

AIAA ACCREDITATION

Standards & Indicators



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INTRODUCTION

The AIAA Accreditation Standards monitor the mission and vision of the school, how the school selects an international program or an American style curriculum, the certifications and qualifications of the staff, the operating procedures, the financial strength of the school, the school improvement plan that has been developed, and other such key elements that demonstrate the accredited school is a quality, well-functioning school and follows the best proven practices of the finest schools.

The AIAA Accreditation Standards were developed specifically for international schools and indicate high-quality educational practices. These standards and indicators should be used by the school to self-assess their practices and programs to ensure that they are providing a high-quality and rigorous education for all students. A full accreditation visit is conducted by highly-qualified trained volunteers who use these standards and indicators in addition to the school's self-assessment to evaluate, provide feedback for, and verify the school's improvement plan. Schools that continually engage in self-assessment and set goals based on these standards and indicators will ensure that they are providing a high quality educational program for all students.

ACCREDITATION STANDARDS

Standard 1: School Vision, Mission and Strategic Goals

The school has developed a vision and mission for the future of its students that includes a view of the global society that the students will enter. The school has developed its vision and mission based on research involving all stakeholders.

INDICATORS AND RUBRICS:

1.1 World Vision

The school's vision of the global society that its students will encounter in the future is well outlined and is used to guide the mission of the school.

5	The vision of the school contains a well-outlined view and extensive understanding of the global society that its students will encounter in the future. This vision constantly guides the mission of the school.
4	The vision of the school contains a general view and understanding of the global society that its students will encounter in the future. This vision regularly guides the mission of the school.
3	The vision of the school contains the idea of a global society, but shows limited understanding of the global society that its students will encounter in the future. This vision seldom guides the mission of the school.
2	The vision of the school is too general and shows very little consideration for, or understanding of the global society that its students will encounter in the future. This vision provides no guide for the mission of the school.
1	The vision of the school is either non-existent or does not address the global society that its students will encounter in the future.

1.2 Mission Statement

The school has developed a concise mission statement that reflects its vision while serving the needs of its students.

5	The school has developed a concise mission statement that reflects its specific and unique vision while serving the needs of its students.
4	The school has developed a concise mission statement that reflects its vision in general and serves the needs of most of its students.
3	The school has developed a mission statement, but it is not concise. It reflects the school's vision in a vague way and serves the needs of some students.
2	The school has a mission statement, but it does not reflect the school's vision or sufficiently serve the needs of the students.
1	The school has not developed an appropriate mission statement.

1.3 Mission Display and Publication

The mission statement is displayed throughout the facility and included in school publications.

5	The mission statement is clearly displayed throughout the school and included in all school publications.
4	The mission statement is posted in many locations at the school and included in most school publications.
3	The mission statement is posted in some locations and periodically used in some school publications.
2	The mission statement is seen infrequently and used rarely.
1	The mission statement is either non-existent or has not been meaningfully used at the school.

1.4 Mission Development and Review

The school can clearly demonstrate the process through which the mission statement was created and that it involved all groups of stakeholders in its creation. The school demonstrates an ongoing review of the school's mission statement and updates the mission according to the changing needs of the students.

5	The mission statement was created in a cooperative process that involved all groups of stakeholders. At least on a yearly basis the mission statement is reviewed with each group of stakeholders and updated as needed to ensure it serves the needs of the students.
4	The mission statement was created in a cooperative process that involved most stakeholders. At least on a yearly basis the mission statement is reviewed with most stakeholders.
3	The mission statement was created with input from some stakeholders and is reviewed occasionally, but on no specific time schedule.
2	Very few stakeholders were involved in creating the mission statement. It is rarely reviewed.
1	Stakeholders were not involved in creating the mission statement and it has not been reviewed since it was created.

1.5 Mission Use

The mission statement guides instructional programs, school activities, and community outreach. It is referred to in meetings and is a driving force behind decisions made at the school.

5	The mission statement guides all instructional programs, school activities, and community outreach. It is consistently referred to in meetings and is a driving force behind all decisions made at the school.
4	The mission statement is used as a guide for most instructional programs, school activities and community outreach. It is often referred to in meetings and is a driving force behind most decisions made at the school.
3	The mission statement is used as a guide for some instructional programs, school activities and community outreach. It is sometimes referred to in meetings and used as a guide for some school decisions.
2	The mission statement is used infrequently as a guide for instructional programs, school activities and community outreach. It is rarely referred to in meetings or used as a guide for school decisions.
1	The mission statement is not used to guide school decisions.

1.6 Measurement of Mission Statement

The mission statement has been developed in such a way that accomplishment of the mission can be measured throughout the programs of the school.

5	Methods are in place to measure the accomplishment of the mission statement throughout all programs of the school.
4	Methods are in place to measure the accomplishment of the mission statement throughout most programs of the school.
3	Methods are in place to measure the accomplishment of the mission statement in some programs of the school.
2	Methods are rarely used to measure the accomplishment of the mission statement in the school.
1	No methods are in place to measure the accomplishment of the mission statement in the school.

Standard 2: The Educational Program

Essential to a quality student experience is the instructional process—including how the curriculum is devised, monitored, updated, and delivered. The experience and qualifications of the teaching staff, ongoing professional development, use of relevant technologies, and the monitoring and encouragement of the teaching staff are vital.

The educational program is the primary focus of the school. Included in the educational program is the curriculum development and pedagogy—what a school does in the instructional process. The program is regularly validated by both internal and external assessments of student learning.

