

Accreditation for the 21st Century:

Preparing for our district and
school external review
February 22-25, 2015

AdvancED is....

- The world's largest educational community (30,000 public schools and 70 countries)
- Parent organization of:
 - North Central Association Commission on Accreditation and School Improvement (NCA CASI)
 - Northwest Accreditations Commissions (NWAC)
 - Southern Associations of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI)

District Accreditation is....

- A **voluntary** method of quality assurance;
- A set of rigorous protocols and **research-based** processes for evaluating an institution's **organizational effectiveness**;
- A research based process to determine **how well the parts work together** to meet the needs of **students**.

Expectation at the district level

- Meets the AdvancED Standards for Quality Systems;
- Identifies and guides the implementation of a **systemic** continuous improvement process;
- **Monitors** its schools and departments through a quality assurance process;
- Prepares and hosts a QAR every **five** years;
- Responds to findings from the AQR team.

School Accreditation is.....

- Earning the **distinction** of quality through the recognized seal of AdvancED accreditation;
- Receiving an external and objective **validation** in the areas in which they're doing well and the areas for continuous improvement.

Expectations of Schools

- **Meet** the AdvancED Accreditation Standards for Quality Schools;
- **Implement** the district's continuous improvement process;
- **Participate** in the district's quality assurance **process**.

Accreditation Process

Schools are accredited for five-year term

- **Internal Review**

- School conducts internal review of current capacity to meet accreditation standards
- *Standards Assessment Report (SAR)*

- **External Review**

- School hosts external review
- *Quality Assurance Review Report (QAR)*
- *Accreditation Recommendation*

- **Continuous Improvement**

- School continues to monitor, document, and evaluate improvement efforts
- *Accreditation Progress Report (APR)*

Standards

AdvancED Standards for Quality Schools

Commitment to **continuous improvement** is a dynamic effort, consistently requiring attention and revision.

