everyday practice for improvement.

The results from the SSR and ISA were tabulated after submission of the Education YES! report. The submission awards accreditation status. The results were accessed from the ASSIST Platform utilized by the Michigan Department of Education to collect, store, and analyze school improvement reporting and accountability reporting. Quantitative results from the SSA and ISA were used to compare the schools' responses on implementation of standards.

Summary

In this chapter the data from the Education YES! reporting requirements for the State of Michigan was presented from a random sampling of schools that submitted either the School Systems Review or the Interim Self-Assessment. Forty AdvancED-accredited schools and 40 Michigan-accredited schools were used in this study for a total of 80 schools. Data from the SSR and ISA were analyzed along with the Michigan Department of Education Top-to-Bottom list. The resulting statistical data provided the information necessary to answer the following quantitative questions:

1. To what extent, if any, is there a statistically significant relationship between the scores on the School Systems Review (SSR) and the scores on the Interim Self-Assessment (ISA)?
2. To what extent, if any, is there a statistically significant relationship between Michigan-accredited schools and AdvancED-accredited schools?
3. To what degree, if any, is there a statistically significant relationship between schools ranking on the Michigan Top-to-Bottom list (TTB)?

Chapter 5: Conclusions and Discussion

Introduction

The purpose of this study was to examine the differences in the results of schools using a systemic process for school improvement and of using a non-systemic process. The design of this study was correlational quantitative quasi-experimental and examined the relationship and differences in schools accredited by AdvancED and those accredited by the Michigan Department of Education. This study was conducted to determine if there was a statistically significant difference in academic performance between AdvancED-accredited schools and Michigan-accredited schools based on the Top-to-Bottom list, which uses the two-year average of scores on standardized tests to rank schools.

The Michigan Department of Education (MDE) Education YES! Reporting tool was used to collect self-reported data from the AdvancED Interim Self-Assessment (ISA) and the MDE School Systems Review (SSR). The reported results of the SSR and ISA were central in addressing the answers for the research questions listed below:

1. To what extent, if any, is there a statistically significant relationship between the scores on the School Systems Review (SSR) and the Interim Self-Assessment (ISA)?
2. To what extent, if any, is there a statistically significant relationship between schools that are Michigan Accredited and AdvancED Accredited Schools?
3. To what extent, if any, is there a statistically significant relationship between schools ranking on the Michigan Top to Bottom List (TTB)?

The general hypothesis of this study was whether there was a difference in the ranking of schools based on the use of a systemic process for school improvement. The process of AdvancED is systemic and closely aligned to the framework of Senge, whereas the process of

the Michigan Department of Education School Improvement is non-systemic. The school improvement framework utilized by the MDE is a Gather, Study, Plan, Do cycle. Schools and districts choose to be AdvancED accredited or Michigan accredited. AdvancED accreditation requires schools and districts to pay a fee for the services of the agency. The close alignment of the theory, practice, and framework in this study resulted in a clearly unique way to address the ideas of increased student achievement results and school ranking using Education YES!, a self-reporting needs assessment, and the state-collected information that results in a Top-to-Bottom school ranking list.

Summary of the Results

The data collected for this research was gathered from reports required of Michigan Schools. The Office of Assessment and Accountability requires all schools in Michigan to complete the Education YES! reporting. The reporting is done by completing one of two assessments. Michigan-accredited schools complete the School Systems Review (SSR). AdvancED-accredited schools complete the Interim Self-Assessment (ISA). All Michigan schools complete a guided in-depth, internal analysis through the SSR or the ISA each year to address state and federal accountability and accreditation requirements. This process is a needs assessment used to help schools pinpoint strengths and opportunities for improvement. Data used in this study is from the Education YES! Reporting from the 2015–2016 school year. Until spring of 2018, schools were required to submit their Education YES! reporting. For the 2018–2019 school year this reporting was not required.

As presented in Chapter 4, this research has shown the schools' individual scores for the questions asked of either the group of AdvancED or Michigan Department of Education schools. In the process of completing the Education YES! report, staff groups come together to

collaborate over the responses. They must also discuss the results and agree upon the items of support they currently have in place.

Tables 1–4 in Chapter 4 present the raw score data for Michigan Department of Education-accredited schools. These schools answered 26 questions in the four standard areas of Teaching for Learning; Leadership for Learning; Professional Learning; and School, Family, and Community Relations. The scoring system is modeled after the Likert scale, with 1 being the lowest score and 4 being the highest score.

Tables 5–8 provide the raw score data for AdvancED-accredited schools. These schools answered 36 questions in the five standard areas of Purpose and Direction, Governance and Direction, Teaching and Learning, Resources and Supports, and Using Results for Continuous Improvement. Again, the scoring system is modeled after the Likert scale, with 1 being the lowest score and 4 being the highest score.

The scores for AdvancED- and MDE-accredited schools are compared in Table 9. The responses are evident that AdvancED schools rated themselves higher in every category of matched standard pairings. The AdvancED scores for the paired categories of Teaching for Learning / Purpose and Direction; Leadership for Learning / Governance and Leadership; Professional Learning / Teaching and Assessing for Learning; and School, Family, and Community Relations / Resources and Support Systems are higher by 0.44, 0.24, 0.53, and 0.23, respectively. There was no matching MDE standard for AdvancED's standard of Using Results for Continuous Improvement, therefore no comparative score was available. The solid score for this standard is 2.84.

Tables 1–9 can be interpreted as such: Schools that rated themselves using the ISA, the diagnostic tool of AdvancED, scored higher than the Michigan schools using the SSR. This

result is supportive of schools using a systemic model for organization and student achievement.

The breakdown of both AdvancED-accredited schools and Michigan-accredited schools' ranking by percentile on the Top-to-Bottom list are displayed in Tables 10–13. The mean percentile ranks for Michigan schools in the Reward performance category is 85.4, whereas the mean score of AdvancED schools in the same category is 95.3. The difference between the means of the two accreditation types was 9.9 points.

Table 11 represents the mean scores for schools in the Beat-the-Odds (BTO) category. The mean of Michigan schools mean was 87.7, whereas the mean score of AdvancED schools was 91.8. Thus, the average rank of AdvancED schools scores was 4.1 points higher than the average rank of Michigan BTO schools.

Table 12 displays the TTB percentile ranks of schools in the Focus category. The Michigan mean score was 36.8, whereas the AdvancED mean score was 36.5. These scores differed by only 0.3. It is an interesting phenomenon that the score in the Focus area was higher for Michigan schools than for AdvancED schools.

Table 13 provides the mean scores for schools in the Priority category. The mean score of Michigan schools was 4.5, and the mean score of AdvancED schools in the category are 17.4. The average percentile rank of AdvancED schools scores was higher by 12.9 points. The percentile rankings of both AdvancED and Michigan schools in the Priority school category were low, however the scores for AdvancED schools in this category showed the largest difference over the Michigan schools of all the scores at 12.9 points higher.

The reported scores for AdvancED and Michigan schools address Research Question 1: To what extent, if any, is there a statistically significant relationship between the scores on the School Systems Review (SSR) and the scores on the Interim Self-Assessment (ISA)?

For each combined score for the respective standards of the SSR and ISA, AdvancED schools rated themselves higher. This is indicative of a better understanding and implementation of a systemic process framework being used to affect the school improvement process. That AdvancED schools scored themselves higher is also suggestive that schools with a distinctive process in place perform better academically.

Tables 14 displays the measures of central tendency. The mean, median, and mode are important for examining where randomly selected items fall in a distribution. There is no mode if numbers are not repeated. Table 15 expresses the measures of spread, or variance. It allows us to consider the variance between points. In this case, there is very little difference. This information addresses Research Question 2: What is the statistically significant relationship between schools that are Michigan accredited and schools that are AdvancED accredited? There is indeed a statistically significant relationship, and the hypothesis was accepted. Establishing that there is a significant relationship between the two groups of schools is critical in this study because it allows for drawing generalizations about the advantages of using a systemic process to increase student and school academic performance.

Figure 4 is a visual representation of the distribution of the sample size and the breakdown on the Top-to-Bottom list. Based on the randomness of the data collection, one would think that the plotted data would result in a normal bell curve. However, this is not the case. The large number of schools ranking in the Priority and Reward categories, the extremes of the spectrum, leaves less than half the schools to be distributed in the middle. This is representative of a bimodal distribution, where there are two peaks.

Figures 4 and 5 also further show the difference in the distribution of each performance category of schools divided out by accreditation status. These figures show differences in scores and speak to Research Question 3: To what degree, if any, is there a statistically significant relationship between schools ranking on the Michigan TTB list? The differences in scores between AdvancED and Michigan Department of Education schools supports the thinking that schools involved in a systemic process framework combined with a secure knowledge of school improvement fare better in increasing student achievement scores and moving up the TTB list.

Discussion of the Results

The research questions for this study are critical for looking at quantitative data in relation to increasing student and school scores as well as generalizing the data to develop and support a means for all schools to increase their accountability. The original assumption was that AdvancED-accredited schools that used a systemic process scored higher on the Interim Self-Assessment than did the Michigan-accredited schools on the School Systems Review. Findings from the study suggest that this is indeed true; the results of this study closely align with the hypothesis of the study. Consideration for using a systemic approach will benefit schools that are rated as poor performers. This approach will allow all schools to embrace and apply the principles of Systems Thinking, Personal Mastery, Mental Models, Building a Shared Vision, and Team Leadership—all concepts of the Senge model—utilized as an underpinning in the AdvancED accreditation process.

This study is the only study that closely compares AdvancED-accredited schools and Michigan-accredited schools using the Michigan Department of Education's Education YES! reporting represented by the Interim Self-Assessment and the School Systems Review. These two documents contain self-review questions that call for schools to rate themselves and check

off appropriate documentation indicating they have the proper information to confirm the validity of the responses. The literature available regarding a systems-thinking framework and the School Improvement Framework in Michigan is nonexistent. The mere fact that there are so many schools not achieving at an acceptable level makes this research a stepping-stone for finding a way to introduce new concepts, train, and support failing schools. The strong recommendation from this research is made after the study of basic information and statistical analyses that support that many successful schools have a systemic process and understanding of school improvement framework in place. The systemic process in the case of this study is AdvancED accreditation.

Of special interest from the data, I found that schools that were categorized in the lowest performance ranking of Priority scored consistently low. However, the Priority scores for AdvancED schools were 12.9% higher than those of Michigan schools.

Although one of the major differences in the two accreditation types is the requirement to pay for AdvancED service, it is clear the systems process and framework are indicative of the need for a change in mindset for schools. As far as the data collected in this study, the only unexpected finding was that Michigan Focus schools' mean score was better than that of AdvancED Focus schools, although the difference was only 0.3. The reason for this difference was not discernable.

Data for this study was gathered from a distinct electronic data collection platform utilized by the Michigan Department of Education. The data source used was the ASSIST Platform managed by AdvancED. The MDE uses this service collect needs-assessment data, school improvement plans, and accountability information. Data was collected from the ISA and SSR submissions for the 2015–2016 reporting cycle. The scores were measured on the Likert

scale of 1 (the lowest) to 4 (the highest). Schools rate themselves based on where they think they are in the implementation process for the given standards. Self-assessment scores were recorded in ASSIST and then put into an Excel file. This information was then transferred to the SPSS program for data analysis.

To maintain the anonymity of schools, the selected schools were given a random sample number that was stored on the computer with an encrypted sign-on access code. In some of the boxplot graphs though the school identity and score responses can be found. The Excel file was then imported into IBM – SPSS, Version 25.0. Analysis of variance (ANOVA) was used in this study to determine the central tendency measures of mode, median, and mean. Levene's test for homogeneity in variance was also applied as required by ANOVA.

Discussion of the Results in Relation to the Literature

Scholars have written numerous articles and conducted much research regarding the systemic strategies and low performing schools (Costner & Jones, 2016; Fullan, 2015). Specific reference to AdvancED accreditation has been studied by Langevin (2010) and Boles (2012). Although the authors discussed a five-state study and the strong points of AdvancED accreditation, no scholar has addressed the needs-assessment documents used in the required research reporting used in Michigan, the ISA and SSR. This lack is problematic for the research as there has been nothing to compare current data results against or to establish any point of reference to the ISA and SSR.

Research by Bashar (2014) regarding systems and systems thinking discusses theory and practice. However, again, the discussion was lacking in any direct mention of accreditation or school improvement. Most of the studies mentioned in Chapter 2 were qualitative in nature and unrelated to the methodology used in this study. Finding studies aligned with the content and

methodology of this study posed a major problem. The research in this study is unique to Michigan, and although I did find dissertations discussing the AdvancED accreditation process, I could find nothing within the last five years. The research found was qualitative, such as case studies or ethnographic studies, and involved the use of a data-gathering survey. The dissertations on school improvement planning did not make any reference to the Michigan School Improvement Framework. Research on school improvement was also limited in being qualitative in nature.

Continued poor performance in schools across the country makes finding a way to turn results around essential. This study is significant for schools that are not rated as successful based on the Michigan Top-to-Bottom List as it supports using the self-reported results from the SSR and ISA. Schools that are using the systemic process of AdvancED accreditation score higher than those not using the method. This is especially true for those rated as Reward, Beating the Odds, and Focus schools. Schools that are AdvancED-accredited in the Priority category also score higher than their Michigan-accredited counterparts, although they are not making sufficient progress to move out of the Priority category.

This research will fill the gap in Michigan and provide the opportunity for schools, districts, and the state education agency to consider using a tested method of continuous improvement with the goal of increasing student achievement. In the review of previous literature, there has been no study that used or made mention of Education YES!

The design of the study was unlike any other research to date. The self-reported results from the School Systems Review and the Interim Self-Assessment provided the data for a portion of the study. The research undertaken was using self-reported results of the SSR and ISA was based on the responses to standards by both accrediting institutions in Michigan.

The Top-to-Bottom list calculated by the Office of Accountability and Assessment along with the results calculated using ANOVA, Levene's test, and Tukey's HSD were used to provide support for the research questions in this study.

After completion of the gathering of data, it was necessary to search additional literature that might be supportive of the literature review already completed. The following dissertation was supportive of portions of the data results or related to the research topic. Gibbons's (2017) studies resulted in the dissertation "Factors that Influence Accreditation in Nebraska Public Districts and Schools." This study was similar to the current research undertaken in that it compared AdvancED accreditation and the Nebraska accreditation methods. The study was quantitative in design. However, it used data collected from a survey that asked contributors to determine elements that assisted in establishing perceptions regarding accreditation practices in their schools. Although the study did not directly correlate with this research, it used a *t*-test to determine the mean for both groups and found that the groups responded the same on the Likert-scale questionnaire used in the study. The results from the Gibbons study made valid conclusions on why schools choose the AdvancED accreditation model versus the state accreditation model.

Additionally, more recent research might address the concept of school improvement or AdvancED accreditation. The purpose of a study by Eshleman (2016), entitled "Comparison of Nebraska Accreditation Options and Effect on Student Achievement: A Mixed Methods Study," was to examine how each accreditation method shaped student achievement. The included statement about further research was informative, touching on topics such as accreditation variances by a state, accreditation and federal mandates, accreditation and state initiatives, and

the impact of demographics on student achievement. This study, although educational, did not provide information to support the current research undertaken in Michigan.

Limitations

The sample size was obtained by conducting a random selection based on schools submitting their Education YES! reporting document. Those schools that did not submit the report were not part of the sample. Another limitation of this study might be the lack of implementation data of the school improvement plan itself. It is one thing to reflect on the research-based ISA and SSR and yet another to actually change practices and implement initiatives to improve upon circumstances that need to be changed.

The possible lack of staffing at the Michigan Department of Education, which is responsible for continuous improvement and school improvement activities, could cause constraints for schools that need help in determining potential ways to move school improvement forward. The lack of communication and structure in schools might also be restraining for increased achievement.

Funding for staffing and materials may conceivably cause problems for schools and be considered a limitation. This may potentially cause issues with appropriate staffing with certified and qualified staff that is necessary to increase student achievement. Other limitations of the study were the dropping of all Focus schools as a designated category in the Top-to-Bottom list. Although dropping Focus-school status does not have an effect on this study, it could possibly have an effect on future replication of this research.

Another possible confounding issue is the change in school designation statuses of Priority, Beating the Odds, Focus, and Priority schools. As of March 2018, in keeping with the new Every Child Succeeds Act, school designations in Michigan have been changed to three

categories: Comprehensive Support and Improvement (CSI) schools, Targeted Support and Improvement (TSI) schools, and Additional Targeted Support (ATS) schools. This may well be a limiting factor in comparing future data and information. Although the research questions of the study could be validated with information from the Education YES! reporting, the process and accountability of reporting will be different and may even be discontinued.