INDICATORS AND RUBRICS:

2.1 Mission Driven

The educational program is driven by an understanding of the school's unique mission statement.

5	The course goals and instructional practices, of all curricular areas, reflect and support the school's mission.
4	The course goals and instructional practices, of most curricular areas, reflect and support the school's mission.
3	The course goals and instructional practices, of some curricular areas, reflect and support the school's mission.
2	The mission is reflected in very few of the school's curricular goals or instructional practices.
1	The mission is not reflected in the school's curricular goals or instructional practices.

2.2 Standards Based

The school's curricular areas meet all governmental regulations and are based on clearly referenced and accepted standards.

5	All curricular areas meet the standards of the government, and all curricular areas are aligned with professional expectations for the specific content area.
4	The curriculum meets the standards of the government, and most curricular areas are aligned with professional expectations for the specific content area.
3	The curriculum meets the standards of the government, and some curricular areas are aligned with professional expectations for the specific content area.
2	The curriculum meets the standards of the government, but only a few of the curricular areas meet the professional expectations of that content area.
1	The curriculum does not meet the requirements of the government or professional expectations of content area.

2.3 Curriculum Design

The development of the curriculum follows accepted organizational formats.

5	All curricular areas are organized consistently and model professional standard formats.
4	Most curricular areas are organized in the same professional format.
3	Some curricular areas are formatted in the same style, but consistency across the curricular areas is not evident.
2	Only a few of the curricular design formats are the same and it is difficult to track a pattern from one curricular area to another.
1	There is no consistent format for curricular design.

2.4 Curriculum Scope and Sequence

The curriculum demonstrates a complete scope and sequence of the subject matter. As defined:

Scope – the total body of knowledge that each student should know about the subject matter upon graduation.

Sequence – the learning that takes place at each grade level, including grade specific goals, to help students move from one level to another.

Grade Specific Goals – each course has specific content goals for every grade level which are aligned with the sequence of learning for that subject matter.

5	All curricular areas clearly demonstrate a complete scope of what each student should know about the subject matter upon the completion of the program (or graduation), as well as a complete sequence of what takes place at each grade level including grade specific goals.
4	Most curricular areas demonstrate a clear scope of what each student should know about the subject matter upon the completion of the program (or graduation), as well as a clear sequence of what takes place at each grade level including grade specific goals.
3	Some curricular areas demonstrate a general scope of what each student should know about the subject matter upon the completion of the program (or graduation), as well as a general sequence of what takes place at each grade level including grade specific goals.
2	Very few curricular areas demonstrate a scope of what each student should know about the subject matter upon the completion of the program (or graduation), or a sequence of what takes place at each grade level.
1	The curriculum does not demonstrate a scope or sequence from one curricular area to another.

2.5 Curriculum Adoption and Review

The school maintains a curriculum adoption and review policy to ensure that the curriculum is rigorous and relevant.

5	The school can demonstrate that all curricular areas are adopted according to a specific policy and process, and reviewed on a regular cycle to ensure that the curriculum is rigorous and relevant. Curriculum adoption and review is completed among professionals in a cooperative process.
4	The school can demonstrate that most curricular areas are adopted according to a general policy and process, and reviewed on a regular cycle to ensure that the curriculum is rigorous and relevant. Curriculum adoption and review is completed among professionals in a cooperative process.
3	The school can demonstrate that some curricular areas are adopted according to a process and reviewed occasionally. Curriculum adoption and review is completed among professionals.
2	Few curricular areas are adopted according to a process and reviewed regularly.
1	The curricular adoption process and review is non-existent.

2.6 Individualized Instruction

Teachers demonstrate the ability to assist all students to achieve the learning objectives in each subject at each grade level. Teachers provide specific interventions for students who are above or below grade-level expectations.

5	All teachers clearly provide specific interventions for students who are above or below grade-level expectations.
4	Most teachers provide specific interventions for students who are above or below grade-level expectations.
3	Some teachers provide interventions for students who are above or below grade-level expectations.
2	Few teachers provide interventions for students who are above or below grade-level expectations.
1	There is no evidence that teachers provide interventions for students.

2.7 Instructional Materials

Teachers use a variety of instructional materials, which are current, in adequate supply, and used as resources to enhance the curriculum.

5	All teachers use a variety of current instructional materials to enhance the school's curriculum. Textbooks are not the sole source for the development and delivery of the curriculum.
4	Most teachers use a variety of instructional materials to enhance the school's curriculum. Textbooks are not the sole source for the development and delivery of the curriculum.
3	Some teachers use a variety of instructional materials, but demonstrate reliance on textbooks.
2	There is very little variety in the instructional materials used to deliver the school's curriculum. Heavy reliance on textbooks is evident.
1	There is no variety of instructional materials used by the teachers. Textbooks are the sole source for the development and delivery of the curriculum.

2.8 Teacher Qualifications

Teaching staff meet the governmental and professional requirements.

5	All teachers have appropriate professional qualifications that meet both the governmental policies and professional preparation expectations.
4	Most teachers have appropriate professional qualifications that meet both the governmental policies and professional preparation expectations.
3	Some teachers have appropriate professional qualifications that meet both the governmental policies and professional preparation expectations.
2	Few teachers have appropriate professional qualifications that meet both the governmental policies and professional preparation expectations.
1	The teachers do not have appropriate professional qualifications that meet either the governmental policies or professional preparation expectations.