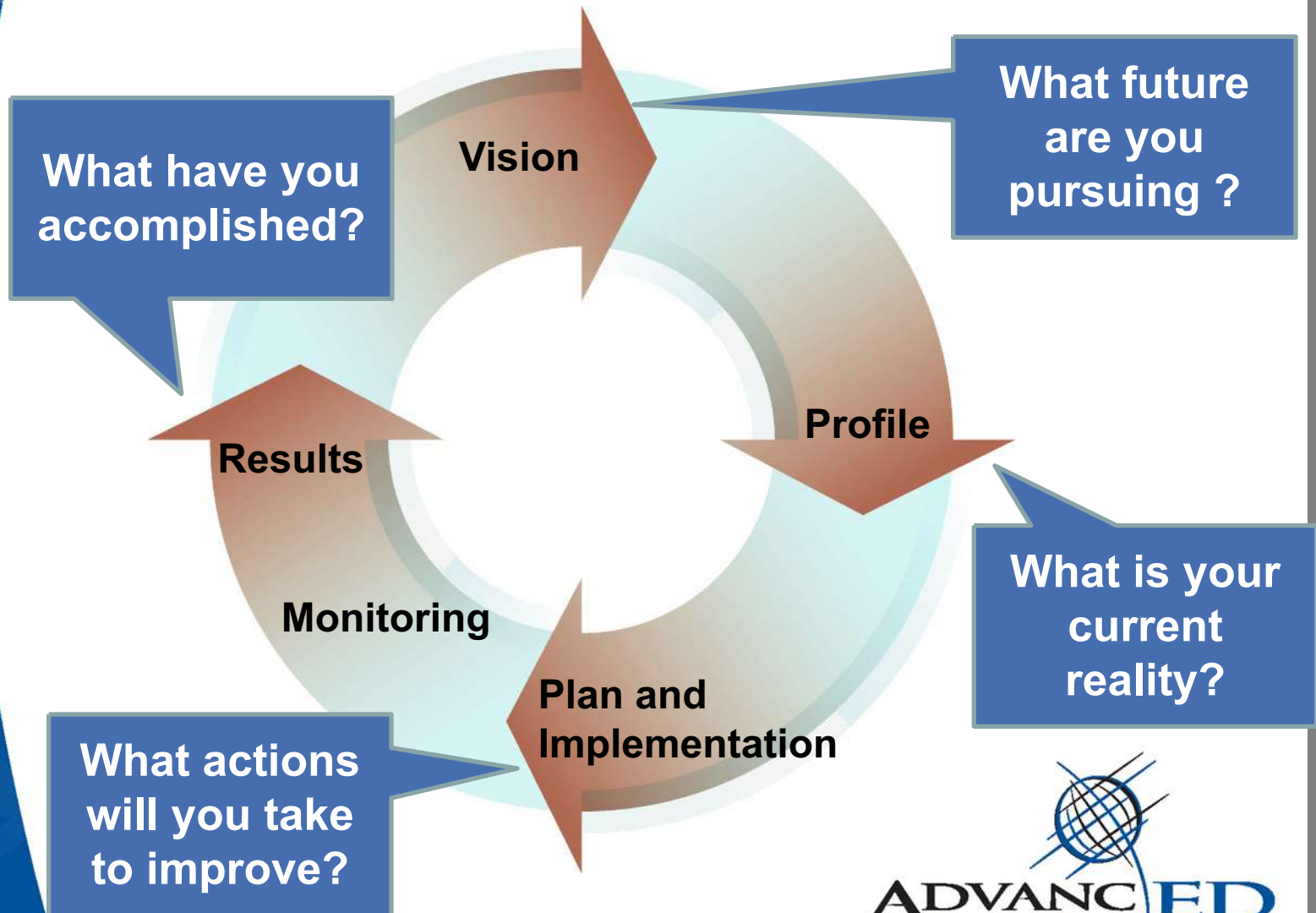
AdvancED Standards for Quality Schools



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.
Level 4	<p>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</p> <p>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.</p>
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.

Continuous Improvement

Improvement Process Elements



External Review

- Conducted by a team of professionals
- Led by an AdvancED Lead Evaluator
- Comprehensive schedule—three day visit (February 22-25)
 - System presentations
 - Data collection and analysis
 - Interviews, observations, artifacts
 - Verification of system's documents/diagnostics
 - Team deliberations and determinations

School visit

- Purpose
 - How improvement efforts are implemented
 - Adherence to AdvancED standards
- School Tour
- Interviews
 - School leadership (Improvement Team)
 - Parents
 - Students
- Classroom observations
 - Corroborate interview and artifacts
 - View teaching and learning in action

Communicating Findings

- Exit Report
- External Review Report
 - Findings
 - Standards
 - Learning Environment
 - Stakeholder Perceptions
 - Conclusion
 - Summary of Findings
 - Required Actions (linked to indicators)
 - Addenda
-

Maintain Momentum

- Respond to Required Actions
 - Prepare and submit the Accreditation Progress Report
- Continue to self-reflect and improve
- Sustain a culture that supports continuous improvement
- Keep stakeholders motivated and engaged.

Essentials for Success

- Comprehensive Systems
- Collaborative Culture
- Effective Leadership
- Powerful Teamwork

AdvancEd Committee:

- **Elementary**--Laci Hettinger, Krissa Korkow, Holly Cundy Carol, Buesing, Bonnie Biel .
- **Middle School**--Becki Stoddard, Amanda DeJong, Julie King, Lisa Carr, Chris Rozell.
- **High School**--Lindsey Brewer, Molly Perry, Rodney Mittelstedt, Becca Briggs, Dawn Coughlin.
- **Administrative team**--Mrs. Rozell, Ms. Willemssen, Mr. Nebelsick, Mrs. Foss, Mrs. Hinder Mrs. Heinz, Mr. Radke, Mr. Taplett, Mrs. Moon, Mrs. Wehlander.

<http://www.huron.k12.sd.us/education/components/scrapbook/default.php?sectiondetailid=250&>