Additional limitations for this study may be the small sample size of $N = 80$, although this meets the sample size criteria. Also, the instrumentation (School Systems Review and Interim Self-Assessment) was not initially designed to determine which accreditation process provided better results but to have AdvancED schools and Michigan schools discern the processes they were engaged in for school improvement.

Implications of the Results for Practice, Policy, and Theory

Practice. Given the national crisis in education and the requirement for all schools in the United States to write school improvement plans, additional training and guidance needs to be provided for schools that rank low on the Top-to-Bottom list.

Specifically, the entire staff of schools need to be introduced to a systemic approach to utilization and improvement, such as the AdvancED accreditation process or a continuous improvement model, to align goals for improvement.

Principals, teachers and support staff should receive training and guidance on the use of data techniques for affecting school improvement and continuous improvement processes.

Educators should be introduced to the appropriate use of proper instructional practices, individualized instruction, and goal-oriented planning opportunities.

As the above practices are considered for schools that need to increase student achievement scores, the results from this research may assist in considering the current practices

and be encouraged to realign or modify the activities undertaken. School stakeholders that do not change the process they use are less likely to make substantive academic growth.

Policy. Another consideration based on the results of this study is policy changes at the MDE level that require additional help, training, and monitoring for low performing schools. If the MDE is not proactive in changing the systemic process for low performing schools, individual districts might step up and support those schools that are in the Priority category.

Theory. This study afforded an atypical viewpoint on systems thinking and school improvement process. This information will be beneficial to schools, districts, and state educational institutions responsible for increasing student achievement gains. This study will impact the current examination of the relationship between systems thinking and school improvement process. There is a critical need to explore how to incorporate systems thinking to address school improvement. Additional studies are needed to support the recommendation for low-performing schools to utilize AdvancED as the systems process for turnaround.

Recommendations for Further Research

After completion of the research for this study, numerous proposals might be considered for further analysis:

- Replication of this study using a random sampling of schools from 2013–2014, 2014–2015, or 2016–2017 might verify the results and support the recommendations in this study.
- Duplication of this study using a Michigan county that strictly uses the AdvancED process for all its schools as compared to a county that follows the Michigan accreditation model could verify the results of this study.
- Design a mixed-method study that utilizes surveys for both AdvancED- and

Michigan-accredited schools that might determine a connection between systems and non-systems application.

- If the Michigan Department of Education required schools in Priority status or Continued School Improvement status to use the AdvancED systems model, conducting a multiyear study might result in a measurable increase in student achievement scores. An additional investigation of this kind would support the results of this study.
- The consideration of poverty level in schools might also be relevant, including factoring in the Title I funds received by schools to determine if spending funds makes a difference in student achievement.
- Particular attention should also be given to the clearly apparent difference in the comparison of the mean scores between Michigan-accredited schools and AdvancED-accredited schools regarding their Top-to-Bottom ranking.
- Potential research might consider the addition of student achievement and district office support of schools.

Conclusion

The research in this study was conducted because of personal interest and the desire to understand how the process framework of systems thinking in schools and school improvement might increase student achievement in low-performing schools. There is significance in this Michigan study. I have found no other studies that use Education YES! reporting in conjunction with a systemic process for school improvement.

The initial data was generated from a compilation of the results from the AdvancED-accredited Interim Self-Assessment and the Michigan-accredited School Systems Review. The

second data analysis point was gathered from the Michigan Department of Education Top-to-Bottom ratings from 2015–2016. It is my hope that in the future underperforming schools will have the opportunity to consider a systemic framework process that will involve every stakeholder and provide support, training, and direction from the Michigan Department of Education.

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Appendix A: Michigan Department of Education School Systems Review Sample

School Systems Review

Strand I: Teaching for Learning

The school focuses on quality teaching and learning for all students. It implements essential, aligned curriculum, ensures it is taught effectively, and uses multiple assessments to monitor student learning and guide instructional decisions.

Standard 1: Curriculum

The school has an aligned, coherent plan for curriculum, instruction and assessment that serves as the basis for instructional staff's and students' active involvement in the construction and application of knowledge.

School Indicator	Beginning Implementation ☐	Partial Implementation ☐	Full Implementation of All Characteristics of this Indicator ☐	Sustained Implementation ☐
A. Alignment *Guiding Question:* What is the evidence that our school has a written curriculum aligned with Michigan's standards as adopted by the State Board of Education?	☐Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school./	☐The written curriculum references Michigan's standards as adopted by the State Board of Education. ☐The school's enacted curriculum is aligned to the district's intended curriculum to ensure vertical and horizontal alignment by grade levels and courses. ☐Curriculum documents include guidance for accommodations and modifications for all learners. ☐A systematic and documented process is used to collaboratively review the school's written curriculum for alignment to state standards and district curriculum.	☐Sustained and supported by district policies, systems and practices.

Sample Evidence
The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples *do not* have to be in place for full implementation; a school may have other evidence that is not listed here.

- ☐Grade level/department/learning community meeting minutes reflect discussions regarding status of alignment
- ☐Lesson plans reference state standards and alignment to district's curriculum
- ☐Classroom observation data references state standards and alignment to district's curriculum
- ☐Classroom observations of learning objectives (objectives are posted and followed)
- ☐Surveys of Enacted Curriculum
- ☐Use of curriculum management software is documented
- ☐Curriculum maps contain specific information regarding what is taught and where it is taught
- ☐Pacing guides are aligned to the district curriculum and include detailed information useful in daily instructional practice
- ☐Personal Curriculum documents for students
- ☐Curriculum audit documentation
- Other

Standard 1: Curriculum
The school has an aligned, coherent plan for curriculum, instruction and assessment that serves as the basis for instructional staff's and students' active involvement in the construction and application of knowledge.

School Indicator	Beginning Implementation ☐	Partial Implementation ☐	Full Implementation of All Characteristics of this Indicator ☐	Sustained Implementation ☐
B. Coherence *Guiding Question:* How do we know that all educators understand how the content they teach builds on, or relates to, content in other grades/subjects?	☐Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐Curriculum is clearly communicated to stakeholders (students, staff, families, community members, partnering agencies) in a manner they can understand. ☐All instructional staff have a deep and shared understanding of the standards they are to teach, and how they connect to other grades/subjects. ☐Student learning	☐Sustained and supported by district policies, systems and practices.

		outcomes are well defined, monitored, and measured. ☐Instructional staff develops and implements lessons based on the curriculum; these lessons reflect high expectations for all students. ☐Instructional staff engages in regular discussions of student learning expectations, both horizontally (with colleagues in their grades or subjects) and vertically (across grades).

Sample Evidence
The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples *do not* have to be in place for full implementation; a school may have other evidence that is not listed here.

☐Lesson/unit plans reflect common outcomes, student learning expectations, connections and inter-relationships in the curriculum documents
☐Newsletters, on-line communication, displays of student work/portfolios, social media, brochures of grade level/subject curriculum content
☐Standards-based/standards-referenced report cards
☐Surveys and/or interviews with all staff
☐Classroom observations, walk-throughs
☐Surveys and/or interviews with students, parents, community members
☐Surveys of Enacted Curriculum
☐Grade level/department/learning community meeting minutes reflecting common outcomes, student learning expectations, connections and inter-relationships in the curriculum documents
☐Pacing guides are organized with detailed information useful in daily instructional practice
Other

Standard 2: Instruction
A school-wide system is in place for teachers to collaboratively plan, monitor, and refine research-based instructional practices aligned to the district curriculum and state standards. Instructional practices promote high expectations, engage learners, and support the needs of all students.

School Indicator	Beginning Implementation ☐	Partial Implementation ☐	Full Implementation of All Characteristics of this Indicator ☐	Sustained Implementation ☐
C. Instructional Design *Guiding Question:* How do we ensure that our instructional design meets the needs of all of our learners?	☐Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐All characteristics of this indicator are being implemented to some	☐Instruction is collaboratively planned to align to the district's written curriculum. *Instruction is designed to:* ☐align with student learning needs that have been identified through the use of universal screening/formative assessments. ☐incorporate appropriate formative and summative assessments, research-based	☐Sustained and supported by district policies, systems and practices.

		degree, but not consistently throughout the school.	practices and rigorous thinking. ☐meet the learning needs of all students. ☐utilize multiple resources, appropriate technology integration, and areas of student interest to enhance instruction.

Sample Evidence

The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples ***do not*** have to be in place for full implementation; a school may have other evidence that is not listed here.

- ☐Meeting agenda/minutes of grade level/content area team meetings that indicate instructional alignment activities
- ☐Student goal setting practices
- ☐Data collection process to screen and monitor student achievement (universal screener informs instructional design – classroom, grade level, building)
- ☐Common lesson plan template
- ☐Lesson plans that include formative and summative assessments, depth of knowledge, and technology integration
- ☐Lesson plans that include instructional modifications for students based on their needs and interests
- ☐Evidence of differentiated instruction in Tier I based on student needs
- ☐Intervention schedule for students
- ☐Teacher schedules/school calendars show collaborative planning/meeting times
- ☐Samples of student work that demonstrate rigorous thinking and high expectations for student achievement

Other

Standard 2: Instruction
A school-wide system is in place for teachers to collaboratively plan, monitor, and refine research-based instructional practices aligned to the district curriculum and state standards. Instructional practices promote high expectations, engage learners, and support the needs of all students.

School Indicator	Beginning Implementation ☐	Partial Implementation ☐	Full Implementation of All Characteristics of this Indicator ☐	Sustained Implementation ☐
D. Effective Instructional Practices *Guiding Question:* How do we define and ensure high quality instruction in all of our classrooms?	☐Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐Instructional delivery incorporates a variety of research-based instructional practices that are implemented and monitored for fidelity and effectiveness. ☐Instruction engages students in higher levels of cognitive thinking, leading to greater depth of knowledge. ☐Instruction ensures that students are engaged in applications and transfer of their learning beyond the classroom. ☐Teachers exhibit instructional flexibility and responsiveness that allows for timely adjustments to instruction based on student needs. ☐A system of interventions is in place for all students, including developing and advanced students. ☐Instruction integrates appropriate technology in	☐Sustained and supported by district policies, systems and practices.

	order to enhance delivery and engage students.

Sample Evidence

The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples ***do not*** have to be in place for full implementation; a school may have other evidence that is not listed here.

- ☐Student engagement surveys
- ☐Walk-through or observation data regarding engagement, evidence of learning, effective instruction, use of research-based strategies, effective questioning, student work, artifacts of real-world application, evidence of cognitive rigor, clarity of learning targets, explicit vocabulary instruction, flexible grouping, technology integration
- ☐Observational protocols that monitor implementation of instructional practices across the school
- ☐Universal screener data is used to assess student strengths and challenges to drive instructional decisions
- ☐Professional learning community minutes/agendas reflecting use of data to drive instructional decisions
- ☐School Improvement Plan reflects the implemented research-based instructional strategies
- ☐Staffing and scheduling demonstrate implementation of a multi-tiered system of support
- ☐Teacher/student artifacts that demonstrate differentiated lessons and assignments
  - ☐Surveys of Enacted Curriculum (particularly use of depth-of-knowledge data)
- ☐Modifications made to unit/lesson plans based on assessment data and student needs

Other

Standard 2: Instruction
A school-wide system is in place for teachers to collaboratively plan, monitor, and refine research-based instructional practices aligned to the district curriculum and state standards. Instructional practices promote high expectations, engage learners, and support the needs of all students.

School Indicator	Beginning Implementation ☐	Partial Implementation ☐	Full Implementation of All Characteristics of this Indicator ☐	Sustained Implementation ☐
E. Learning Environment *Guiding Question:* How do we ensure that our learning environment supports student success?	☐Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐The school culture is one of high academic expectations for all. ☐High expectations for students are accompanied with appropriate academic and social-emotional support structures and safe environments that encourage positive risk-taking. ☐Classroom management, use of space, procedures, and scheduling ensure the maximum amount of time for learning. ☐School and classroom behavioral expectations are communicated to staff, students and families and enforced consistently to support student success.	☐Sustained and supported by district policies, systems and practices.

Sample Evidence

The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples ***do not*** have to be in place for full implementation; a school may have other evidence that is not listed here.

- ☐Student goal setting
- ☐Walkthrough or observation data regarding engagement, classroom management, effective classroom/school procedures, evidence of high expectations for all students, positive interactions between teacher/student and student/student
  - ☐Student, staff and parent perception surveys (e.g. NCA surveys, climate surveys, Michigan Profile for Healthy Youth (MiPHY))
- ☐Staff professional learning on topics that enhance the learning environment (e.g., school culture and climate, student engagement and connectedness)
- ☐Partnerships with community agencies are documented via agreement forms, goals, meeting minutes, lesson plans that include service learning, etc. (e.g. mental health, homeless shelters, domestic assault shelters, businesses)
- ☐Meeting agendas/minutes that reflect discussions and decisions regarding the learning environment
- ☐School handbook reflects behavioral expectations for all students and is up to date with current law.
- ☐Positive Behavioral expectations and learning inspirations are posted throughout the school
- ☐Multi-tiered system of support (process, structures, data collection/use, and interventions for learning and behavior)
- ☐Data walls in classrooms and/or department/grade level areas

Other

Standard 2: Instruction
A school-wide system is in place for teachers to collaboratively plan, monitor, and refine research-based instructional practices aligned to the district curriculum and state standards. Instructional practices promote high expectations, engage learners, and support the needs of all students.

School Indicator	Beginning Implementation ☐	Partial Implementation ☐	Full Implementation of All Characteristics of this Indicator ☐	Sustained Implementation ☐
F. Reflection *Guiding Question:* How do we create a culture of reflective practice that results in student success?	☐Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐Instructional staff collaborates to review, reflect on, and refine their instructional practices based on multiple assessments such as formative and/or benchmark assessments, observations and student work. ☐Instructional staff reflects on the effectiveness of the instructional design, appropriateness of resources, and research-based strategies, and makes necessary adjustments. ☐Feedback from students is solicited and reflected upon in order to improve the learning environment to support student success.	☐Sustained and supported by district policies, systems and practices.

Sample Evidence
The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples ***do not*** have to be in place for full implementation; a school may have other evidence that is not listed here.

☐Professional Learning Community/Grade Level/Content Area meeting agendas, meeting minutes that document the decisions made from reflective conversations
☐Teachers record themselves teaching and get feedback from colleagues, make instructional decisions
☐Reflection protocols/reflection journals are used with walkthrough data, teacher videos of their own instruction, classroom observations, and/or peer observations
☐Examples of lesson plan modifications made as a result of reflective conversations
☐Example of protocol/staff discussion about research-based instructional strategies in lesson plans
☐Student surveys/feedback on instructional effectiveness
☐Parent perception surveys regarding instructional effectiveness
☐Protocols/documentation of teachers collaboratively examining lesson plans and student work samples
☐School calendar includes collaborative meetings/time for Professional Learning Communities, data dialogue, teacher reflection/feedback
Other

Standard 3: Assessment
Schools systematically gather and use multiple sources of data to monitor and inform teaching and learning using a comprehensive, balanced assessment system.

School Indicator	Beginning Implementation ☐	Partial Implementation ☐	Full Implementation of All Characteristics of this Indicator ☐	Sustained Implementation ☐
G. Assessment System *Guiding Question:* How do we know our assessment system effectively measures and informs teaching and learning?	☐Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐The school implements a balanced assessment system and ensures that summative and on-going formative assessments are aligned to curriculum and instruction. ☐District, school, and classroom assessments are vertically and horizontally aligned for coherence across grades and content areas. ☐Classroom assessments are designed to be developmentally appropriate. ☐Classroom assessments are aligned to the depth of knowledge required to demonstrate proficiency with standards. ☐Instructional staff has access to assessment data on a continual basis. ☐Assessments support the school's system of interventions.	☐Sustained and supported by district policies, systems and practices.

Sample Evidence
The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples ***do not*** have to be in place for full implementation; a school may have other evidence that is not listed here.

☐Committee minutes that describe the process used to adopt and analyze assessments

☐Documentation of professional learning on assessment literacy

☐Documentation that assessments are aligned with the state standards and reflect rigor/depth of knowledge

☐Documentation of adherence to administration procedures/processes for assessments

☐School and classroom assessment plans/calendar

☐Universal screening data for reading and/or math

☐Inventory of assessments administered and their purposes

☐Pacing guides and/or curriculum guides include common formative and summative assessments

☐Data management system is in place (to track and analyze student assessment data)

☐District-school-grade level/content level assessment alignment document shows vertical and horizontal alignment

Other

Standard 3: Assessment
Schools systematically gather and use multiple sources of data to monitor and inform teaching and learning using a comprehensive, balanced assessment system.