2.9 Teaching Strategies

Teachers demonstrate skill in the “art” of teaching by helping students to develop and use higher order thinking skills to understand the subject matter, how it relates to the global society they face, and to make connections from one subject area to another.

5	All teachers demonstrate teaching skills that are creative, challenge cognitive thinking processes and help students develop and use higher order thinking skills (critical and creative thinking, problem framing and problem solving, analysis, evaluation, memorization, and recall) to understand the subject matter, how it relates to the global society they face, and how the subject matter is connected from one subject area to another.
4	Most teachers help students develop and use higher order thinking skills to understand the subject matter, how it relates to the global society they face, and how the subject matter is connected from one subject area to another.
3	Some teachers help students develop and use higher order thinking skills to understand the subject matter.
2	Few teachers help students develop higher order thinking skills. Teachers mostly rely on content delivery.
1	Teachers rely solely on content delivery without developing or using students’ higher order thinking skills.

2.10 Teacher Evaluation

Teachers are regularly evaluated by trained evaluators. Evaluations include ideas for the teacher to improve their instruction.

5	All teachers are evaluated on at least a yearly basis by an administrator who is trained to use teacher evaluations as a tool to help the teacher improve. Evaluations include specific ideas for the teachers to improve their instruction.
4	All teachers are evaluated on at least a yearly basis. Evaluations include some ideas for the teachers to improve their instruction.
3	Most teachers are regularly evaluated. Evaluations may not always include ideas for the teachers to improve their instruction.
2	The teachers are evaluated, but not on a regular basis and the evaluations do not include ideas for improvement.
1	Teacher evaluations are rare or non-existent and there is no consistent format for the evaluation process.

2.11 Professional Development

The school has a professional development plan which includes training and opportunities for collaboration to improve instructional practices.

5	The school has a thorough professional development plan based on the school's needs. The plan includes regular training and routine opportunities for professional collaboration to improve instructional practices.
4	The school has a general professional development plan. The plan includes some training and opportunities for collaboration to improve instructional practices.
3	The school has a professional development plan that is defined, but not yet fully implemented.
2	The school has a professional development plan, but it is not well defined. It does not include an outline, schedule of training or collaboration opportunities.
1	The school does not have a professional development plan.

2.12 Use of Technology

Relevant technology is used in the school by teachers and students to increase student engagement and learning.

5	Teachers and students have available an ample supply of appropriate technology that they frequently use in creative ways, both in and out of the classroom, to increase student engagement and enhance learning.
4	Teachers and students have appropriate technology that they regularly use, both in and out of the classroom, to increase student engagement and enhance learning.
3	Teachers and students have some technology that they occasionally use to enhance learning.
2	Teachers and students have limited access to technology.
1	Teachers and students do not use technology in the school.

2.13 Student Assessment

Assessments are used to determine students' entry-level and end-of-course knowledge. Assessment information is used to modify or expand the curriculum where necessary to assure student improvement.

5	All students are systematically assessed in all subject areas to determine students' entry-level and end-of-course knowledge. Assessment information is frequently used to modify or expand the curriculum where necessary to assure student improvement.
4	Students are often assessed in most subject areas to determine students' entry-level and end-of-course knowledge. Assessment information is regularly used to modify or expand the curriculum where necessary to assure student improvement.
3	Students are sometimes assessed in some subject areas to determine students' entry-level and end-of-course knowledge. Assessment information is occasionally used to modify the curriculum.
2	Students are assessed in few subject areas to determine students' entry-level and end-of-course knowledge. Assessment information is rarely used to modify the curriculum.
1	Students are not assessed to determine entry-level and end-of-course knowledge. Assessment information is not used to modify the curriculum.

2.14 Assessment Design

Formative and summative assessments are used to guide the instructional process.

5	Assessments are clearly matched to all the curricular goals. A wide variety of formative and summative assessments are used in varying formats to assess student learning.
4	Assessments are clearly matched to most of the curricular goals. A variety of formative and summative assessments are used in varying formats to assess student learning.
3	Assessments are matched to some of the curricular goals. A variety of formative and summative assessments are used in some varying formats to assess student learning.
2	Assessments are matched to few of the curricular goals. Formative and summative assessments are used to assess student learning, but with very little variety in the formats.
1	Assessments are not matched to curricular goals. Formative and summative assessments are used to assess student learning, but lack any variety in format.

2.15 External Assessment

The school uses an external, standardized assessment system to measure and track student performance. External assessments are used to validate the performance of its students in comparison to national and/or international norms.

5	The school uses an external, standardized assessment system that has been determined to have reliability and validity. The findings from the external assessments are frequently used to track and compare the performance of its students to national and/or international norms.
4	The school uses an external, standardized assessment system that has been determined to have reliability and validity. The findings from the external assessments are regularly used to track and compare the performance of its students to national and/or international norms.
3	The school uses an external, standardized assessment system, but it has not been determined to have reliability and validity. The findings from the external assessments are sometimes used to track and compare the performance of its students to national and/or international norms.
2	The school uses an external, standardized assessment system, but it has not been determined to have reliability and validity. The findings from the external assessments are rarely used to track or compare the performance of its students to national and/or international norms.
1	The school has not adopted an external assessment system.

2.16 Report of Student Performance

Student performance is regularly documented and shared with students and parents, including examples of the work completed by the students.

