

4 AAC 04.300 Standards for State Accreditation of Schools				
1. Classroom and instructional strategies support and promote student learning focused on the attainment of high standards by all students. A school demonstrates this standard by giving evidence that it:				
a. bases curriculum, instruction, and assessments on clear students standards and objectives;	3	2	1	0
b. has established student standards that are meaningful, agreed upon, and emphasize the importance of learning;	3	2	1	0
c. assesses students performance in multiple ways; and	3	2	1	0
d. holds high expectations for the achievement of all students.	3	2	1	0
2. A school climate of high expectations:				
a. exists for students;	3	2	1	0
b. exists for all staff;	3	2	1	0
c. is communicated to everyone in the community; and	3	2	1	0
d. includes incentives, recognition, and rewards in place to promote excellence.	3	2	1	0
3. School time is used for learning.				
a. Time on task is continually evaluated.	3	2	1	0
b. Classroom interruptions are kept to a minimum.	3	2	1	0
c. Learning activities are focused on student performance standards	3	2	1	0
4. Fair discipline practices and policies are:				
a. established	3	2	1	0
b. communicated; and	3	2	1	0
c. consistently enforced.	3	2	1	0
5. The school environment is supportive and physically safe.	3	2	1	0
6. Appropriate technology is used to apply academic skills to:				
a. simulate real-life workplace situations; and	3	2	1	0
b. perform research and exploration.	3	2	1	0
7. All staff is involved in ongoing and continuous staff development that focuses on school improvement goals and student performance standards.	3	2	1	0
8. Strong leadership that uses established research to guide the instructional program is in evidence.	3	2	1	0
9. Resources are focused on established student standards and school improvement efforts.	3	2	1	0
10. The decision-making process for school plans and goals includes everyone in the school community. (Parents, family members, administrators, teacher, other school staff, business partners, and community leaders should be represented on key	3	2	1	0

decision-making groups such as committees, teams and councils. This broad representation ensures that planning, goal setting, changes, and improvements last longer and continue from year to year.)				
11. Help is provided for high needs students to achieve school success through:				
a. programs; and	3	2	1	0
b. support (e.g. qualified staff)	3	2	1	0
12. Equity and respect for diversity is promoted among students, teachers, administrators, families, and community members of different socio-economic status and cultural background through:				
a. school goals; and	3	2	1	0
b. staff behavior	3	2	1	0
13. Non-English-speaking and Limited-English proficient students are provided with a strong academic core program that supports the student's first language.	3	2	1	0
14. Partnerships and collaboration are established between the school and its community members (e.g. parents, families, business, civic and religious organizations, public and private agencies). A school demonstrates this standard by giving evidence that:				
a. various types of involvement promote a variety of opportunities for school, families, and community to work together.	3	2	1	0
b. collaboration between the school and agencies, businesses, and the community supports special programs for high needs students and families; and	3	2	1	0
c. staff and school procedures promote community connections and cross-cultural communications with parents and families.	3	2	1	0
TOTAL		80		