School Indicator	Beginning Implementation ☐	Partial Implementation ☐	Full Implementation of All Characteristics of this Indicator ☐	Sustained Implementation ☐
H. Shared Understanding *Guiding Question:* How do we ensure that stakeholders understand the purposes and results of assessments?	☐Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐All instructional staff can communicate the appropriate purposes and uses of assessment. ☐Assessment results are shared and discussed with instructional staff in a timely manner and useful format. ☐Reports of student data are communicated to students and families in a manner that they can understand.	☐Sustained and supported by district policies, systems and practices.

Sample Evidence
The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples ***do not*** have to be in place for full implementation; a school may have other evidence that is not listed here.

☐Documentation of professional learning for staff on assessment literacy
☐Sample of parent communications about assessment results
☐Assessment plans
☐Agendas/minutes from meetings reflecting the purposes and uses of data
☐Student/parent/teacher handbooks include information about assessment purposes and uses
☐Documentation of data shared with families at conferences
☐Examples of data reports staff use to analyze disaggregated student assessment data
☐Professional learning on understanding assessment results, purposes, uses
☐Curriculum guides identify formative, interim, and summative assessment
☐Student assessment portfolios (used to communicate results to students and families)
Other

Standard 3: Assessment Schools systematically gather and use multiple sources of data to monitor and inform teaching and learning using a comprehensive, balanced assessment system.				
School Indicator	**Beginning Implementation** ☐	**Partial Implementation** ☐	**Full Implementation of All Characteristics of this Indicator** ☐	**Sustained Implementation** ☐
I. Data Analysis and Decision-Making *Guiding Question:* How do we ensure that decision-making is based on comprehensive data analysis?	☐Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐Instructional staff uses an intentional, structured process to use academic and non-academic data to inform instructional decisions. ☐Instructional staff uses a combination of student achievement, demographic, process and perception data over time to make informed instructional decisions to meet individual student needs. ☐Instructional staff collaboratively analyzes assessment data to reach a shared understanding and make changes to instructional practice. ☐Assessment data are used to place students, monitor progress and drive timely interventions.	☐Sustained and supported by district policies, systems and practices.

Sample Evidence

The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples ***do not*** have to be in place for full implementation; a school may have other evidence that is not listed here.

☐Committee meeting agendas/minutes that reflect collaborative data-based discussions and actions taken

☐Professional learning that focuses on developing skills in the interpretation and use of data

☐Professional Learning Community documentation of using student data to inform instructional practices

☐Data Dialogue evidence such as data displays, data graphs, analysis charts

☐Lesson plans reflect changes made in instruction based on data analysis

☐School Improvement team meeting/goal committee meeting agendas and minutes showing the role of data analysis in improvement planning

☐Examples of protocols (defined processes) used in data analysis meetings/sessions

☐Data meetings regarding program evaluations (e.g., data collected for Multi-Tiered Systems of Support)

☐Staff time to share/reflect on results from common assessments and adjust common assessments

☐Meeting minutes/agendas from teachers sharing successful practices (based on data)

Other

Standard 3: Assessment
Schools systematically gather and use multiple sources of data to monitor and inform teaching and learning using a comprehensive, balanced assessment system.

School Indicator	Beginning Implementation ☐	Partial Implementation ☐	Full Implementation of All Characteristics of this Indicator ☐	Sustained Implementation ☐
J. Student Involvement in the Assessment Process *Guiding Question:* How do we involve students in data analysis to answer the questions: • Where am I now? • Where am I going? • How can I close the gap?	☐Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐Students understand the criteria and expectations for demonstrating their learning. ☐Students receive descriptive feedback based on their performance, as well as guidance on how to improve. ☐Students are taught how to self-assess and plan for improvement. ☐Students learn to track and use their own achievement data and related feedback to monitor, evaluate, and reflect on how to improve their own performance.	☐Sustained and supported by district policies, systems and practices.

Sample Evidence
The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples *do not* have to be in place for full implementation; a school may have other evidence that is not listed here.

☐Learning targets are posted in student-friendly language
☐Examples of student-generated improvement goals
☐Exemplars of individual student progress logs/charts
☐Student portfolios
☐Sample of student/teacher feedback form
☐Rubrics designed to give students feedback and guidance
☐Lesson plans reflect instruction in the student reflection process
☐Evidence of professional learning on how to involve students in the assessment process
☐Lesson plans reflect explicit teaching/discussion of learning targets with students
☐Examples of student-led conferences
Other

School Systems Review

Strand II: Leadership for Learning

School leaders shape the vision of academic success in the school and create systems that support staff, students, and families. Leaders facilitate change, analyze data to improve processes, and create an intentional focus on improving instruction and increasing student achievement. School leaders may be formal or informal, involve both individuals and teams, and work collaboratively to increase student achievement.

Standard 4: Instructional Leadership
School leaders facilitate the development and implementation of a shared vision, guide and support teaching for learning, and ensure a focus on results.

School Indicator	Beginning Implementation ☐	Partial Implementation ☐	Full Implementation of All Characteristics of this Indicator ☐	Sustained Implementation ☐
K. A Vision for Learning *Guiding Question:* How do we ensure that all stakeholders understand and commit to attaining our school's vision?	☐Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐School leaders collaboratively create and communicate a shared vision for learning aligned to the district vision. ☐The school's mission and school improvement goals are aligned with the vision for learning. ☐The vision includes high expectations of learning for students and staff. ☐The vision is understood and supported by students, staff, families and community members.	☐Sustained and supported by district policies, systems and practices.

Sample Evidence
The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples *do not* have to be in place for full implementation; a school may have other evidence that is not listed here.

☐Meeting agendas/minutes that demonstrate collaborative development/revision of vision statement
☐Evidence that demonstrates consideration of the vision statement when developing/revising the mission and school improvement goals.
☐School Improvement Plan contains the school's vision statement
☐Lesson plans demonstrate high expectations for student learning
☐Professional learning plans for staff reflect connections to the school vision and mission
☐Staff meeting minutes include discussion of vision statement (after it is created)
☐Survey results that demonstrate stakeholder input, understanding and commitment to the vision
☐Vision statement is posted in multiple places (classrooms, hallways, school office, website, social media, etc.)
☐Agendas, meeting minutes from PTA/PTO meeting or Curriculum Night when the school vision is discussed
Other

Standard 4: Instructional Leadership
School leaders facilitate the development and implementation of a shared vision, guide and support teaching for learning, and ensure a focus on results.

School Indicator	Beginning Implementation ☐	Partial Implementation ☐	Full Implementation of All Characteristics of this Indicator ☐	Sustained Implementation ☐
L. Guidance and Support for Teaching and Learning *Guiding Question:* How do we ensure continuous improvement of teaching and learning?	☐Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐The improvement process needed to achieve the vision, mission and goals is facilitated by school leaders. ☐School leaders are knowledgeable about Michigan's standards and the implications for teaching and learning. ☐School leaders are knowledgeable about research in the areas of curriculum, instruction and assessment practices. ☐School leaders identify, support and facilitate professional learning to develop the capacity for all instructional staff to fully understand the curriculum content, research-based instructional practices and quality assessment practices. ☐School leaders monitor and provide feedback within the school, and to the district, about the implementation of curriculum, assessment, and instructional practices.	☐Sustained and supported by district policies, systems and practices.

Strand II: Leadership for Learning - Continued

Sample Evidence

The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples *do not* have to be in place for full implementation; a school may have other evidence that is not listed here.

☐Professional Learning Plans that focus on increased understanding of curriculum content, instructional practices and/or quality assessment practices
☐Meeting agendas and minutes reflect use of student data to inform curriculum, instruction and assessment decisions
☐Walk-through data reflecting appropriate enacted curriculum, research-based instructional practices and assessments
☐Professional Learning logs kept by teachers and administrators on curriculum, instruction, and assessment
☐Teacher evaluation components regarding curriculum, instruction, and assessment
☐Schedule of school leader and teacher conferencing/meetings regarding curriculum, instruction, and assessment data
☐Documentation of teacher self-reflection on their own instructional practices
☐Meeting agendas and minutes that demonstrate school leaders ensure the use of results from the Surveys of Enacted Curriculum
☐Minutes, agendas, reports from meetings of school leaders with district leaders regarding curriculum, instruction, and assessment
Other

Standard 4: Instructional Leadership
School leaders facilitate the development and implementation of a shared vision, guide and support teaching for learning, and ensure a focus on results.

School Indicator	Beginning Implementation ☐	Partial Implementation ☐	Full Implementation of All Characteristics of this Indicator ☐	Sustained Implementation ☐
M. Results-Focused *Guiding Question:* How do we stay focused on achieving our desired results?	☐Planning for AND/OR ☐Implementation of some of the characteristics of this indicator has begun.	☐Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐School leaders use data and research to drive decisions and measure progress toward school improvement goals. ☐Multiple sources of data are used by school leaders to monitor and evaluate programs and practices for effectiveness. ☐School leaders use data to hold themselves and others accountable for progress. ☐School leaders support the process/system that allows teams to delve into the implications of data. ☐School leaders guide and facilitate a well-defined process to periodically collect, analyze, review and report the results of student assessments.	☐Sustained and supported by district policies, systems and practices.

Sample Evidence

The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples *do not* have to be in place for full implementation; a school may have other evidence that is not listed here.

☐Evidence that programs and practices are monitored and evaluated for effectiveness using multiple sources of data
☐Data documenting the fidelity of implementation of programs and practices
☐Team meeting agendas and minutes showing use of student data to make instructional and curriculum content decisions
☐Evidence of entrance and exit performance criteria for various programs
☐Evidence regarding how student placements are changed based upon data on student needs
☐Documentation that includes movement of students from Tiers 2-3 to Tier 1
☐Building-level aggregated data from Continuous Improvement and Monitoring System (CIMS) workbook
☐Progress notes in the School Improvement Plan that include impact of implementation
☐Written descriptions of protocols/processes for data analysis
☐Public displays of data showing progress toward school improvement goals
Other

Strand II: Leadership for Learning - Continued

Standard 5: A Culture for Learning
School leaders create a culture that ensures success for all students and staff.

School Indicator	Beginning Implementation ☐	Partial Implementation ☐	Full Implementation of All Characteristics of this Indicator ☐	Sustained Implementation ☐
N. Safe and Supportive Environment *Guiding Question*: How do we create an environment where all students and staff succeed?	☐Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐School leaders work to intentionally develop relationships that model respect, trust, collaboration and high expectations for all. ☐School leaders and staff collaboratively create a safe and supportive learning environment through established safety and behavior expectations for staff and students. ☐Staff models a healthy school climate, including social, emotional, and physical health that is desired for students. ☐Students in crisis, students at risk of dropping out, and others who require intensive assistance are identified and linked to appropriate support in a timely manner. ☐Positive risk-taking by staff and students to achieve established goals is modeled and supported by school leaders.	☐Sustained and supported by district policies, systems and practices.

Sample Evidence
The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples *do not* have to be in place for full implementation; a school may have other evidence that is not listed here.

☐Evidence that anti-bullying policy is established, publicized, and implemented
☐Clearly defined learning and behavioral expectations are visible throughout the school
☐Student/Parent/Staff/Leadership Handbooks describe safety and behavior expectations
☐Communications regarding high expectations for students and staff
☐Documentation of professional learning regarding components of healthy school climates, cultural proficiency, etc.
☐Results of climate surveys (including the extent to which school leaders are perceived as approachable, supportive, fair, and consistent in applying school rules)
☐Results of needs-assessments that identify issues of safe and supportive schools are addressed
☐Results of student surveys (e.g., Mi-PHY survey, High School Survey of Student Engagement (HSSE) etc.) are addressed
☐Evidence that longitudinal data on student behavior, discipline, attendance, and drop-outs are analyzed and addressed
☐Evidence that students receive appropriate support (referral services for students in crisis, counseling, etc.)
Other

Strand II: Leadership for Learning - Continued

Standard 5: A Culture for Learning
School leaders create a culture that ensures success for all students and staff.

School Indicator	Beginning Implementation ☐	Partial Implementation ☐	Full Implementation of All Characteristics of this Indicator ☐	Sustained Implementation ☐
O. Shared Leadership for Learning *Guiding Question:* How do we create an environment that supports the growth of leaders in all stakeholder groups?	☐Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐Leadership teams are committed to improving student learning and implementing the mission and goals of the school through on-going inquiry and reflection. ☐All staff have the opportunity for leadership roles within the school. ☐Potential successors for leadership positions are identified and provided on-going learning opportunities to advance their leadership skills. ☐School leaders support the development of collegial relationships and high-performing teams. ☐Opportunities are provided for students, family and community members to develop leadership capacity and assume leadership responsibilities.	☐Sustained and supported by district policies, systems and practices.

Sample Evidence
The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples *do not* have to be in place for full implementation; a school may have other evidence that is not listed here.

☐Evidence of leadership training and learning opportunities
☐Evidence of stakeholders in leadership roles
☐Documentation of available leadership roles and the process used to identify potential successors to fill these roles
☐Documentation that describes the induction and mentoring process for new leaders
☐Professional library and/or resources that support leadership development
☐Professional learning regarding high-performing teams
☐Results of surveys that indicate potential interest in leadership roles and evaluation of the leadership placement process
☐Professional Learning Community meeting notes and agendas reflect shared leadership
☐Staff meeting minutes document evidence of staff making decisions
☐School calendar shows staff collaboration time
Other

Strand II: Leadership for Learning - Continued

Standard 6: Organizational Management
School leaders plan, allocate resources and implement systems and processes to support teaching and learning.

School Indicator	Beginning Implementation ☐	Partial Implementation ☐	Full Implementation of All Characteristics of this Indicator ☐	Sustained Implementation ☐
P. Communication Systems *Guiding Question:* How do we share information and gather input from our stakeholders?	☐Planning for AND/OR ☐Implementation of some of the characteristics of this indicator has begun.	☐Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐School leaders plan, implement, and continuously improve communication systems to inform, engage, and gather input from students, instructional staff, families and the community. ☐School leaders utilize a variety of appropriate communication tools and approaches. ☐School leaders implement communication systems that address diversity in language and culture. ☐The concerns, requests, and needs of stakeholders are addressed by school leaders in a timely and professional manner.	☐Sustained and supported by district policies, systems and practices.

Sample Evidence
The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples *do not* have to be in place for full implementation; a school may have other evidence that is not listed here.

☐Communication Plan
☐Samples of ongoing communications (e.g., newsletters, websites, press releases, social media, focus groups, automated message system, parent Internet portal, community forums)
☐Samples of communications in languages that reflect the school population
☐Records of communications with, and from, stakeholders
☐Evidence of translators, communications in multiple languages
☐Results of surveys regarding satisfaction with communication system
☐Documentation of student representatives/student council members
☐Results of surveys regarding concerns and needs of stakeholders
☐Public postings (website, social-media) of survey results
☐Communication section of an emergency management plan
Other

Strand II: Leadership for Learning - Continued

Standard 6: Organizational Management
School leaders plan, allocate resources and implement systems and processes to support teaching and learning.

School Indicator	Beginning Implementation ☐	Partial Implementation ☐	Full Implementation of All Characteristics of this Indicator ☐	Sustained Implementation ☐
Q. Intentional Practices *Guiding Question:* How do we ensure that school-level systems are used intentionally to support student success?	☐Planning for AND/OR ☐Implementation of some of the characteristics of this indicator has begun.	☐Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐There is a building-wide decision-making process with protocols that is shared and understood by stakeholders. ☐Working collaboratively, school leaders develop, implement, monitor and evaluate a well-articulated school improvement plan aligned to the established vision, mission and school needs. ☐School leaders ensure that the school improvement plan drives school-level processes, practices, and classroom activities. ☐School leaders effectively manage systems and address barriers to optimize student success (e.g., data system, interventions, transportation, lunch program, volunteers, parent/family organizations, etc.).	☐Sustained and supported by district policies, systems and practices.

Sample Evidence
The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples *do not* have to be in place for full implementation; a school may have other evidence that is not listed here.