5	All teachers keep accurate records of all student work (assessments, assignments, projects). Records and examples of student work are frequently shared with students and their parents.
4	Teachers keep accurate records of the majority of student work. Records and examples of student work are regularly shared with students and their parents.
3	Teachers keep records of some student work. Records and examples of student work are sometimes shared with students and their parents.
2	Teachers occasionally keep records of student work. Records and examples of student work are sporadically shared with students and their parents.
1	Teachers rarely document the work of students and have no process to share this work with students and parents.

Standard 3: Administrative and Facility Support

The learning opportunities made available to students will be enhanced by a well-defined and organized administrative support structure. It is important that the administrative functions and responsibilities are communicated to all stakeholders. The facilities and resources of the school and the atmosphere that is part of the learning environment will help determine the adequacy of learning opportunities for students. The school ownership and the financial resources available for the school program will assure continued success of operations.

INDICATORS AND RUBRICS:

3.1 Organizational Chart

The school has developed and published an organizational chart that outlines the administrative structure of the school and has developed position descriptions for employees.

5	The school has a clearly developed organizational chart which accurately reflects the “chain of command” for all staff members. The organizational chart is published and stakeholders are aware of the school’s administrative structure. Accurate job descriptions exist for all positions.
4	The school has a developed organizational chart which reflects the “chain of command” for staff members. The organizational chart is published and stakeholders are aware of the school’s administrative structure. Accurate job descriptions exist for most positions.
3	The school has a conceptual organizational chart that is published. Job descriptions exist for some positions.
2	The school has a conceptual organizational chart, but it is very limited. Job descriptions exist for few positions.
1	The school does not have an organizational chart. Job descriptions exist for very few, if any, positions.

3.2 Stakeholder Input

The school has a process for receiving input from staff members, students and parents regarding school policy and operations.

5	The school has a well-defined process for frequently receiving input from all stakeholders. This input is routinely considered during the decision making process.
4	The school has a defined process for regularly receiving input from stakeholders. This input is usually considered during the decision making process.
3	The school has a process for occasionally receiving input from stakeholders. This input is sometimes considered during the decision making process.
2	The school infrequently seeks input from stakeholders. This input is rarely considered during the decision making process.
1	The school does not seek input from stakeholders when making decisions about the school programs.

3.3 Staff Meetings

Staff meetings are held regularly to provide opportunities for professional collaboration, as well as to discuss policies, procedures and general information.

5	Staff meetings are held frequently (once a month or more) and always provide opportunities for professional collaboration, as well as time to discuss policies, procedures and general information.
4	Staff meetings are held regularly (at least monthly) and frequently provide opportunities for professional collaboration, as well as time to discuss policies and procedures, and receive general information.
3	Staff meetings are held occasionally. They rarely provide opportunities for professional collaboration, but do provide some time for staff to discuss policies and procedures. They are mainly for passing on information to staff members.
2	Staff meetings are held sporadically, do not provide opportunities for professional collaboration and are only for passing on information to staff members.
1	The school rarely has staff meetings.

3.4 Policies and Procedures

The school has developed and made available for stakeholders the policies and procedures which are used for the operation of the school.

5	The school has a complete and comprehensive set of policies and procedures for the operation of the school. All of the policies and procedures are collaboratively developed and made available for all stakeholders. They are frequently reviewed and updated to ensure proper operation of the school.
4	The school has a complete and mostly comprehensive set of policies and procedures for the operation of the school. Most of the school's policies and procedures are collaboratively developed and made available for stakeholders. They are regularly reviewed and updated to ensure proper operation of the school.
3	The school has general policies and procedures for the operation of the school. Some of the school's policies and procedures are collaboratively developed and sometimes made available for stakeholders upon request. They are sometimes reviewed and updated.
2	The school has general policies and procedures, but they are incomplete. They are not generally available for stakeholders and there is no schedule for reviewing or updating them.
1	The school has not developed policies and procedures.

3.5 Staff Handbook

The school has developed and made available a staff handbook for employees.

5	The school has a fully developed and complete staff handbook that is readily available for all employees. The handbook includes all information necessary for employment, staff expectations for personal conduct, expectations for working with students, and general school policies and procedures. The school has a signed statement from each staff member acknowledging that they have read and understand the handbook and will abide by the policies and procedures therein.
4	The school has a developed and mostly complete staff handbook that is available for employees. The handbook includes information for employment and general school policies and procedures. The school has a signed statement from most staff members acknowledging that they will abide by the policies and procedures in the staff handbook.
3	The school has a general handbook for staff that is available for employees when requested.
2	The school has a handbook for staff, but it is not very well developed and it is not generally available for employees.
1	The school does not have a staff handbook.

3.6 Student Handbook

The school has developed and made available for stakeholders a student handbook, which includes a student code of conduct and a process for progressive discipline for student behavior.

5	The school has a fully developed and complete student handbook that is readily available for all stakeholders. The handbook includes a code of conduct regarding student behavioral expectations, consequences for violation of the behavioral expectations, and clear communication of the progressive discipline options for violations of the code of conduct. The school has a signed statement from each student and his/her parents acknowledging that they have read and understand the student handbook and will abide by the policies, procedures and expectations therein.
4	The school has a developed and mostly complete student handbook that is available for students and parents. The handbook includes a code of conduct regarding student behavioral expectations, consequences for violation of the behavioral expectations, and discipline options for violations of the code of conduct. The school has signed statements from most students and their parents acknowledging that they will abide by the policies, procedures and expectations in the student handbook.
3	The school has a general student handbook with a code of conduct that contains basic expectations and consequences. It is available for students and parents when requested.
2	The school has a very general student handbook. The code of conduct does not contain specifics and/or information about the consequences for the violation of this code of conduct. It is not generally available to students and parents.
1	The school does not have a student handbook that contains a code of conduct.