☐Documentation of decision-making process and protocols and how it was communicated to stakeholders
☐Documentation of a collaborative School Improvement Planning process (minutes, agendas)
☐Progress notes in the School Improvement Plan showing how barriers were identified and addressed
☐Communications to staff showing the alignment of classroom activities to the School Improvement Plan
☐Copies of schedules of observations, individual teacher meetings, goal-setting process
☐Documentation of the ways in which staff qualifications match staff assignments
☐Documentation of adjustments made to school-wide systems based on collaborative decision making
☐Team meeting notes from ad-hoc committees or staff meetings which addressed barriers
☐Student schedules which show flexibility based upon student needs identified by data
☐Data from surveys that indicate stakeholder opinions regarding existing systems and processes
Other

Strand II: Leadership for Learning - Continued

Standard 6: Organizational Management
School leaders plan, allocate resources and implement systems and processes to support teaching and learning.

School Indicator	Beginning Implementation ☐	Partial Implementation ☐	Full Implementation of All Characteristics of this Indicator ☐	Sustained Implementation ☐
R. Resource Allocation *Guiding Question:* How do we ensure the alignment of resources in support of student success?	☐Planning for AND/OR ☐Implementation of some of the characteristics of this indicator has begun.	☐Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐Multiple sources of data are used by school leaders to prioritize resource allocations. ☐Working within district guidelines, school administrators identify, assign, promote and retain those with qualifications and proven results in serving the school's mission. ☐School leaders seek, coordinate, and intentionally use resources (e.g., budget, staff, time) that align with and support the school improvement plan. ☐Students with high needs are a priority when budget and resource allocation decisions are made. ☐School leaders ensure on-going communication between the school and district, as well as within the school, regarding the need, availability and allocation of resources.	☐Sustained and supported by district policies, systems and practices.

Sample Evidence

The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples *do not* have to be in place for full implementation; a school may have other evidence that is not listed here.

☐Resource allocation is determined by evidence of student and staff needs (surveys, interviews, discussions)
☐Copy of the school budget showing resources aligned to student achievement needs
☐School Improvement Plan that shows resources for activities supporting priority student achievement areas
☐Team agendas/minutes that indicate decision-making on resource allocation
☐Documentation of school practices/policies aligned to district practices/policies
☐Copies of grant applications, award letters, memos of understanding, that indicate receipt of additional resources
☐Documentation of the budgeting process including timeline, decision-making, required participation, and communication with district leaders
☐Evidence of use of MI School Data
☐Data warehouse or software to store and analyze student assessment data
☐Special education information system
Other

Strand III: Professional Learning

Instructional staff engages in professional learning to develop and/or refine knowledge, skills, and abilities specific to the effective delivery of job-related duties and responsibilities that support the learning outcomes of all students.

Standard 7: Professional Learning Culture

Instructional staff has multiple opportunities to participate in collaborative professional learning that emphasizes collective responsibility to support student success.

School Indicator	Beginning Implementation ☐	Partial Implementation ☐	Full Implementation of All Characteristics of this Indicator ☐	Sustained Implementation ☐
S. Collaborative Teams *Guiding Question:* How do we ensure the effectiveness of our collaborative teams?	☐Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐A collaborative culture exists in which instructional staff supports each other through feedback and coaching to implement new learning to increase student achievement. ☐Structures and systems are in place for collaborative planning time for learning teams. ☐Teams utilize protocols and collaboration time effectively. ☐Instructional staff collaborates regularly to analyze student data to inform instruction and adjust delivery to better meet student needs.	☐Sustained and supported by district policies, systems and practices.

Sample Evidence

The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples ***do not*** have to be in place for full implementation; a school may have other evidence that is not listed here.

- ☐Evidence of professional learning on ways to work collaboratively on teams
- ☐Evidence of collaboration such as coaching/mentoring, action research, peer study groups
- ☐Evidence of peer observation, feedback and coaching (peer coaching logs, etc.)
- ☐Data "walls" or other visual representations of data
- ☐Examples of staff working together to progress monitor students and instruction
- ☐Calendar of data analysis meetings
- ☐Evidence of data dialogues that occur in Professional Learning Teams
- ☐Common planning time schedule
- ☐Survey of teachers regarding opportunities for context-embedded professional learning
- ☐Protocols for collaborative team meetings within and across grade levels and content areas

Other

Standard 7: Professional Learning Culture
Instructional staff has multiple opportunities to participate in collaborative professional learning that emphasizes collective responsibility to support student success.

School Indicator	Beginning Implementation ☐	Partial Implementation ☐	Full Implementation of All Characteristics of this Indicator ☐	Sustained Implementation ☐
T. Collective Responsibility *Guiding Question:* How do we define collective responsibility for learning and the actions needed to support it?	☐Planning for AND/OR ☐Implementation of some of the characteristics of this indicator has begun.	☐Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐Instructional staff teams and individuals take active roles in creating and leading professional learning. ☐Instructional staff holds one another accountable for implementing what is learned from professional learning. ☐Instructional staff holds one another accountable for the improved student performance that should result from the implementation of professional learning.	☐Sustained and supported by district policies, systems and practices.

Sample Evidence
The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples *do not* have to be in place for full implementation; a school may have other evidence that is not listed here.

☐Staff meeting agendas that show teachers leading professional learning
☐Walk-through data that shows evidence of the implementation of professional learning
☐Evidence of peer-to-peer coaching (protocols, feedback, etc.)
☐Evidence of teacher teams recommending professional learning based on school needs (e.g. surveys, school improvement activities)
☐Documentation of vertical grade-level team meetings that focus on the impact of collaborative professional learning
☐Samples of teacher work/video-taped lessons for discussion/review
☐Evidence of teacher leaders sharing promising practices and receiving feedback
☐"Instructional Rounds" training provided to staff
☐Program Evaluation implementation data
☐Description of new teacher induction and mentoring programs
Other

Standard 8: Professional Learning System
Professional learning is systemic, data-driven, differentiated, and aligns with the School Improvement Plan. It is supported by the school and district and occurs within a collaborative culture.

School Indicator	Beginning Implementation ☐	Partial Implementation ☐	Full Implementation of All Characteristics of this Indicator ☐	Sustained Implementation ☐
U. Purposeful Planning *Guiding Question:* How do we use data and the school improvement process to identify professional learning needs?	☐Planning for AND/OR ☐Implementation of some of the characteristics of this indicator has begun.	☐Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐Student and instructional staff outcome, demographic, process and perception data are used to identify and align professional learning priorities. ☐Professional learning outcomes are developed specifically to address school improvement strategy areas. ☐Professional learning is designed to be continuous, job-embedded, and aligned with adult learning theory. ☐Professional learning is differentiated to meet the individual needs of instructional staff. ☐Professional learning is designed to include a process to monitor and evaluate implementation and impact.	☐Sustained and supported by district policies, systems and practices.

Sample Evidence
The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples ***do not*** have to be in place for full implementation; a school may have other evidence that is not listed here.

☐Team meeting agendas, minutes that indicate discussion of alignment between professional learning and school improvement initiatives
☐School Improvement Plan showing the relationship between data analysis (student achievement data, survey data, student demographic data), professional learning initiatives, and instructional strategies
☐Results of teacher surveys that reflect needs related to professional learning
☐Professional learning calendar including team time/staff meetings
☐Documentation that coaches and teacher leaders are trained in adult learning theory
☐Description of job-embedded professional learning opportunities provided to teachers (peer coaching, etc.)
☐Documentation of District-Provided Professional Learning (DPPL) that is aligned with school's needs
☐School Improvement Plan includes evidence of resource allocation to support implementation of professional learning
☐Evidence of differentiated professional learning to meet staff needs
☐Completion of MDE Program Evaluation Tool
Other

Standard 8: Professional Learning System
Professional learning is systemic, data-driven, differentiated, and aligns with the School Improvement Plan. It is supported by the school and district and occurs within a collaborative culture.

School Indicator	Beginning Implementation ☐	Partial Implementation ☐	Full Implementation of All Characteristics of this Indicator ☐	Sustained Implementation ☐
V. Impact of Professional Learning *Guiding Question:* How do we ensure that professional learning is implemented with fidelity and positively impacts student achievement?	☐Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐Instructional staff understands and can articulate the professional learning outcomes and expectations. ☐Instructional staff implements skills learned in professional learning, as intended. ☐Instructional staff receives feedback and support to fully implement new learning. ☐School leaders monitor the extent to which professional learning impacts adult instructional practices. ☐School leaders monitor the impact of changed adult instructional practices on student achievement. ☐Sufficient resources exist to ensure fidelity of implementation of the professional learning.	☐Sustained and supported by district policies, systems and practices.

Sample Evidence
The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples ***do not*** have to be in place for full implementation; a school may have other evidence that is not listed here.

☐Team meeting agendas and minutes that indicate ongoing discussions about implementation and impact of professional learning (including analysis of student achievement data)
☐Plan for evaluating the effectiveness of professional learning and its impact on student achievement is reflected in the School Improvement Plan
☐Communications to and from stakeholders that provide progress updates on implementation of professional learning and professional learning communities (e.g., newsletters, website, Board reports, social media)
☐Student work samples that show evidence of implementation of staff professional learning
☐Evidence of allocated time for the support of implementation of new learning (Professional Learning Communities, etc.)
☐Samples of interviews/focus groups/surveys that provide data on monitoring implementation and evaluating the impact of the professional learning
☐Observation protocol/walk-through data regarding application of skills and knowledge from professional learning
☐Sample Individual Professional Learning Plans
☐Teacher journal or learning log of implementation of professional learning
☐Completion of the MDE Program Evaluation Tool
Other

School Systems Review

Strand IV: School, Family and Community Relations

All staff actively maintain purposeful and positive relationships with families and the community to support student learning.

Standard 9: Communication

The school uses a variety of approaches to ensure that communications are two-way, ongoing, relevant, and culturally responsive.

School Indicator	Beginning Implementation ☐	Partial Implementation ☐	Full Implementation of All Characteristics of this Indicator ☐	Sustained Implementation ☐
W. Approaches and Tools *Guiding Question:* How do we use a variety of approaches and tools to reach all of our stakeholders?	☐Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐The school provides information related to curriculum, instruction and assessment through printed materials, on-line resources, parent/family conferences at varying times and informational sessions at varying times and in varying modes. ☐Ongoing, two-way verbal, written, digital and personal communications are used to improve services and programs. ☐School leadership monitors and evaluates the effectiveness of its communication strategies.	☐Sustained and supported by district policies, systems and practices.

Sample Evidence

The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples *do not* have to be in place for full implementation; a school may have other evidence that is not listed here.

☐Communication Plan that reflects a variety of approaches and tools
☐Examples of information related to curriculum, instruction, and assessment in various communication approaches and tools
☐School newsletter
☐School website, Internet portal for parents/families, social media (multiple platforms)
☐Teacher websites
☐Documentation of surveys and/or focus groups with stakeholders (questionnaires, discussion questions, data reports)
☐Parent/family conference schedules showing varying times, locations, and modes
☐Communications to parents/families indicating how services and programs were improved based on their feedback
☐Communications in languages that reflect the school population

☐Translators available to parents
☐Community forum minutes
Other

Standard 9: Communication
The school uses a variety of approaches to ensure that communications are two-way, ongoing, relevant, and culturally responsive.

School Indicator	Beginning Implementation ☐	Partial Implementation ☐	Full Implementation of All Characteristics of this Indicator ☐	Sustained Implementation ☐
X. Cultural Responsiveness *Guiding Question:* How do we ensure that all communication is responsive to the diversity of our stakeholders?	☐Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐The school arranges flexible meetings and formats to address family and community needs. ☐School communications and activities are responsive to families' varied ability levels, schedules, diversity in language, socio-economic status, cultural traditions, non-traditional configurations and belief systems.	☐Sustained and supported by district policies, systems and practices.

Sample Evidence
The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples *do not* have to be in place for full implementation; a school may have other evidence that is not listed here.

☐Records of meetings, open houses, and parent-teacher conferences that show a variety of locations and times
☐School calendars that demonstrate responsiveness to cultural days of significance
☐School/district communications/forms are direct, jargon-free, in a wide range of reading/comprehension levels and/or translated into languages reflected at the school
☐School and/or teacher newsletters (paper copies available)
☐Social media
☐Websites
☐Media releases
☐Student, parent and employee handbooks
☐Bilingual staff and volunteers are available to communicate with parents during school events
☐Surveys, focus groups, informal conversations, and meeting formats are used to gather information from families and the community
Other

Standard 10: Engagement
The school works collaboratively with families and community organizations to strengthen student, staff, family, and community learning.

School Indicator	Beginning Implementation ☐	Partial Implementation ☐	Full Implementation of All Characteristics of this Indicator ☐	Sustained Implementation ☐
Y. Learning Opportunities *Guiding Question:* How do we ensure that our families and community partners are integral parts of our learning community?	☐Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐Programs are provided for families that are age appropriate to their students' social, academic, and developmental needs (e.g., enhancing literary experiences, giving appropriate assistance and encouragement, monitoring homework). ☐Families, students and community members actively participate as integral members of the school improvement process. ☐Families and community members participate actively on committees to provide input on decisions that support student success.	☐Sustained and supported by district policies, systems and practices.

Sample Evidence
The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples ***do not*** have to be in place for full implementation; a school may have other evidence that is not listed here.

☐Schedule of family programs addressing students' social, academic and developmental needs
☐School Improvement Team roster listing parents and/or community members
☐Evidence of parent/community leadership in the school improvement process, on committees, etc.
☐Minutes and agendas from meetings that reflect parent/family involvement in school-based decisions
☐Course syllabi/course overview or learning outcomes provided to parents/families in Parent Handbook or during Curriculum Night
☐Syllabi/course overview and/or learning outcomes provided online
☐Flexible school office hours to meet needs of parents/families
☐National PTA or PTO website/links are included on school website, along with other school related resources (i.e., tutoring or counseling, etc.)
☐Information on learning opportunities made available to family and community members
Other:

Standard 10: Engagement
The school works collaboratively with families and community organizations to strengthen student, staff, family, and community learning.

School Indicator	Beginning Implementation ☐	Partial Implementation ☐	Full Implementation of All Characteristics of this Indicator ☐	Sustained Implementation ☐
Z. Partnerships *Guiding Question:* How do we invite and involve family and community partners to support student success?	☐Planning for AND/OR ☐ Implementation of some of the characteristics of this indicator has begun.	☐Some characteristics of this indicator are being implemented with fidelity; however, one or more characteristics are not fully implemented. OR ☐All characteristics of this indicator are being implemented to some degree, but not consistently throughout the school.	☐There is a volunteer system in place for parents and community members to share their areas of expertise and interest, at varying times, to enhance student success. ☐Families and community members are involved in the development of the district and school-level parent involvement plans. ☐The school partners with community agencies to coordinate social services for schools and families and/or to provide programs based on identified needs.	☐Sustained and supported by district policies, systems and practices.

Sample Evidence

The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples ***do not*** have to be in place for full implementation; a school may have other evidence that is not listed here.

☐Documentation of parent/family opportunities to be involved in enhancing student success (descriptions, times, locations, etc.)
☐Working agreements between school and partner agencies
☐Documentation of parent/family and community volunteer training (sign-in sheets, agendas, training materials, etc.)
☐School improvement committee, school/district curriculum and/or program committees sign-in sheets
☐Family/community member surveys regarding input in the continuous improvement processes
☐Appreciation and acknowledgement events for families and community volunteers
☐Participation logs and/or agreements between school and community partners
☐Partnerships with community donors (sponsorships)
☐Documentation that administrators attend outreach meetings (e.g. rotary clubs, chamber of commerce, etc.)
Other

Appendix B: AdvancED Interim Self-Assessment

Interim Self Assessment Version

AdvancED/NCA Accredited Schools may use this template as a workbook for completing their Interim Self Assessment during the four years in which they are NOT hosting an External Review.

AdvancED®

Self Assessment Workbook for

SCHOOLS

AdvancED™

Introduction and Instructions

The Self Assessment is a critical component of the AdvancED accreditation process. 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 an External Review. The Self Assessment is based on the five AdvancED Standards for Quality for Quality, which serve as the foundation of the AdvancED accreditation process. In order to earn and maintain accreditation, schools must meet the five AdvancED Standards for Quality for Quality for Quality, engage in a process of continuous improvement and host an External 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 five AdvancED Standards for Quality for Quality 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 scale.

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

Definition of the Standard, Indicators and Performance Levels

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

Each indicator provides four performance levels that describe varying degrees to which a school is able to verify its assessment of the question. Use the performance levels as an opportunity to ask your stakeholders challenging questions and respond with accurate answers geared toward improvement of your school. After choosing performance levels for each indicator, you can quickly see areas of strength and opportunity. The section asks, “To what degree are the noted practices/processes in place?”

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 Narrative

For each standard, there is a narrative section that allows you to expand on your thinking about the selection of performance levels. Responding to the guiding questions listed in the instructions will help you construct a meaningful narrative for your school and the External Review team.

Directions for Completing the Report

You and your colleagues should complete the Self Assessment six weeks to six months prior to hosting an External Review. We strongly recommend that a wide and broad cross-section of the school community participate in completing this report. You will submit the completed report online to AdvancED so that it may be used by the External Review team, as well as for a school's continuous improvement efforts.

In order to complete the Self Assessment, consider the following steps:

1. Read the information provided in each standard thoroughly. The indicators will provide a very good overall understanding of the standard.
2. Read over each performance level that is linked to each indicator and select the level that most accurately reflects the status of your school.
3. Select from the list of suggested evidence that supports your performance level selection.
4. Write a brief narrative for each standard using the guidance provided by the prompts. Be thorough yet concise in your answers, focusing on quality and depth over quantity.
5. After completing ratings of all indicators and standard narratives, describe the process you used to gather and analyze data for the Self Assessment.

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 the web-based Self Assessment in ASSIST, some special characters (such as dashes and colons) may not copy and you may need to do some minor editing of the format.

Standard 1

Standard: **The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.**

1.1	The school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success.	**Score**
Level 4	The process for review, revision and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	
Level 3	The school's process for review, revision and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	
Level 2	The school has a process for review, revision and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	
Level 1	No process to review, revise or communicate a school purpose exists. Stakeholders are rarely asked for input regarding the purpose of the school.	

Possible Evidence	
	Purpose statements - past and present
	Minutes from meetings related to development of the school's purpose
	Documentation or description of the process for creating the school's purpose including the role of stakeholders
	Communication plan to stakeholders regarding the school's purpose
	Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)
	Survey results

Comments

1.2	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.	**Score**

Level 4	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.
Level 3	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.
Level 2	Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills. School leadership maintains high expectations for professional practice.
Level 1	Minimal or no evidence exists that indicates the culture of the school is based on shared values and beliefs about teaching and learning. Educational programs challenge few or no students and are provided in a way that few students achieve the learning, thinking and life skills necessary for success. Learning experiences for students are rarely equitable. Instructional practices rarely include active student engagement, a focus on depth of understanding and the application of knowledge and skills. Little or no commitment to high expectations for professional practice is evident.

Possible Evidence	
	The school's statement of purpose
	Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose
	Survey results

Comments

1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	**Score**

Level 4	School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.
Level 3	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.
Level 2	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.
Level 1	A continuous improvement process for improving student learning and the conditions that support learning is used randomly and/or ineffectively. The profile is rarely updated or used by school personnel and contains little or no useful data. Goals selected for improvement, if they exist, reflect the minimum required by governmental or organizational oversight agencies. Few or no measurable objectives, strategies or activities are implemented with fidelity. Documentation

	linking the process to improved student achievement and instruction is unclear or non-existent.

Possible Evidence	
	Agenda, minutes from continuous improvement planning meetings
	Communication plan and artifacts that show two-way communication to staff and stakeholders
	The school data profile
	The school continuous improvement plan
	Survey results

Comments

Standard 2

Standard: **The school operates under governance and leadership that promote and support student performance and school effectiveness.**

2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	**Score**
Level 4	Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for and oversight of fiscal management.	
Level 3	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for and oversight of fiscal management.	
Level 2	Policies and practices generally support the school's purpose and direction and the effective operation of the school. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of staff. Policies and practices provide requirements and oversight of fiscal management.	
Level 1	Little connection exists between policies and practices of the governing board and the purpose, direction and effective operation of the school. Policies and practices seldom or never address effective instruction and assessment that produce equitable and challenging learning experiences for students. There are few or no policies and practices regarding professional growth of staff. Policies provide requirements of fiscal management.	
Possible Evidence		
	Governing body policies, procedures and practices	
	School handbooks	
	Staff handbooks	
	Student handbooks	
	Communications to stakeholder about policy revisions	
Comments		
2.2	The governing body operates responsibly and functions effectively.	**Score**

Level 4	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation and fiscal responsibility. Members comply with all policies, procedures, laws and regulations and function as a cohesive unit for the benefit of student learning.	
Level 3	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws and regulations and functions as a cohesive unit.	
Level 2	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws and regulations.	
Level 1	The governing body has no method for or does not ensure that decisions and actions are free of conflict of interest, are ethical and in accordance with defined roles and responsibilities. Governing body members rarely or never participate in professional development regarding the roles and responsibilities of the governing body and its individual members. Evidence indicates the governing body does not always comply with policies, procedures, laws and regulations.	

Possible Evidence	
	Governing body policies on roles and responsibilities, conflict of interest
	Governing code of ethics
	Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest
	Governing body minutes relating to training
	Governing body training plan
	Assurances, certifications
	Proof of legal counsel
	List of assigned staff for compliance
	Historical compliance data
	Communications about program regulations
	Findings of internal and external reviews of compliance with laws, regulations and policies

Comments

2.3	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.	**Score**
Level 4	The governing body consistently protects, supports and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	
Level 3	The governing body protects, supports and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	
Level 2	The governing body generally protects, supports and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body usually maintains a distinction between its roles and responsibilities and those of school leadership.	
Level 1	The governing body rarely or never protects, supports and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body does not distinguish between its roles and responsibilities and those of school leadership or frequently usurps the autonomy of school leadership.	

Possible Evidence	
	School improvement plan developed by the school
	Agendas and minutes of meetings
	Roles and responsibilities of school leadership
	Maintenance of consistent academic oversight, planning and resource allocation
	Survey results regarding functions of the governing body
	Stakeholder input and feedback
	Communications regarding board actions

Comments

2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	**Score**
Level 4	Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support and expect all students to be held to high Standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership and rigorous professional growth.	

	The culture is characterized by collaboration and a sense of community among all stakeholders.
Level 3	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high Standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership and professional growth. The culture is characterized by collaboration and a sense of community.
Level 2	Leaders and staff make some decisions and take some actions toward continuous improvement. They expect all students to be held to Standards. Leaders and staff express a desire for collective accountability for student learning. School leaders sometimes support innovation, collaboration, shared leadership and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community.
Level 1	Decisions and actions seldom or never support continuous improvement. School leaders and staff may or may not expect students to learn. There is no evidence of or desire for collective accountability for student learning. School leaders seldom or never support innovation, collaboration, shared leadership and professional growth. The culture is characterized by a minimal degree of collaboration and little or no sense of community.

Possible Evidence	
	Examples of collaboration and shared leadership
	Examples of decisions aligned with the school's statement of purpose
	Examples of decisions in support of the school's continuous improvement plan
	Survey results

Comments

2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	**Score**
Level 4	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts and provide and support meaningful leadership roles for stakeholders. School leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.	

Level 3	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.
Level 2	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.
Level 1	Leaders rarely or never communicate with stakeholder groups. Little or no work on school improvement efforts is collaborative, and stakeholders have little or no opportunity for leadership. School leaders' efforts result in limited or no stakeholder participation and engagement in the school.

Possible Evidence	
	Survey responses
	Copies of surveys or screen shots from online surveys
	Communication plan
	Minutes from meetings with stakeholders
	Involvement of stakeholders in a school improvement plan

Comments

2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	**Score**
Level 4	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	
Level 3	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	
Level 2	The criteria and processes of supervision and evaluation include references to professional practice and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.	

Level 1	The criteria and processes of supervision and evaluation have little or no focus on improving professional practice or student success. Supervision and evaluation processes are randomly implemented, if at all. Results of the supervision and evaluation processes, if any, are used rarely or never.

Possible Evidence	
	Job specific criteria
	Supervision and evaluation documents with criteria for improving professional practice and student success noted
	Representative supervision and evaluation reports
	Governing body policy on supervision and evaluation
	Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation

Comments

Standard 3

Standard: **The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.**

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.	**Score**
Level 4	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.	
Level 3	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	
Level 2	Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.	
Level 1	Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills. There is no evidence to indicate how successful students will be at the next level. Like courses/classes do not always have the same learning expectations. No individualization for students is evident.	

Possible Evidence	
	Descriptions of instructional techniques
	Enrollment patterns for various courses
	Graduate follow-up surveys
	Course descriptions
	Course schedules
	Learning expectations for different courses
	Representative samples of student work across courses
	Posted learning objectives
	Lesson plans
	Survey results

Comments

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.	**Score**
Level 4	Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction and assessment.	
Level 3	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction and assessment.	
Level 2	School personnel monitor and adjust curriculum, instruction and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction and assessment.	
Level 1	School personnel rarely or never monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment or alignment with the school's goals for achievement and instruction and statement of purpose. No process exists to ensure alignment when curriculum, instruction and/or assessments are reviewed or revised. There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school's purpose in curriculum, instruction and assessment.	

Possible Evidence	
	Curriculum writing process
	A description of the systematic review process for curriculum, instruction and assessment
	Curriculum guides
	Lesson plans aligned to the curriculum
	Products – scope and sequence, curriculum maps
	Common assessments
	Surveys results
	Standards-based report cards

Comments	

3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	**Score**
Level 4	Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.	
Level 3	Teachers plan and use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.	
Level 2	Teachers sometimes use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.	
Level 1	Teachers rarely or never use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Teachers seldom or never personalize instructional strategies. Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.	

Possible Evidence	
	Teacher evaluation criteria
	Findings from supervisor walk-thrus and observations
	Student work demonstrating the application of knowledge
	Examples of teacher use of technology as an instructional resource
	Examples of student use of technology as a learning tool
	Interdisciplinary projects
	Authentic assessments
	Professional development focused on these strategies
	Agenda items addressing these strategies

	Surveys results
Comments	

3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	**Score**
Level 4	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific Standards of professional practice.	
Level 3	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific Standards of professional practice.	
Level 2	School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific Standards of professional practice.	
Level 1	School leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific Standards of professional practice.	

Possible Evidence	
	Supervision and evaluation procedures
	Curriculum maps
	Peer or mentoring opportunities and interactions
	Recognition of teachers with regard to these practices
	Administrative classroom observation protocols and logs
	Examples of improvements to instructional practices resulting from the evaluation process
	Documentation of collection of lesson plans and grade books
	Surveys results
Comments	

3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	**Score**

Level 4	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.
Level 3	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.
Level 2	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.
Level 1	Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across grade levels and content areas. Staff members rarely discuss student learning. Learning from, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching rarely occur among school personnel. School personnel see little value in collaborative learning communities.

Possible Evidence	
	Agendas and minutes of collaborative learning committees
	Calendar/schedule of learning community meetings
	Common language, protocols and reporting tools
	Examples of improvements to content and instructional practice resulting from collaboration
	Examples of cross curricular projects, interdisciplinary instruction and classroom action research project
	Peer coaching guidelines and procedures
	Survey results

Comments

3.6	Teachers implement the school's instructional process in support of student learning.	**Score**

Level 4	All teachers systematically use an instructional process that clearly informs students of learning expectations and Standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.
Level 3	All teachers use an instructional process that informs students of learning expectations and Standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.
Level 2	Most teachers use an instructional process that informs students of learning expectations and Standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.
Level 1	Few teachers use an instructional process that informs students of learning expectations and Standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.
Possible Evidence	
	Samples of exemplars used to guide and inform student learning
	Examples of learning expectations and Standards of performance
	Examples of assessments that prompted modification in instruction
	Survey results
Comments	

3.7	Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	**Score**
Level 4	All school personnel are engaged in systematic mentoring, coaching and induction programs that are consistent with the school's values and beliefs about teaching, learning and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.	
Level 3	School personnel are engaged in mentoring, coaching and induction programs that are consistent with the school's values and beliefs about teaching, learning and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	
Level 2	Some school personnel are engaged in mentoring, coaching and induction programs that are consistent with the school's values and beliefs about teaching,	

	learning and the conditions that support learning. These programs set expectations for school personnel.
Level 1	Few or no school personnel are engaged in mentoring, coaching and induction programs that are consistent with the school's values and beliefs about teaching, learning and the conditions that support learning. Limited or no expectations for school personnel are included.

Possible Evidence	
	Descriptions and schedules of mentoring, coaching and induction programs with references to school beliefs and values about teaching and learning
	Professional learning calendar with activities for instructional support of new staff
	Personnel manuals with information related to new hires including mentoring, coaching and induction practices
	Records of meetings and walk-throughs/feedback sessions
	Survey results

Comments

3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	**Score**
Level 4	Programs that engage families in meaningful ways in their children's education are designed, implemented and evaluated. Families have multiple ways of staying informed of their children's learning process.	
Level 3	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning process.	
Level 2	Programs that engage families in their children's education are available. School personnel provide information about children's learning.	
Level 1	Few or no programs that engage families in their children's education are available. School personnel provide little relevant information about children's learning.	

Possible Evidence	
	Volunteer program with variety of options for participation
	Parental/family/caregiver involvement plan including activities, timeframes and evaluation process
	Calendar outlining when and how families are provided information on child's progress
	List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days
	Survey results

Comments

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.	**Score**

Level 4	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills and life skills.
Level 3	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills and life skills.
Level 2	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills and life skills.
Level 1	Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills and life skills.

Possible Evidence	
	Description of formal adult advocate structures
	List of students matched to adult advocate
	Curriculum and activities of formal adult advocate structure
	Master schedule with time for formal adult advocate structure
	Survey results

Comments

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.	**Score**
Level 4	All teachers consistently use common grading and reporting policies, processes and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes and procedures. The policies, processes and procedures are formally and regularly evaluated.	
Level 3	Teachers use common grading and reporting policies, processes and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes and procedures. The policies, processes and procedures are regularly evaluated.	

Level 2	Most teachers use common grading and reporting policies, processes and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes and procedures. The policies, processes and procedures may or may not be evaluated.
Level 1	Few or no teachers use common grading and reporting policies, processes and procedures. Policies, processes and procedures, if they exist, are rarely implemented across grade levels or courses, and may not be well understood by stakeholders. No process for evaluation of grading and reporting practices is evident.

Possible Evidence	
	Policies, processes and procedures on grading and reporting
	Samples communications to stakeholders about grading and reporting
	Sample report cards for each grade level and for all courses
	Evaluation process for grading and reporting practices
	Survey results

Comments

3.11	All staff members participate in a continuous program of professional learning.	**Score**
Level 4	All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.	
Level 3	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.	
Level 2	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	
Level 1	Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.	

Possible Evidence	
	Crosswalk between professional learning and school purpose and direction
	Brief explanation of alignment between professional learning and identified needs
	Evaluation tools for professional learning
	Results of evaluation of professional learning program.
	Survey results
Comments	

3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	**Score**
Level 4	School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.	
Level 3	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	
Level 2	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	
Level 1	School personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel provide or coordinate some learning support services to students within these special populations.	

Possible Evidence	
	List of learning support services and student population served by such services
	Data used to identify unique learning needs of students
	Training and professional learning related to research on unique characteristics of learning
	Survey results
Comments	

Standard 4

Standard: **The school has resources and provides services that support its purpose and direction to ensure success for all students.**

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.	**Score**
Level 4	Clearly defined policies, processes and procedures ensure that school leaders have access to, hire, place and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	
Level 3	Policies, processes and procedures ensure that school leaders have access to, hire, place and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	
Level 2	Policies, processes and procedures describe how school leaders are to access, hire, place and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	
Level 1	Policies, processes and procedures are often but not always followed by school leaders to access, hire, place and retain qualified professional and support staff. School leaders attempt to fill the roles and responsibilities necessary to support the school purpose, educational programs and continuous improvement. Sustained fiscal resources rarely are available to fund positions critical to achieve the purpose and direction of the school.	

Possible Evidence	
	Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff
	School budgets for the last three years
	Documentation of highly qualified staff
	Assessments of staffing needs
	Survey results

Comments

4.2	Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school.	**Score**
Level 4	Instructional time, material resources and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.	
Level 3	Instructional time, material resources and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	
Level 2	Instructional time, material resources and fiscal resources are sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.	
Level 1	Little or no link exists between the purpose of the school and instructional time, material resources and fiscal resources. Protection of instructional time is not a priority. School leaders use available material and fiscal resources to meet the needs of students. School leaders spend little or no effort allocating instructional time, material resources and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations rarely or never include achievement of the school's purpose and direction.	