3.7 Appeals and Complaints

The school has developed and made available for stakeholders a policy and procedure for appeals or complaints from any stakeholder.

5	A written policy for appeals and/or complaints from any stakeholder has been developed and made available for all stakeholders. The policy gives very clear directions as to how to file the appeal/complaint, and includes procedures to follow and the responsibility of the school to respond. The procedure aims to have the appeal/complaint handled at the lowest level possible and indicates that unless the appeal/complaint alleges a violation of a governmental law or violation of an accreditation standard, the decision of the school administration is final.
4	A policy for appeals and/or complaints from any stakeholder has been developed and is available for most stakeholders and has directions for responding to the complaint. The procedure includes a statement that unless the appeal/complaint alleges a violation of a governmental law or violation of an accreditation standard, the decision of the school administration is final.
3	A policy for appeals and/or complaints has been developed and is available when requested. The policy contains general guidelines for any stakeholder regarding the process of handling the appeal/complaint.
2	The stakeholders have partial information for the process of filing an appeal and/or complaint, but the policy has not been clearly written and is only available when requested.
1	The school does not have a policy for stakeholders who want to file an appeal and/or complaint.

3.8 School Finances

The board/owner(s) of the school have supplied a budget reflecting adequate resources to assure the school's continued operation, professional development, and growth.

5	The school is well financed by the school board/owner(s) and has developed a budget to provide for all departments and programs, instructional resources, staff professional development, supplies, and upkeep of facilities to assure that the school offers and maintains a high quality educational program.
4	The school is adequately financed by the school board/owner(s) and has developed a budget where funds are regularly available to provide ongoing support for departments and programs, instructional resources, supplies, and upkeep of facilities.
3	The school has general funds designated for departments and programs, instructional resources, supplies, and upkeep of facilities and when funds are available, the school can access these resources.
2	The school funds some of the needed departments and programs, but funding for instructional resources, supplies and upkeep of facilities is only sporadically available.
1	The school has very limited financial resources available for needed continuation of the school.

3.9 Financial Management

The school financial accounts are properly managed by a qualified accountant or bookkeeper on a regular basis.

5	The school financial records are managed by a qualified accountant or bookkeeper and are reviewed on an annual basis.
4	The school financial records are managed by a qualified accountant or bookkeeper, and are reviewed on an as-needed basis.
3	The school financial records are managed by a staff member who understands financial reporting procedures. Reviews are not completed on a consistent basis.
2	The school financial records are controlled by a staff member, but the staff member is not trained in how to properly handle financial reporting procedures. Reviews are rarely completed.
1	The school financial records are incomplete.

3.10 Student Safety

The school has developed safety, emergency response and child protection plans. As defined:

Safety Plan – ongoing procedures that assure that all physical facilities and grounds are safe for students.

Emergency Response Plan – procedures to follow in case of an emergency, including fire.

Child Protection - policies and procedures that follow the guidelines of the International Task Force on Child Protection Statement of Commitment to Child Protection (ITFCP), its Thirteen Essential Questions and its Expectations.

5	The school has developed and made available to all staff and students written safety, emergency and child protection policies and response plans. The safety plan is comprehensive and includes ongoing procedures to assure that all physical facilities and grounds are safe for students. As part of the safety plan, escape routes are posted in all classrooms or any area where students and staff are present. The emergency response plan is comprehensive and includes detailed procedures to follow in case of any emergency, including fire. As part of the emergency response plan, emergency drills are conducted on a frequent basis. The school has established policies that incorporate the guidelines established by the ITFCP to insure that child protection protocols are established and known to all faculty and staff.
4	The school has developed and made available to all staff and students written safety, emergency and child protection policies and response plans. The safety plan includes general procedures to assure that physical facilities and grounds are safe for students. Escape routes are posted in most classrooms and areas where students and staff are present. The emergency response plan includes general procedures to follow in case of emergency. Emergency drills are conducted regularly. There are established policies that incorporate the ITFCP guidelines to insure that child protection protocols are established and known to all faculty and staff.
3	The school has written safety and emergency response plans. The safety plan contains general information about how physical facilities and grounds are kept safe for students. Fire escape routes are posted in some of the areas where students and staff are present. The emergency response plan contains general information in case of emergency. Emergency drills are conducted occasionally. The school follows the ITFCP guidelines to insure that child protection protocols are known to all faculty and staff.
2	The school has some information available for safety and emergency response plans. Fire escape routes are posted in few of the areas where students and staff are present. Emergency drills are conducted rarely. There is a child protection policy known to all and some ICTFP guidelines are in place.

1	The school does not have safety or emergency response plans. There are no fire escape routes posted in the school. The school does not conduct emergency drills for staff and students. There is no child protection policies or protocols in place.
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3.11 School Facilities

The school facilities are adequate to meet the educational objectives of the program.