Possible Evidence	
	School calendar
	School schedule
	Examples of efforts of school leaders to secure necessary material and fiscal resources
	Alignment of budget with school purpose and direction
	Survey results

Comments

4.3	The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.	**Score**
Level 4	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	
Level 3	School leaders have adopted or created clear expectations for maintaining safety, cleanliness and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	
Level 2	School leaders have some expectations for maintaining safety, cleanliness and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	
Level 1	School leaders have few or no expectations for maintaining safety, cleanliness and a healthy environment. Stakeholders are generally unaware of any existing definitions and expectations. Little or no accountability exists for maintaining these expectations. Few or no measures that assess these conditions are in place. Few or no personnel work to improve these conditions.	
Possible Evidence		
	Maintenance schedules	
	Records of depreciation of equipment	
	System for maintenance requests	
	Safety committee responsibilities, meeting schedules and minutes	
	Documentation of compliance with local and state inspections requirements	
	Documentation of emergency procedures such as fire drills,, evacuation and other emergency procedures.	
	Survey results	
Comments		
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	**Score**

Level 4	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.
Level 3	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.
Level 2	Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.
Level 1	Students and school personnel have access to limited media and information resources necessary to achieve most of the educational programs of the school. Limited assistance may be available for students and school personnel to learn about the tools and locations for finding and retrieving information.

Possible Evidence	
	Data on media and information resources available to students and staff
	Schedule of staff availability to assist students and school personnel related to finding and retrieving information
	Budget related to media and information resource acquisition
	Survey results

Comments

4.5	The technology infrastructure supports the school's teaching, learning and operational needs.	**Score**
Level 4	The technology infrastructure is modern, fully functional and meets the teaching, learning and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.	
Level 3	The technology infrastructure meets the teaching, learning and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	
Level 2	The technology infrastructure meets the teaching, learning and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	
Level 1	The technology infrastructure meets the teaching, learning and operational needs of few stakeholders. A technology plan, if one exists, addresses some technology services and infrastructure needs.	
Possible Evidence		

	Technology plan and budget to improve technology services and infrastructure
	Assessments to inform development of technology plan
	Policies relative to technology use
	Survey results
Comments	

4.6	The school provides support services to meet the physical, social and emotional needs of the student population being served.	**Score**
Level 4	School personnel implement a clearly defined process to determine the physical, social and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	
Level 3	School personnel implement a process to determine the physical, social and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	
Level 2	School personnel endeavor to determine the physical, social and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	
Level 1	School personnel attempt to determine the physical, social and emotional needs of some students in the school. School personnel sometimes provide or coordinate programs to meet the needs of students. School personnel rarely or never evaluate programs. Improvement plans related to these programs are rarely or never developed.	

Possible Evidence	
	List of support services available to students
	Agreements with school community agencies for student-family support
	Social classes and services, e.g., bullying, character education
	Student assessment system for identifying student needs
	Schedule of family services, e.g., parent classes, survival skills
	Survey results
Comments	

4.7	The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students.	**Score**
Level 4	School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	
Level 3	School personnel implement a process to determine the counseling, assessment, referral, educational and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	
Level 2	School personnel endeavor to determine the counseling, assessment, referral, educational and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	
Level 1	School personnel attempt to determine the counseling, assessment, referral, educational and career planning needs of some students in the school. School personnel sometimes provide or coordinate programs to meet the needs of students. School personnel rarely or never evaluate programs. Improvement plans related to these programs are rarely or never developed.	

Possible Evidence	
	List of services available related to counseling, assessment, referral, educational and career planning
	Description of referral process
	Description of IEP process
	Budget for counseling, assessment, referral, educational and career planning
	Survey results

Comments

Standard 5

Standard: **The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.**

5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	**Score**
Level 4	School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning and the conditions that support learning.	
Level 3	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning and the conditions that support learning.	
Level 2	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.	
Level 1	School personnel maintain an assessment system that produces data from assessment measures about student learning and school performance. The system provides a limited degree of consistent measurement across classrooms and courses. Assessments are seldom proven reliable and bias free. The system is rarely or never evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.	

Possible Evidence	
	Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance
	Evidence that assessments are reliable and bias free
	Documentation or description of evaluation tools/protocols
	Survey results

Comments		
5.2	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.	**Score**
Level 4	Systematic processes and procedures for collecting, analyzing and applying learning from all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs and the conditions that support learning. All school personnel use data to design, implement and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs and organizational conditions.	
Level 3	Systematic processes and procedures for collecting, analyzing and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs and the conditions that support learning. School personnel use data to design, implement and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs and organizational conditions.	
Level 2	Some processes and procedures for collecting, analyzing and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs and organizational conditions. School personnel use data to design, implement and evaluate continuous improvement plans.	
Level 1	Few or no processes and procedures for collecting, analyzing and applying learning from data sources are used by professional and support staff. Data sources include little or no comparison and trend data about student learning, instruction, the effectiveness of programs and organizational conditions. School personnel rarely use data to design and implement continuous improvement plans.	

Possible Evidence	
	Written protocols and procedures for data collection and analysis
	List of data sources related to student learning, instruction, program effectiveness and conditions that support learning
	Examples of use of data to design, implement and evaluate continuous improvement plans and apply learning
	Survey results

Comments

5.3	Professional and support staff are trained in the evaluation, interpretation and use of data.	**Score**
Level 4	All professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation and use of data.	
Level 3	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation and use of data.	
Level 2	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation and use of data.	
Level 1	Few or no professional and support staff members are trained in the evaluation, interpretation and use of data.	
Possible Evidence		
	Training materials specific to the evaluation, interpretation and use of data	
	Documentation of attendance and training related to data use	
	Professional learning schedule specific to the use of data	
	Policies specific to data training	
	Survey results	
Comments		
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	**Score**
Level 4	Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and consistently use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	
Level 3	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	
Level 2	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	

Level 1	An incomplete or no process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate no improvement, and school personnel rarely use results to design and implement continuous improvement action plans related to student learning, including readiness for and success at the next level.
Possible Evidence	
	Description of process for analyzing data to determine verifiable improvement in student learning
	Agendas, minutes of meetings related to analysis of data
	Evidence of student growth
	Evidence of student readiness for the next level
	Evidence of student success at the next level
	Examples of use of results to evaluate continuous improvement action plans
	Student surveys
Comments	

5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders.	**Score**
Level 4	Leaders monitor comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	
Level 3	Leaders monitor comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	
Level 2	Leaders monitor information about student learning, conditions that support student learning and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	
Level 1	Leaders monitor some information about student learning, conditions that support student learning and the achievement of school improvement goals. Leaders sometimes communicate results to stakeholders.	
Possible Evidence		
	School leadership monitoring process of information about student learning, conditions that support learning and the achievement of school improvement goals	
	Communication plan regarding student learning, conditions that support learning and achievement of school improvement goals to stakeholders	
	Samples communications to stakeholders regarding student learning, conditions that support learning and achievement of school improvement goals	
	Executive summaries of student learning reports to stakeholder groups	
	Minutes of board meetings regarding achievement of student learning goals	
	Survey results	

Comments

Overall Summary of the Self Assessment Process (Optional)

Describe the process you used to gather and analyze data for this Self Assessment. Include descriptions of:

- committees, focus groups or other methods used to involve stakeholders.
- how stakeholders arrived at consensus for the ratings.
- the timeline of data collection and reporting.

This description ***will not*** be included as part of the on-line Self Assessment; however, External Review team members will be asking stakeholders at your school about their participation and the process used to collect data to accurately respond to the Self Assessment.

Appendix C: Crosswalk Between SSR and ISA

Michigan Department of Education /AdvancED Michigan Office

AdvancED Standards & School Improvement Framework Draft
Crosswalk of Performance Indicators
August 2013

Strand I: Teaching for Learning

The school focuses on quality teaching and learning for all students. It implements essential, aligned curriculum, ensures it is taught effectively, and uses multiple assessments to monitor student learning, and guide instructional decisions.

STANDARD 1: CURRICULUM
The school has an aligned, coherent plan for curriculum, instruction and assessment that serves as the basis for educators' and students' active involvement in the construction and application of knowledge.

A: Alignment

- The written curriculum references Michigan's state standards adopted by the State Board of Education.
- The school's curriculum is collaboratively written and aligned to the district curriculum to ensure aligned vertical and horizontal alignment by grade levels and courses.
- Curriculum documents include guidance for accommodations and modifications for all learners.
- A systematic and documented process is used to collaboratively review the written curriculum for alignment to state standards and district curriculum.

STANDARD 1 – PURPOSE AND DIRECTION -- INDICATOR 1.2
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

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- 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

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.12
The school provides and coordinates learning support services to meet the unique learning needs of students.

B: Coherence

- Curriculum is clearly communicated to all stakeholders in a manner they can understand.

- All educators have a deep and shared understanding of the standards they are to teach, and how they connect to other grades/subjects.
- Student learning outcomes are well defined, monitored, and measured.
- Instructional staff develops and implements lessons based on the curriculum; these lessons reflect high expectations for all students.
- Instructional staff engages in regular discussions of student learning expectations, both horizontally (with colleagues in their grades or subjects) and vertically (across grades.)

STANDARD 1 – PURPOSE AND DIRECTION -- INDICATOR 1.1
The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

STANDARD 2 – GOVERNANCE AND LEADERSHIP -- INDICATOR 2.4
Leadership and staff foster a culture consistent with the school's purpose and direction.

STANDARD 2 – GOVERNANCE AND LEADERSHIP -- INDICATOR 2.5
Leadership engages stakeholders effectively in support of the school's purpose and direction.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- 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

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.4
School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.5
Teachers participate in collaborative learning communities to improve instruction and student learning.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.6
Teachers implement the school's instructional process in support of student learning.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- 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.

STANDARD 2: INSTRUCTION
A school-wide system is in place for teachers to collaboratively plan, monitor, and refine research based- instructional practices, aligned to the district curriculum and state standards. Instructional practices promote high expectations, engage learners, and support the needs of all students.

<u>C: Instructional Design</u>
- Instruction is collaboratively planned to align to the district's written curriculum.

- Instruction is intentionally designed to align with student learning needs that have been identified through the use of universal screening/ formative assessments.
- Instruction is intentionally designed to incorporate appropriate formative and summative assessments, researched-based practices and rigorous thinking.
- Instruction is intentionally designed to meet the learning needs of students. (e.g., developmental, language, gender, emotional, social…).
- Instructional is intentionally designed to utilize multiple resources, appropriate technology integration, and areas of student interest, to enhance instruction.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- 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

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.3
Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.4
School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.5
Teachers participate in collaborative learning communities to improve instruction and student learning.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.6
Teachers implement the school's instructional process in support of student learning.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- 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.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.12
The school provides and coordinates learning support services to meet the unique learning needs of students.

STANDARD 4 – RESOURCES AND SUPPORT SYSTEMS -- INDICATOR 4.2
Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.

STANDARD 4 – RESOURCES AND SUPPORT SYSTEMS -- INDICATOR 4.4
Students and school personnel use a range of media and information resources to support the school's educational programs.

STANDARD 4 – RESOURCES AND SUPPORT SYSTEMS -- INDICATOR 4.5
The technology infrastructure supports the school's teaching, learning, and operational needs.

STANDARD 4 – RESOURCES AND SUPPORT SYSTEMS -- INDICATOR 4.6
The school provides support services to meet the physical, social, and emotional needs of the student

STANDARD 5 – USING RESULTS FOR CONTINUOUS IMPROVEMENT -- INDICATOR 5.2
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.

STANDARD 5 – USING RESULTS FOR CONTINUOUS IMPROVEMENT -- INDICATOR 5.4
The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

D: Effective Instructional Practices

- Instructional delivery incorporates a variety of research-based instructional practices that are implemented and monitored for fidelity and effectiveness.
- Instruction engages students in higher levels of cognitive thinking, leading to greater depth of knowledge.
- Instruction ensures that students are engaged in applications and transfer of their learning beyond the classroom.
- Teachers exhibit flexibility and responsiveness that allows for real time adjustments in instruction based on student needs.
- A system of interventions is in place for all students, including developing and advanced students.
- Instruction integrates appropriate technology in order to enhance delivery and engage students.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- 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.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.3
Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.6
Teachers implement the school's instructional process in support of student learning.
STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.12
The school provides and coordinates learning support services to meet the unique learning needs of students.

STANDARD 4 – RESOURCES AND SUPPORT SYSTEMS -- INDICATOR 4.2

Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.

STANDARD 4 – RESOURCES AND SUPPORT SYSTEMS -- INDICATOR 4.4
Students and school personnel use a range of media and information resources to support the school's educational programs.

STANDARD 4 – RESOURCES AND SUPPORT SYSTEMS -- INDICATOR 4.5
The technology infrastructure supports the school's teaching, learning, and operational needs.

STANDARD 4 – RESOURCES AND SUPPORT SYSTEMS -- INDICATOR 4.6
The school provides support services to meet the physical, social, and emotional needs of the student

E: Learning Environment

- The school culture is one of high academic expectations for all.
- High expectations for students are accompanied with appropriate academic and social-emotional support structures and safe environments that encourage positive risk-taking.
- Positive and supportive relationships that model respect, trust and collaboration are intentionally developed, nurtured and sustained throughout the school and classrooms.
- Classroom management, use of space, procedures, and scheduling ensure the maximum amount of time for learning.
- School and classroom behavioral expectations are communicated to staff, students and families and enforced consistently to support student success.

STANDARD 1 – PURPOSE AND DIRECTION -- INDICATOR 1.2
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.

STANDARD 2 – GOVERNANCE AND LEADERSHIP -- INDICATOR 2.4
Leadership and staff foster a culture consistent with the school's purpose and direction.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.5
Teachers participate in collaborative learning communities to improve instruction and student learning.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.7
Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- 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.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.12
The school provides and coordinates learning support services to meet the unique learning needs of students.

STANDARD 4 – RESOURCES AND SUPPORT SYSTEMS -- INDICATOR 4.2
Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.
STANDARD 4 – RESOURCES AND SUPPORT SYSTEMS -- INDICATOR 4.3
The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

F: Reflection

- Educators collaborate to review, reflect and refine their instructional practices based on multiple assessments such as formative and or/ benchmark assessments, observations and student work.
- Educators reflect on the effectiveness of the instructional design, appropriateness of resources, and the research-based strategies, and make necessary adjustments.
- Feedback from adults and students is solicited and reflected upon in order to improve the learning environment to support student success.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.3
Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.12
The school provides and coordinates learning support services to meet the unique learning needs of students.

STANDARD 4 – RESOURCES AND SUPPORT SYSTEMS -- INDICATOR 4.2
Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.

STANDARD 4 – RESOURCES AND SUPPORT SYSTEMS -- INDICATOR 4.3
The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

STANDARD 4 – RESOURCES AND SUPPORT SYSTEMS -- INDICATOR 4.4
Students and school personnel use a range of media and information resources to support the school's educational programs.

STANDARD 3: ASSESSMENT

Schools systematically gather and use multiple sources of data to monitor and inform teaching and learning using a comprehensive, balanced assessment system.

G: Assessment System

- The school implements a balanced assessment system and ensures that summative and on-going formative assessments are aligned to curriculum and instruction.
- Assessments are vertically and horizontally aligned for coherence across grades and content areas.
- Classroom assessments are designed to be developmentally appropriate.
- Classroom assessments are aligned to the depth of knowledge required to demonstrate proficiency with standards.
- Staff members have access to assessment data on a continual basis.
- Assessments support the school's system of tiered interventions.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- 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.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.12
The school provides and coordinates learning support services to meet the unique learning needs of students.

STANDARD 4 – RESOURCES AND SUPPORT SYSTEMS -- INDICATOR 4.6
The school provides support services to meet the physical, social, and emotional needs of the student population being served.

STANDARD 5 – USING RESULTS FOR CONTINUOUS IMPROVEMENT -- INDICATOR 5.1
The school establishes and maintains a clearly defined and comprehensive student assessment system.

H: Shared Understanding

- All educators can communicate the appropriate purposes and uses of assessment.
- Assessment results are shared and discussed with staff in a timely manner and useful format.
- Reports of student data are communicated to students and parents in a manner that they can understand.

STANDARD 1 – PURPOSE AND DIRECTION -- INDICATOR 1.1
The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.6
Teachers implement the school's instructional process in support of student learning.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- 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.

I: Data Analysis and Decision-Making

- Educators use an intentional, structured process to use academic and non-academic data to inform instructional decisions.
- Educators use a combination of student achievement, demographic, process and perception data over time to make informed instructional decisions to meet individual student needs.
- Educators collaboratively analyze assessment data to reach a shared understanding and make changes to instructional practice.
- Assessment data are used to place students, monitor progress and drive timely interventions.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- 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.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.5
Teachers participate in collaborative learning communities to improve instruction and student learning.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.6
Teachers implement the school's instructional process in support of student learning.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.12
The school provides and coordinates learning support services to meet the unique learning needs of students.

STANDARD 4 – RESOURCES AND SUPPORT SYSTEMS -- INDICATOR 4.6
The school provides support services to meet the physical, social, and emotional needs of the student population being served.

STANDARD 5 – USING RESULTS FOR CONTINUOUS IMPROVEMENT -- INDICATOR 5.1
The school establishes and maintains a clearly defined and comprehensive student assessment system.
STANDARD 5 – USING RESULTS FOR CONTINUOUS IMPROVEMENT -- INDICATOR 5.2
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.

STANDARD 5 – USING RESULTS FOR CONTINUOUS IMPROVEMENT -- INDICATOR 5.3
Professional and support staff are trained in the evaluation, interpretation, and use of data.

J: Student Involvement in the Assessment Process

- Students understand the criteria and expectations for demonstrating their learning.
- Students receive descriptive feedback based on student performance, as well as guidance on how to improve.
- Students are taught how to self-assess and plan for improvement.
- Students learn to track and use their own achievement data and related feedback to monitor, evaluate, and reflect on how to improve their own performance.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.6
Teachers implement the school's instructional process in support of student learning.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- 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.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- 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.

Strand II: Leadership for Learning

Leaders shape the vision of academic success in the building and create systems that support staff, students, and families. Leaders facilitate change, analyze data to improve processes, and create an intentional focus on improving instruction and increasing student achievement. School leaders may be formal or informal, involve both individuals and teams, and work collaboratively to increase student achievement.

STANDARD 4: INSTRUCTIONAL LEADERSHIP
Leadership facilitates the development and implementation of a shared vision, guides and supports teaching for learning, and ensures a focus on results.

K: A Vision for Learning

- Leadership collaboratively creates, and communicates a shared vision for learning aligned to the district vision.
- The school's mission and school improvement goals are aligned with the vision for learning.
- The vision includes high expectations of learning for students and educators.
- The vision is understood and supported by students, staff, families and community stakeholders.

STANDARD 1 – PURPOSE AND DIRECTION -- INDICATOR 1.1

The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

STANDARD 1 – PURPOSE AND DIRECTION -- INDICATOR 1.2
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

STANDARD 1 – PURPOSE AND DIRECTION -- INDICATOR 1.3
The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

STANDARD 2 – GOVERNANCE AND LEADERSHIP -- INDICATOR 2.4
Leadership and staff foster a culture consistent with the school's purpose and direction.

STANDARD 2 – GOVERNANCE AND LEADERSHIP -- INDICATOR 2.5
Leadership engages stakeholders effectively in support of the school's purpose and direction.

STANDARD 4 – RESOURCES AND SUPPORT SYSTEMS -- INDICATOR 4.3
The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

<u>L: Guidance and Support for Teaching and Learning</u>

- The improvement process needed to achieve the vision, mission and goals is facilitated by leadership.
- Leadership is knowledgeable about Michigan's state standards and the implications for teaching and learning.
- Leadership is knowledgeable about current research in the areas of curriculum, instruction and assessment practices.
- Leadership identifies supports and facilitates professional learning to develop the capacity for all educators to fully understand the curriculum content, research-based instructional practices and quality assessment practices.
- Leadership monitors and provides feedback within the school, and to the district, about the implementation of curriculum, assessment, and instructional practices.

STANDARD 1 – PURPOSE AND DIRECTION -- INDICATOR 1.3
The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

STANDARD 2 – GOVERNANCE AND LEADERSHIP -- INDICATOR 2.4
Leadership and staff foster a culture consistent with the school's purpose and direction.

STANDARD 2 – GOVERNANCE AND LEADERSHIP -- INDICATOR 2.5

Leadership engages stakeholders effectively in support of the school's purpose and direction.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- 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.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.7
Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.11
All staff members participate in a continuous program of professional learning.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.12
The school provides and coordinates learning support services to meet the unique learning needs of students.

STANDARD 4 – RESOURCES AND SUPPORT SYSTEMS -- INDICATOR 4.2
Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.

M: Results – Focused

- School leadership uses high quality data and current research to drive decisions and measure progress toward school improvement goals.
- Multiple sources of data are used by leadership to monitor and evaluate programs and practices for effectiveness.
- Leadership uses data to hold themselves and others accountable for progress.
- Leadership supports the process/system that allows teams to delve into the implications of data.
- School leadership guides and facilitates a well- defined process to periodically collect, analyze, review and report the results of student assessments.

STANDARD 1 – PURPOSE AND DIRECTION -- INDICATOR 1.2
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.

STANDARD 1 – PURPOSE AND DIRECTION -- INDICATOR 1.3
The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

STANDARD 2 – GOVERNANCE AND LEADERSHIP -- INDICATOR 2.4
Leadership and staff foster a culture consistent with the school's purpose and direction.

STANDARD 2 – GOVERNANCE AND LEADERSHIP -- INDICATOR 2.5

Leadership engages stakeholders effectively in support of the school's purpose and direction.

STANDARD 2 – GOVERNANCE AND LEADERSHIP -- INDICATOR 2.6
Leadership and staff supervision and evaluation processes result in improved professional practice and student success.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- 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.

STANDARD 4 – RESOURCES AND SUPPORT SYSTEMS -- INDICATOR 4.6
The school provides support services to meet the physical, social, and emotional needs of the student population being served.

STANDARD 5 – USING RESULTS FOR CONTINUOUS IMPROVEMENT -- INDICATOR 5.1
The school establishes and maintains a clearly defined and comprehensive student assessment system.

STANDARD 5 – USING RESULTS FOR CONTINUOUS IMPROVEMENT -- INDICATOR 5.2
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.

STANDARD 5 – USING RESULTS FOR CONTINUOUS IMPROVEMENT -- INDICATOR 5.5
Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

STANDARD 5: A CLIMATE FOR LEARNING
School leadership creates a climate that ensures success for all students and staff.
N: Safe and Supportive Environment

- School leaders and staff create a safe and supportive learning environment thoroughly established safety and behavioral expectations.
- Staff models a healthy school climate, including social, emotional, and physical health that is desired for students.
- Students in crisis, students at risk of dropping out, and others who require intensive assistance are identified and linked to appropriate support in a timely manner.
- Positive risk-taking by staff and students to achieve established goals is modeled and supported by leadership.
- Leadership clearly communicates and consistently and collaboratively implements rules and procedures for expected behaviors for staff and students.
- Leadership works to intentionally develop relationships that model respect, trust, collaboration and professionalism.
- Leadership supports the development of collegial relationships and high performing teams.

STANDARD 2 – GOVERNANCE AND LEADERSHIP -- INDICATOR 2.4
Leadership and staff foster a culture consistent with the school's purpose and direction.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.3
Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.7
Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- 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.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.12
The school provides and coordinates learning support services to meet the unique learning needs of students.

STANDARD 4 – RESOURCES AND SUPPORT SYSTEMS -- INDICATOR 4.6
The school provides support services to meet the physical, social, and emotional needs of the student population being served.

O: Shared Leadership for Learning

- Leadership teams are committed to improving student learning and implementing the mission and goals of the school through on-going inquiry and reflection.
- All educators have the opportunity for leadership roles within the school.
- Potential successors for leadership positions are identified and provided on-going learning opportunities to advance their leadership skills.
- Opportunities are provided for students, family and community members to develop leadership and assume leadership responsibilities.

STANDARD 1 – PURPOSE AND DIRECTION -- INDICATOR 1.3
The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning

STANDARD 2 – GOVERNANCE AND LEADERSHIP -- INDICATOR 2.4
Leadership and staff foster a culture consistent with the school's purpose and direction.

STANDARD 2 – GOVERNANCE AND LEADERSHIP -- INDICATOR 2.5
Leadership engages stakeholders effectively in support of the school's purpose and direction.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- 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.

STANDARD 4 – RESOURCES AND SUPPORT SYSTEMS -- 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.

STANDARD 5 – USING RESULTS FOR CONTINUOUS IMPROVEMENT -- INDICATOR 5.1
The school establishes and maintains a clearly defined and comprehensive student assessment system.

STANDARD 6: ORGANIZATIONAL MANAGEMENT
Leadership plans, allocates resources and implements systems and processes to support teaching and learning.

<u>P: Communication Systems</u>

- Leadership plans, implements, and continuously improves the communication systems to inform, engage, and gather input from students, educators, families and the community.
- Leadership utilizes a variety of appropriate communication tools and approaches.
- Leadership ensures that communication systems address language and other barriers.
- The concerns, requests, and needs of stakeholders are addressed by leadership in a timely and professional manner.

STANDARD 1 – PURPOSE AND DIRECTION -- INDICATOR 1.1
The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

STANDARD 1 – PURPOSE AND DIRECTION -- INDICATOR 1.3
The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

STANDARD 4 – RESOURCES AND SUPPORT SYSTEMS -- INDICATOR 4.4
Students and school personnel use a range of media and information resources to support the school's educational programs.

STANDARD 5 – USING RESULTS FOR CONTINUOUS IMPROVEMENT -- INDICATOR 5.5
Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

Q: School–level Systems Management

- Leadership implements district policies, systems and processes.
- There is a building-wide decision-making process with protocols that is shared and understood by all stakeholders.
- Working collaboratively, school leaders develop, implement and monitor a well-articulated school improvement plan aligned to the established vision, mission and school needs.
- School leadership ensures that the school improvement plan drives school-level processes and practices.
- Leadership purposefully implements the continuous improvement process that connects the school improvement plan, school initiatives and classroom activities.
- Working within district guidelines, leadership identifies, assigns, promotes and retains those with qualifications and proven results in serving the school's mission.
- Leadership assigns and revises roles, responsibilities, and duties in a way that best supports the school improvement plan and meets student needs.
- Leadership effectively manages systems and sub-systems and address barriers to optimize student success. (e.g., data system, transportation, lunch program, volunteers, parent organizations……).

STANDARD 1 – PURPOSE AND DIRECTION -- INDICATOR 1.3
The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

STANDARD 2 – GOVERNANCE AND LEADERSHIP -- INDICATOR 2.4
Leadership and staff foster a culture consistent with the school's purpose and direction.

STANDARD 4 – RESOURCES AND SUPPORT SYSTEMS -- 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.

STANDARD 4 – RESOURCES AND SUPPORT SYSTEMS -- INDICATOR 4.2
Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.

STANDARD 4 – RESOURCES AND SUPPORT SYSTEMS -- INDICATOR 4.3
The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

STANDARD 5 – USING RESULTS FOR CONTINUOUS IMPROVEMENT -- INDICATOR 5.2
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.

R: Resource Allocation

- Multiple sources of data to are used by leadership to prioritize resource allocations.
- Leadership seeks, coordinates, and leverage resources (e.g., budget, staff, time,) that align with and support the school improvement plan.
- Students with high needs are a priority when budget and resource allocation decisions are made.
- School leadership ensures on-going communication between the school and district, as well as within the school, regarding the need, availability and allocation of resources.

STANDARD 1 – PURPOSE AND DIRECTION -- INDICATOR 1.3
The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

STANDARD 4 – RESOURCES AND SUPPORT SYSTEMS -- 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.

STANDARD 4 – RESOURCES AND SUPPORT SYSTEMS -- INDICATOR 4.2
Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.

STANDARD 4 – RESOURCES AND SUPPORT SYSTEMS -- INDICATOR 4.3
The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

STANDARD 4 – RESOURCES AND SUPPORT SYSTEMS -- INDICATOR 4.4
Students and school personnel use a range of media and information resources to support the school's educational programs.

Strand III: Professional Learning

STANDARD 7: PROFESSIONAL LEARNING CULTURE
Educators acquire or enhance the knowledge, skill, attitudes and beliefs necessary to create high levels of learning for all students.

S: Collaborative Teams

- A collaborative culture exists in which staff supports each other through feedback and coaching to implement new learning with the goal of increasing student achievement.
- Structures and systems are in place for collaborative planning time for learning teams.
- Teams utilize protocols and collaboration time effectively.
- Educators collaborate regularly to analyze student data to inform instruction and adjust delivery to better meet student needs.

STANDARD 2 – GOVERNANCE AND LEADERSHIP -- INDICATOR 2.4
Leadership and staff foster a culture consistent with the school's purpose and direction.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.5
Teachers participate in collaborative learning communities to improve instruction and student learning.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.7
Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.12
The school provides and coordinates learning support services to meet the unique learning needs of students.

STANDARD 5 – USING RESULTS FOR CONTINUOUS IMPROVEMENT -- INDICATOR 5.2
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.

T: Collective Responsibility

- Educator teams and individuals take active roles in creating and leading professional learning.
- Staff members hold one another accountable for implementing what is learned from professional learning.
- Staff members hold one another accountable for the improved student performance that should result from the implementation of professional learning.

STANDARD 2 – GOVERNANCE AND LEADERSHIP -- INDICATOR 2.4
Leadership and staff foster a culture consistent with the school's purpose and direction.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.7
Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

STANDARD 8: PROFESSIONAL LEARNING SYSTEM
Professional learning is systemic, data- driven, differentiated, and aligns with school improvement plans. It is supported by the school and district and occurs within a collaborative culture.

U: Purposeful Planning

- Student outcome, demographic, process and perception data are used to identify and align professional learning priorities.

- Educator outcome, demographic, process and perceptual data are used to identify and align professional learning priorities.
- Professional learning outcomes are developed specifically to address school improvement strategy areas.
- Professional learning is designed to be continuous, job-embedded, and aligned with adult learning theory.
- The planning process includes support systems to ensure implementation of professional learning.
- Professional learning is differentiated to meet the individual needs of staff.
- Professional learning is designed to include a process to monitor and evaluate implementation and impact.

STANDARD 2 – GOVERNANCE AND LEADERSHIP -- INDICATOR 2.4
Leadership and staff foster a culture consistent with the school's purpose and direction.

STANDARD 2 – GOVERNANCE AND LEADERSHIP -- INDICATOR 2.6
Leadership and staff supervision and evaluation processes result in improved professional practice and student success.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.4
School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.7
Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- 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.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.11
All staff members participate in a continuous program of professional learning.

V: Impact of Professional Learning

- Educators understand and can articulate the professional learning outcomes and expectations.
- Educators implement skills learned in professional learning, as intended.
- Educators receive feedback and support to fully implement new learning.
- Leadership evaluates the extent to which professional learning impacts adult instructional practices.
- Leadership evaluates the impact of changed adult instructional practices on student achievement.
- Sufficient resources exist to ensure fidelity of implementation of the professional learning.

STANDARD 2 – GOVERNANCE AND LEADERSHIP -- INDICATOR 2.6
Leadership and staff supervision and evaluation processes result in improved professional practice and student success.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.11
All staff members participate in a continuous program of professional learning.

Strand IV: School, Family and Community Relations

All educators actively maintain purposeful and positive relationships with families and the community to support student learning.

STANDARD 9: COMMUNICATION
The school uses a variety of approaches to ensure that communications are two-way, ongoing, meaningful, and culturally responsive.

W: Approaches and Tools

- The school provides information related to curriculum, instruction and assessment through printed materials, on-line resources, parent conferences and informational sessions.
- Ongoing, two-way verbal, written, digital and personal communications are used to improve services and programs.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- 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.

STANDARD 4 – RESOURCES AND SUPPORT SYSTEMS -- INDICATOR 4.4
Students and school personnel use a range of media and information resources to support the school's educational programs.

STANDARD 5 – USING RESULTS FOR CONTINUOUS IMPROVEMENT -- INDICATOR 5.5
Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

X: Culturally Responsiveness

- The school arranges flexible meetings and formats to address family and community needs.
- School communications and activities are responsive to diversity in language, cultural traditions and belief systems.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- 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.

STANDARD 5 – USING RESULTS FOR CONTINUOUS IMPROVEMENT -- INDICATOR 5.5
Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

STANDARD 10: ENGAGEMENT
The school partners with families and community organizations to strengthen student, educators, family, and community learning.

Y: Learning Opportunities

- Programs are provided for families that are age appropriate to their students' social, academic, and developmental needs. (e.g., enhancing literary experiences, giving appropriate assistance and encouragement, monitoring homework…).
- Families, students and community members actively participate as integral members of the school improvement process.
- Families and community members participate actively on committees to provide input on decisions that support student success.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- INDICATOR 3.6
Teachers implement the school's instructional process in support of student learning.

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- 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.