5	<p>All of the school facilities are more than adequate to meet the educational objectives of the program and meet all building, safety, and fire codes.</p> <ul style="list-style-type: none"> ▪ <i>Classrooms are large enough for the class sizes with proper ventilation and lighting.</i> ▪ <i>Restrooms are more than adequate in size and have proper ventilation.</i> ▪ <i>Science laboratories meet all safety codes and are well equipped.</i> ▪ <i>Libraries are generously sized and well stocked.</i> <p>The school has a well-developed and comprehensive facilities plan which includes schedules for monitoring and evaluating the facilities, and preventative maintenance, as well as plans for facility expansion/improvement.</p>
4	<p>Most of the school facilities are adequate to meet the educational objectives of the program and meet most building, safety, and fire codes. The school has a developed and mostly complete facilities plan that ensures that the facilities are functioning properly, kept up-to-date, and monitored.</p>
3	<p>Some of the school facilities are adequate to meet the educational objectives of the program and meet some building, safety, and fire codes. The school has a general facilities plan, but it is not yet fully implemented.</p>
2	<p>Few of the school facilities are adequate to meet the educational objectives of the program and meet few building, safety, and fire codes. The school's facilities plan is weak or incomplete.</p>
1	<p>The school facilities do not meet the educational objectives of the program and do not meet building, safety, and fire codes. The school does not have a facilities plan.</p>

3.12 Facility Cleanliness and Upkeep

The school follows a schedule of cleaning and maintenance in order to maintain a hygienic environment and keep facilities in good repair and working order.

5	<p>The school has well-developed cleaning and maintenance schedules for all buildings and equipment. These schedules are followed consistently and routinely monitored by a school administrator to assure that all facilities are hygienic and that all buildings and equipment are in good repair and working order. The cleanliness and maintenance of the school demonstrate the stakeholders' pride in the school.</p>
4	<p>The school has developed cleaning and maintenance schedules for its buildings and equipment. These schedules are usually followed and monitored by a school administrator to assure that facilities are hygienic and that buildings and equipment are in good repair and working order.</p>
3	<p>The school makes efforts to assure that facilities are hygienic and that buildings and equipment are in working order. The school does not have schedules for cleaning and maintenance. Facility cleanliness and upkeep is only occasionally monitored.</p>
2	<p>The school facilities are occasionally cleaned and the buildings and equipment are maintained some of the time.</p>
1	<p>The school facilities are not well cleaned or maintained.</p>

Standard 4: The Student Support Services

External to the classroom, a multitude of services are provided to support student success. These services include availability of up-to-date media and technology resources. The school also has available counseling services or referral information to families needing the support. The school has a health room that is available for students who become ill or are in need of medical attention and that is staffed by a qualified medical professional. Further, the school makes available for students co-curricular activities and opportunities for community involvement and service.

INDICATORS AND RUBRICS:

4.1 Adequate Funding

The school provides program coordination and resources for student support services that are external to but support the classroom instruction.

5	The school has well-developed, fully functioning, and well-funded student support services including counseling, media center, health room, co-curricular activities, and community service opportunities.
4	The school provides general program coordination and adequate funding for student support services including counseling, media center, health room, co-curricular activities, and community service opportunities.
3	The school offers some student support services and provides some funding for these services.
2	The school offers few student support services and in general they are inadequately funded.
1	The school has very little or no student support services to enhance the classroom instruction.

4.2 Support Staff

Qualified personnel are provided to administer the student support services.

5	The student support services are well staffed by qualified educators with specialized training in the area of support services for which they have been employed.
4	The student support services are adequately staffed and most staff are professionally qualified in the area for which they have been employed.
3	The student support services are sometimes staffed and some staff are professionally qualified in the area for which they have been employed.
2	The student support services are infrequently staffed and few staff are professionally qualified in the area for which they have been employed.
1	The school has little or no student support services as part of the program.

4.3 Availability of Technology

The school's technology meets the educational objectives of the program and supports the administrative functions of the school.

5	All of the school's technology, including network, hardware, and software, is more than adequate to meet the educational objectives of the program and support the administrative functions of the school. The school has a well-developed and comprehensive technology plan which includes a purchasing timeline for equipment, ensures there are a variety of technology resources available to teachers and students, ensures that the technology is functioning properly, and that equipment and internet are readily accessible to staff and students.
4	Most of the school's technology, including network, hardware, and software, is adequate to meet the educational objectives of the program and support the administrative functions of the school. The school has a developed and mostly complete technology plan that ensures that the technology is functioning properly, and that equipment and internet are accessible to staff and students.
3	Some of the school's technology is adequate to meet the educational objectives of the program and support the administrative functions of the school. The school has a general technology plan, but it is not yet fully implemented.
2	There is limited technology in the school available to teachers and students. The school's technology plan is weak or incomplete.
1	The school's technology (network, hardware, and software) is not adequate. The school does not have a technology plan.

4.4 Student Records and Transcripts

A permanent record and transcript is maintained for each student by the school.

5	Student permanent records and transcripts are complete, maintained according to generally accepted procedures with transcripts maintained in a fire-safe location or backed up electronically. Transcripts are maintained for a minimum of five years after the student has graduated or transferred to another school, and parents or guardians are provided access upon request to these records.
4	Student records and transcripts are mostly complete, transcripts are maintained in a fire-safe location or backed up electronically, and parents or guardians have access to these records upon request.
3	Student records and transcripts are somewhat complete, transcripts are maintained, and parents or guardians have access to these records upon request.
2	Student records and transcripts are not created according to any specified procedure, and they are not maintained on a regular basis.
1	The school has no policy or procedure on how student records and transcripts are completed or maintained.

4.5 Grading Policy

The school has policies for grading and granting of grade completion or credit.

5	The school has a comprehensive grading policy which gives guidance for all teachers to help determine what comprises appropriate and consistent assignment of A, B, C, D, and F grades according to a standardized scale. The school has a comprehensive policy on how it evaluates and accepts credits received from other accredited and non-accredited schools.
4	The school has a general grading policy which gives guidance for most teachers to help determine what comprises appropriate and consistent assignment of A, B, C, D, and F grades according to a standardized scale. The school has a general policy on how it evaluates and accepts credits received from other schools.
3	The school lists general expectations which gives guidance for teachers to help determine what comprises consistent assignment of A, B, C, D, and F grades according to a standardized scale. The school has a general understanding of how to evaluate and accept credits received from other schools.
2	The school gives limited instructions to teachers to be consistent in their assignment of grades for student work, but does not monitor the grading to assure consistency. The school accepts credits received from other schools unpredictably.
1	The school does not provide any guidance for teachers in how grades are to be assigned for student work and does not have a policy for acceptance of credits from other schools.

4.6 Guidance and Counseling Services

Academic guidance and counseling services are available to assist students in planning a course of study that will prepare them to meet their future goals for career and study, and a referral process for community resources is made available.

5	The school has a well-developed guidance and counseling program. All students are offered assistance with course planning designed to prepare them to meet their post-secondary goals for career and study. The school maintains a complete list of community resources for students or their families who need further services beyond what the school provides.
4	The school has a guidance and counseling program. Most students are offered assistance with course planning to assist them with their post-secondary career and study plans. The school has a list of community resources for students or their families who need further services beyond what the school provides.
3	The school provides general information about course planning and post-secondary opportunities to students upon request. The school has some information about community resources that is available when requested.
2	The school has limited information about course planning and post-secondary opportunities for students. The school has limited information about community resources for students or their families.
1	The school provides students no assistance with academic guidance and counseling.

4.7 Health Room

The school has a health room and an up-to-date health plan to deal with student needs.

5	The school has a health room that is well furnished, fully equipped with emergency medical supplies, and provides privacy. It is staffed by a qualified medical professional who is readily available for all students. The school has a well-developed and comprehensive health plan which details procedures for student privacy, staffing, dealing with illness, medical emergencies, medical supplies, equipment upkeep, etc.
4	The school has a health room that is adequately furnished and equipped with emergency medical supplies, and that provides some degree of privacy. There is a qualified medical professional available to students on an as-needed basis. The school has a mostly complete health plan which includes procedures for dealing with illness, medical emergencies, medical supplies, equipment upkeep, etc.
3	The school has a health room that is sparsely furnished and only equipped with a few basic emergency medical supplies. There is a staff member assigned to monitor the room and help provide medical assistance when needed. The school has a general health plan which outlines how medical emergencies are handled.
2	The school does not have a health room for medical emergencies, but does provide minimal information for staff on how to handle medical issues that arise. The school does not have a formalized health plan.
1	The school does not have a program to handle medical emergencies and students do not receive medical assistance when needed.

4.8 Community Service

The school engages students, parents, and teachers in community service projects.

5	The school strongly emphasizes the importance of community service. Students are required to complete a community service project before graduation. The school provides a well-coordinated community service project for all stakeholders to be involved in at least once a year.
4	The school emphasizes the importance of community service. Students are encouraged to participate in at least one community service project before graduation. The school takes part in community service occasionally.
3	The school recommends and encourages community service projects for students and their families, but has no specific requirement for involvement. The school provides information about community service projects that stakeholders can get involved in.
2	The school addresses the importance of community service, but there is no expectation that stakeholders should participate.
1	The school does not address the importance of community service.

Standard 5: Quality Management and School Improvement

A school must have an internal system for quality management. The organization is committed to conducting a comprehensive and continuous evaluation of educational and administrative domains to identify areas of strength and assure sustainability, as well as areas of weakness and work on improvement. The school develops a comprehensive school profile that indicates the nature of the students the school serves, the community in which the school exists, and the performance of students. After the profile is created, a school improvement plan aimed at student growth is developed with goals that, if accomplished, will demonstrate improvement for all students. When students improve, the school improves. All school improvements must be centered on student improvement. (Refer to the [AIAA website for the School Profile and Improvement Plan Guide](#)).

INDICATORS AND RUBRICS:

5.1 School Profile

The school profile contains information about the community, staff, students, student performance, and student growth in the curricular program.

5	The school has developed a comprehensive and detailed school profile to gather as much information as can be accumulated about the community, staff, students, student performance, student growth in the curricular program, and any other information that would assist the school in determining the greatest student needs for the school improvement plan.
4	The school has developed a school profile that provides sufficient information about students and their performance, the school and the community that would assist the school in developing the school improvement plan.
3	The school has gathered some general information about the nature of the students that might assist the school in developing the school improvement plan.
2	The school has limited information about the students. The information would only be minimally useful to the school in developing the school improvement plan.
1	The school has not developed a school profile.

5.2 School Improvement Plan

The school improvement plan is organized and composed of measurable goals, strategies for accomplishing the set goals, timelines for meeting the goals, and plans to take measurements for monitoring goal progress. The plan is available to stakeholders.

5	The school has a well-organized and fully developed school improvement plan. The plan is composed of measurable goals, detailed strategies for accomplishing the set goals, complete timelines for implementing the plan and accomplishing the goals, and clear proposals on what measurements will be taken to monitor goal progress. The plan is readily available for all stakeholders.
4	The school has a developed and mostly complete school improvement plan. The plan contains measurable goals, as well as strategies and timelines for implementation of the plan, and indicates measurements that will be taken to monitor progress. The plan is available for stakeholders.
3	The school has a general school improvement plan. The plan contains some goals and strategies for implementation of the plan. The plan is available for stakeholders upon request.
2	The school has a school improvement plan, but it is not very well developed. The plan is not generally available for stakeholders.
1	The school has not developed a school improvement plan.