Z: Partnerships

- There is a volunteer system in place for parents and community members to share their areas of expertise and interest, to enhance student success.
- Families and community members are involved in the development of the district and school-level parent involvement plans.
- The school partners with community agencies to coordinate social services for schools and families and/ or to provide programs based on identified needs.
- The school extends opportunities for student and family learning by partnering with agencies, business and/or organizations (e.g., local libraries, community colleges, businesses, museums, parks, camps, virtual/online, and other venues.)

STANDARD 3 – TEACHING AND ASSESSING FOR LEARNING -- 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.

STANDARD 4 – RESOURCES AND SUPPORT SYSTEMS -- INDICATOR 4.2

Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.

STANDARD 4 – RESOURCES AND SUPPORT SYSTEMS -- INDICATOR 4.4
Students and school personnel use a range of media and information resources to support the school's educational programs.

NO MATCH TO NEW SIF –

STANDARD 2 – GOVERNANCE AND LEADERSHIP -- INDICATOR 2.1
The governing body establishes policies and supports practices that ensure effective administration of the school.

STANDARD 2 – GOVERNANCE AND LEADERSHIP -- INDICATOR 2.2
The governing body operates responsibly and functions effectively.

STANDARD 2 – GOVERNANCE AND LEADERSHIP -- INDICATOR 2.3
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.

STANDARD 4 – RESOURCES AND SUPPORT SYSTEMS -- INDICATOR 4.7
The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.

STANDARD 5 – USING RESULTS FOR CONTINUOUS IMPROVEMENT -- INDICATOR 5.3
Professional and support staff are trained in the evaluation, interpretation, and use of data.

Appendix D: Partnership Between Michigan Department of Education and AdvancED

Michigan Department of Education
Partnership

AdvancED® partners with State Education Agencies (SEA) to help build their capacity and ability to be successful - ultimately improving education for every child. As a non-profit organization committed to providing high quality, forward-thinking and affordable education expertise and best practice to the global education community, we look for and invest in high quality partnerships with institutions that share our passion for continuous learning and improvement. AdvancED values the benefits of the expertise and contributions that SEA partners provide towards expanding the knowledge and outreach of a collaborative network.

Partnership Statement
AdvancED and the Michigan Department of Education (MDE) share a common vision and mission, and believe that all schools can be better tomorrow than today through a continuous, systemic, learner-centric improvement process. We believe that our partnership will serve students and educators, and will support the long-term goal of Michigan becoming a top performing education state, providing everyone with an opportunity to succeed – from the students, to the educators, parents, and business community.

AdvancED and MDE agree to continue a partnership that will support the state strategic priorities and initiatives with a coherent, systemic, learner-centric improvement system that provides a common statewide continuous improvement process that is supported by a single shared set of tools and resources.

Partnership Background and Philosophy
Since 2006 MDE and AdvancED have worked to streamline and align the state's improvement planning process, state and federal accountability requirements and AdvancED Performance Accreditation. In addition to numerous professional services, AdvancED has worked with MDE to collaboratively provide many concrete deliverables including, but not limited to, relevant and unduplicated content through various diagnostics, assurances and reporting tools, statewide professional development and a tailored web-based diagnostic and improvement platform to manage and facilitate the implementation and oversight of school improvement, accreditation and accountability.

Through this long standing partnership AdvancED and MDE have provided improvement services that serve Michigan learners, educators and institutions with a common process and plan for continuous improvement.

Goal of Partnership

AdvancED will partner with MDE to support the state priorities through strategic partnerships, learner-centric supports, effective education workforce supported and driven by a systemic infrastructure (state, regional, district, school, classroom, learner).

In order to accomplish this goal AdvancED and MDE agree to:

- Create, implement and sustain a common statewide continuous improvement system supported by a single shared set of tools and resources.
- Create, implement and sustain tools and resources to enhance personalized student learning.
- Utilize a system that emphasizes data collection and feedback to improve Michigan's education system.
- Maximize impact by best use of shared resources.
- Develop learning partnerships that sustain regular and ongoing learning opportunities.
- Identify a shared model of differentiated classroom supports and interventions to improve student outcomes for all learners.
- Seek mutually beneficial external funding to support partnership initiatives.
- Develop and conduct an annual evaluation of implementation and impact of partnership on the SEA, AdvancED, regional, district, school, and student outcomes.

Meetings Structure

A tactical team structure will be implemented to develop action steps to address above goals and define criteria for the evaluation of the partnership. This structure will provide a framework to ensure effective and on-going collaboration, and provide support to the leadership, project management and partnership expectations. Teams may meet on a weekly (project management), monthly (partnership), and quarterly basis (leadership), or as determined by the partners. The participants of these meetings will be comprised of members selected by MDE and AdvancED. Additional meetings may be needed to ensure a coordinated systemic approach to the Continuous Improvement System.

Evaluation

An annual formal evaluation will be developed and conducted by AdvancED and MDE that will include an analysis of the effectiveness of the partnership, and outcome measures as defined by AdvancED and MDE. This evaluation will be used to determine next steps with regard to the partnership.

Termination of the Partnership

Either AdvancED or MDE may terminate this partnership after giving six months advance written notification which shall include reason(s) for terminating the partnership.

Signatures

Mark A. Elgart — 3/14/2017

Mark Elgart, Ed.D. CEO/President, AdvancED — Date

3/6/17

Brian Whiston, Superintendent Michigan Department of Education — Date

Appendix E: The Revised School Code

Revised School Code- 380.1280 Accreditation. Sec. 1280.

THE REVISED SCHOOL CODE (EXCERPT)
Act 451 of 1976

380.1277 School improvement plan.

Sec. 1277.

(1) Considering criteria established by the state board, in addition to the requirements specified in section 1280 for accreditation under that section, if the board of a school district wants all of the schools of the school district to be accredited under section 1280, the board shall adopt and implement and, not later than September 1 each year, shall make available to the department a copy of a 3- to 5-year school improvement plan and continuing school improvement process for each school within the school district. The school improvement plans shall include, but are not limited to, a mission statement, goals based on student academic objectives for all students, curriculum alignment corresponding with those goals, evaluation processes, staff development, development and utilization of community resources and volunteers, the role of adult and community education, libraries and community colleges in the learning community, and building level decision making. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review, and evaluation of the district's school improvement plans. Upon request of the board of a school district, the department and the intermediate school district shall assist the school district in the development and implementation of district school improvement plans. Educational organizations may also provide assistance for these purposes. School improvement plans described in this section shall be updated annually by each school and by the board of the school district.

(2) School improvement plans shall include at least all of the following additional matters:

(a) Goals centered on student academic learning.

(b) Strategies to accomplish the goals.

(c) Evaluation of the plan.

(d) Development of alternative measures of assessment that will provide authentic assessment of pupils' achievements, skills, and competencies.

(e) Methods for effective use of technology as a way of improving learning and delivery of services and for integration of evolving technology in the curriculum.

(f) Ways to make available in as many fields as practicable opportunities for structured on-the-job learning, such as apprenticeships and internships, combined with classroom instruction.

(3) Each intermediate school board shall adopt and implement and, not later than September 1 each year, shall make available to the department a copy of a 3- to 5-year intermediate school district school improvement plan and continuing school improvement process for the intermediate school district. Constituent and intermediate school board members, school building administrators, teachers and other school employees, pupils, parents of pupils, and residents of the intermediate school district shall be invited and allowed to voluntarily participate in the development, review, and evaluation of the intermediate school district's school improvement plan. Upon request of the intermediate school board, the department shall assist the intermediate school district in the development and implementation of an intermediate school district school improvement plan. An intermediate school district school improvement plan described in this section shall be updated annually by the intermediate school board. An intermediate school district school improvement plan shall include at least all of the following:

(a) Methods to assist districts in improving pupils' academic learning.

(b) Assurance that all pupils have reasonable access to all programs offered by the intermediate school district, including, but not limited to, transportation if necessary.

(c) A plan for professional development that supports academic learning.

(d) Methods to assist school districts in integrating applied academics and career and employability skills into all curricular areas.

(e) Ways to make available in as many fields as practicable opportunities for structured on-the-job learning, such as apprenticeships and internships, combined with classroom instruction.

(f) Collaborative efforts with supporting agencies that enhance academic learning.

(g) Long-range cost containment measures, including additional services that might be provided at reduced costs by the intermediate school district or through cooperative programs, and cost reduction programs such as interdistrict cooperation in special education and other programs and services.

(h) To the extent that it would improve school effectiveness, specific recommendations on consolidation or enhanced interdistrict cooperation, or both, along with possible sources of revenue.

(i) Evaluation of the plan.

Appendix F: Michigan Department of Education IRB Permission Letter

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

RICK SNYDER
GOVERNOR

BRIAN J. WHISTON
STATE SUPERINTENDENT

September 27, 2017

Dr. OraLee Branch
Concordia University Portland
Department of Research Integrity, IRB Office
2811 NE Holman St.
Portland, OR 97211

Dear Dr. Branch:

Michigan law requires public schools in Michigan to annually complete the Education YES! Report as a requirement for accreditation. Education YES! is a self-assessment completed by schools using either the School Systems Review (SSR; Michigan accredited schools) or the Interim Self Assessment (ISA; AdvancED accredited schools). All Michigan public schools are required to complete this in-depth internal analysis/self assessment, guided by process rubrics, using either the SSR or the ISR. This process is designed to help schools identify strengths and areas in need of improvement.

The School Systems Review (SSR) examines school practices in four areas: 1) Teaching for learning, 2) Leadership for learning, 3) Professional learning, and 4) School, family and community relations. There are twenty-six self-assessment areas across those four SSR components. The Interim Self Assessment (ISR) examines school practices in five areas: 1) Purpose and Direction, 2) Governance and leadership, 3) Teaching and assessing for learning, 4) Resources and support systems, and 5) Using results for continuous improvement. In order to ensure that schools completed similar tasks for the two self-assessments (SSR and ISR), a cross walk analysis was conducted in August 2013. Participants in this cross walk were educators from Intermediate School Districts and Regional Educational Service Associations.

School Systems Reviews and Interim Self-Assessment are both collected in the ASSIST portal, which is an AdvancED platform contracted for use by the Michigan Department of Education with public schools in Michigan.

The Michigan Department of Education's Office of Strategic Research and Office of Educational Improvement and Innovation are providing permission for Diane Fleming to use the data collected in ASSIST, as well as publicly available Top to Bottom list (accountability) data for her dissertation. This data is all collected as part of MDE's accreditation and accountability system. Additionally, she will be using publicly

available data from MiSchoolData, and the Education Entity Master for the 2015-16 school year. Diane will be using a randomly selected sample of K-12 schools from the state Top to Bottom list. Specifically, a random sample of SSR schools and of ISR schools within the Reward school, Beating the Odds school, Focus schools, and Priority school statuses within the Top to Bottom list will be used.

Non-publicly available data being used by Diane Fleming for her dissertation is the property of Michigan Department of Education. Permission is granted for Diane Fleming to access the SSR and ISR data in ASSIST for her random sample of schools through August 1, 2018. Thank you very much.

Sincerely,

Erika Bolig, Ph.D.
Director, Office of Strategic Research

Linda Forward
Director, Office of Educational Improvement and Innovation

Cc: Diane Fleming

Appendix G: IRB Approval Letter

DATE: January 15, 2018

TO: Diane Fleming, Ed. D.

FROM: Concordia University - Portland IRB (CU IRB)

PROJECT TITLE: [1131840-2 and -1] A correlational study of AdvancED Schools using a Systems Approach to School Improvement versus those Michigan Department of Education Schools not using a systemic process

REFERENCE #: EDD-20171109-Mendes-Fleming

SUBMISSION TYPE: New Project and Amendment/Modification

ACTION: APPROVED APPROVAL DATE:
January 15, 2018

EXPIRATION DATE: January 15, 2019

REVIEW TYPE: Facilitated Review

Thank you for your submission of New Project materials for this project. The Concordia University - Portland IRB (CU IRB) has APPROVED your submission. All research must be conducted in accordance with this approved submission.

This submission has received Facilitated Review based on the applicable federal regulations and applicable exempt categories (see below). The CU IRB conducted an IRB review – and approved your project. At the same time, the CU IRB noted that the project could fit the criterion of Exempt Research because the study is primarily for Educational Research* for classroom management (see below).

Whether or not to grant this exemption is at the discretion of the local IRB(s). Therefore, if you are conducting research within another institution, you will have to present this research to that institution and have permission before you can begin your research.

A major goal is instruction and program development. Publication should description the study as being initiated as educational research within a school environment. The results cannot identify the name of the school in any publication or report without expressed permission by the school.

You are responsible for contacting and following the procedures and policies of Concordia University and any other institution where you conduct research.

You requested a waiver of written documented informed consent. You qualify for this because this is educational research fitting Federal Exemption and because this is a minimal risk study.

Please note that any revision to previously approved materials must be approved by this committee prior to initiation. The form needed to request a revision is called a Modification Request Form, which is available at www.cu-portland.edu/IRB/Forms.

All UNANTICIPATED PROBLEMS involving risks to subjects or others (UPIRSOs) and SERIOUS and UNEXPECTED adverse events must be reported promptly to this office. All NON-COMPLIANCE issue or COMPLAINTS regarding this project must be reported promptly to this office. Please email the CU IRB Director directly, at obranch@cu-portland.edu, if you have an unanticipated problem or other such urgent question or report. You must do this within 5 business days of such an unanticipated problem or report.

This project has been determined to be a Minimal Risk project. Based on the risks, this project requires continuing review by this committee on an annual basis. Please use the appropriate forms for this procedure. Your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date of January 15, 3019.

You must submit a close-out report at the expiration of your project or upon completion of your project. The Close-out Report Form is available at www.cu-portland.edu/IRB/Forms.

Please note that all research records must be retained for a minimum of three years after the completion of the project.

If you have any questions, please contact Dr. OraLee Branch at 503-493-6390 or irb@cu-portland.edu. Please include your project title and reference number in all correspondence with this committee.

* **Federal Regulations *45 CFR 46* Exemption Category: <u>Educational and/or Classroom Research</u>.**

Research conducted in established or commonly accepted educational settings, involving normal

educational practices such as: (i) research on regular and special education instructional strategies; or (ii) research on the effectiveness of, or the comparison among, instructional techniques, curricula, or classroom management methods. As noted above, research must be conducted in "established or commonly accepted educational settings" and involve "normal educational practices" to be exempt under this category. The study must not contrast one group with and the other without the instructional strategy, and must not

divide into subpopulations based upon race, gender, or other protected class. The study must not have a risk greater than everyday risk for the population under study; that is, the study must be a "minimal risk" study. Whether or not to extend this exemption is at the discretion of the local IRB(s). (Summary of this exemption was written by the CU IRB)

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Concordia University - Portland IRB (CU IRB)'s records. January 15, 2018

Appendix H: Statement of Original Work

The Concordia University Doctorate of Education Program is a collaborative community of scholar-practitioners, who seek to transform society by pursuing ethically-informed, rigorously- researched, inquiry-based projects that benefit professional, institutional, and local educational contexts. Each member of the community affirms throughout their program of study, adherence to the principles and standards outlined in the Concordia University Academic Integrity Policy. This policy states the following:

Statement of academic integrity.

As a member of the Concordia University community, I will neither engage in fraudulent or unauthorized behaviors in the presentation and completion of my work, nor will I provide unauthorized assistance to others.

Explanations:

What does "fraudulent" mean?

"Fraudulent" work is any material submitted for evaluation that is falsely or improperly presented as one's own. This includes, but is not limited to texts, graphics and other multi-media files appropriated from any source, including another individual, that are intentionally presented as all or part of a candidate's final work without full and complete documentation.

What is "unauthorized" assistance?

"Unauthorized assistance" refers to any support candidates solicit in the completion of their work, that has not been either explicitly specified as appropriate by the instructor, or any assistance that is understood in the class context as inappropriate. This can include, but is not limited to:

- Use of unauthorized notes or another's work during an online test
- Use of unauthorized notes or personal assistance in an online exam setting
- Inappropriate collaboration in preparation and/or completion of a project
- Unauthorized solicitation of professional resources for the completion of the work.

Statement of Original Work (continued)

I attest that:

1. I have read, understood, and complied with all aspects of the Concordia University–Portland Academic Integrity Policy during the development and writing of this dissertation.

2. Where information and/or materials from outside sources has been used in the production of this dissertation, all information and/or materials from outside sources has been properly referenced and all permissions required for use of the information and/or materials have been obtained, in accordance with research standards outlined in the Publication Manual of The American Psychological Association.

Diane P. Fleming
Digital Signature

Diane P. Fleming
Name

July 1, 2018
Date