5.3 School Improvement Plan Development and Review

The school can clearly demonstrate the process through which the school improvement plan was created and that it involved all groups of stakeholders in its creation. The school's mission statement and school profile guided the development of the plan. The school demonstrates an ongoing review and evaluation of the school improvement plan.

5	The school improvement plan was created in a cooperative process that actively involved all groups of stakeholders. The school's mission statement and information from the school profile played vital roles in the development of the plan. The plan is reviewed with each group of stakeholders at least semi-annually and updated as needed to ensure it serves the needs of the students.
4	The school improvement plan was created in a cooperative process that involved most stakeholders. The school's mission statement and information from the school profile were used in meaningful ways in the development of the plan. At least on a yearly basis the plan is reviewed with most stakeholders.
3	The school improvement plan was created with input from some stakeholders. The school's mission statement and information from the school profile were used in a general way in the development of the plan. The plan is reviewed occasionally, but on no specific time schedule.
2	The school improvement plan was created with input from only a few stakeholders. The school's mission statement and information from the school profile were used only minimally in the development of the plan. The plan is rarely reviewed.
1	The school improvement plan was created by a small group of administrators or staff with very little input from other stakeholders. The school's mission statement and information from the school profile were not used in any meaningful way in the development of the plan. The plan has not been reviewed since it was created.

5.4 Goals

The goals in the school improvement plan are specifically and strategically aimed at sustainable growth in student performance. The goals are based on current best practices and can be measured.

5	All of the goals in the school improvement plan are specifically and strategically aimed at improving student performance from year to year. Each goal lists specific expectations for improvement and how the improvement will be measured. All of the goals are based on current best educational practices.
4	Most of the goals in the school improvement plan are specifically and strategically aimed at improving student performance. Most of the goals list expectations for improvement and how the improvement will be measured. Most of the goals are based on current best educational practices.
3	Some of the goals in the school improvement plan are aimed at improving student performance. Some of the goals list expectations for improvement and how the improvement will be measured. Some of the goals are based on current best educational practices.
2	The school improvement plan has general goals, but they do not address improving student performance and are not well outlined.
1	The school has not developed goals for improving student performance in the school improvement plan.

5.5 Strategies

The strategies in the school improvement plan are based on achieving the plan's goals. The strategies include actions to take and responsibilities to fulfill to ensure implementation of the plan.

5	All strategies in the school improvement plan are goal driven. All of the strategies are well defined and contain specific details of individual responsibilities to fulfill, actions to take, and tasks to be accomplished to ensure successful implementation of the plan.
4	Most strategies in the school improvement plan are based on achieving the plan's goals. The strategies include defined responsibilities to fulfill, actions to take, and tasks to be accomplished to implement the plan.
3	Some strategies in the school improvement plan are based on achieving the plan's goals. The strategies include general responsibilities, actions, and tasks for implementing the plan.
2	Few strategies in the school improvement plan are based on achieving the plan's goals. The strategies are limited or weak in describing responsibilities, actions, and tasks for implementing the plan.
1	The strategies in the school improvement plan either do not exist or are not based on achieving the plan's goals.

5.6 Timelines

The timelines in the school improvement plan include realistic short-term, mid-term and long-range targets for accomplishing the plan's goals. Each set of targets include their own benchmarks to monitor goal progress and can be used as reliable measurements in the plan.

5	All timelines in the school improvement plan are well defined and include realistic short-term, mid-term and long-range targets for accomplishing the plan's goals. Each set of targets include their own specific benchmarks to monitor goal progress and can be used as reliable measurements in the plan.
4	Most timelines in the school improvement plan include realistic short-term, mid-term and long-range targets for accomplishing the plan's goals. Most targets include their own benchmarks to monitor goal progress and can be used as reliable measurements in the plan.
3	Some timelines in the school improvement plan include general short-term, mid-term and long-range targets for accomplishing the plan's goals. Some targets include benchmarks to monitor goal progress.
2	Few timelines in the school improvement plan include general short-term, mid-term and long-range targets for accomplishing the plan's goals. Few targets include benchmarks to monitor goal progress.
1	The timelines in the school improvement plan do not include general short-term, mid-term and long-range targets for accomplishing the plan's goals.

5.7 Measurements

The school improvement plan calls for internal and external measurements to monitor goal progress. Internal (and/or external) measurements are utilized to track progress toward the goals, while measurements from external assessments ([Standard 2.15](#)) are used to validate that progress.

5	The school improvement plan identifies and requires timely and routine internal and external measurements that will comprehensively monitor goal progress. Internal (and/or external) measurements are systematically used to track the progress of each of the plan's goals. External assessments are routinely used as measurements to validate the progress of the plan's goals.
4	The school improvement plan requires internal and external measurements that will effectively monitor goal progress. Internal (and/or external) measurements are periodically used to track the progress of the plan's goals. External assessments are periodically used as measurements to validate the progress of the plan's goals.
3	The school improvement plan requires occasional internal and external measurements that will adequately monitor goal progress. Internal (and/or external) measurements are sometimes used to track the progress of the plan's goals. External assessments are occasionally used as measurements to validate the progress of the plan's goals.
2	The school improvement plan requires infrequent or too few internal and/or external measurements to adequately monitor or validate goal progress.
1	The school improvement plan does not require for internal and/or external measurements to monitor or validate goal progress.