

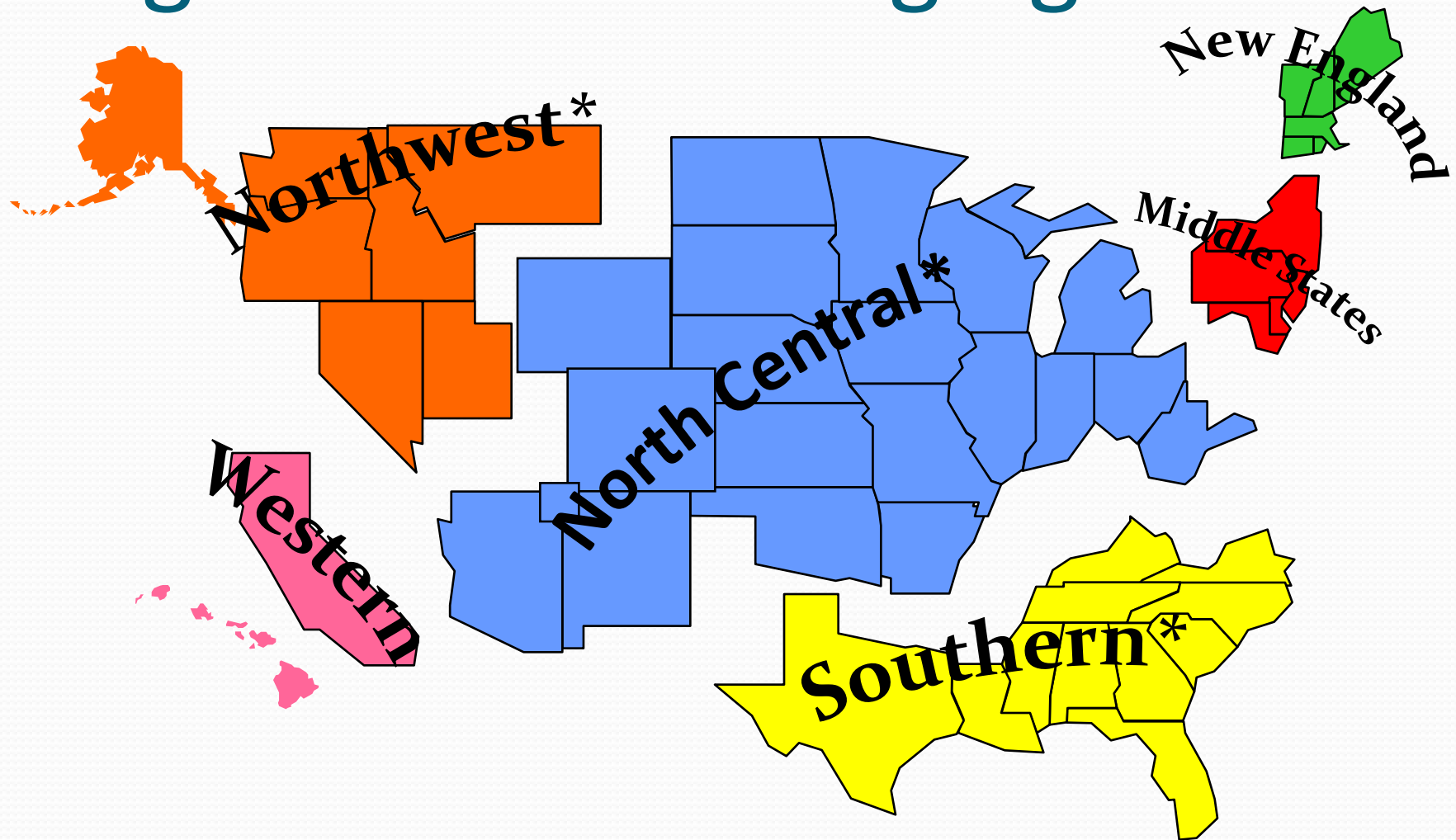
AdvancED Systems Accreditation

Spartanburg District Five

April 21-25, 2013

Initial District Accreditation – April 2008

Regional Accrediting Agencies



*AdvancedED Accreditation Divisions

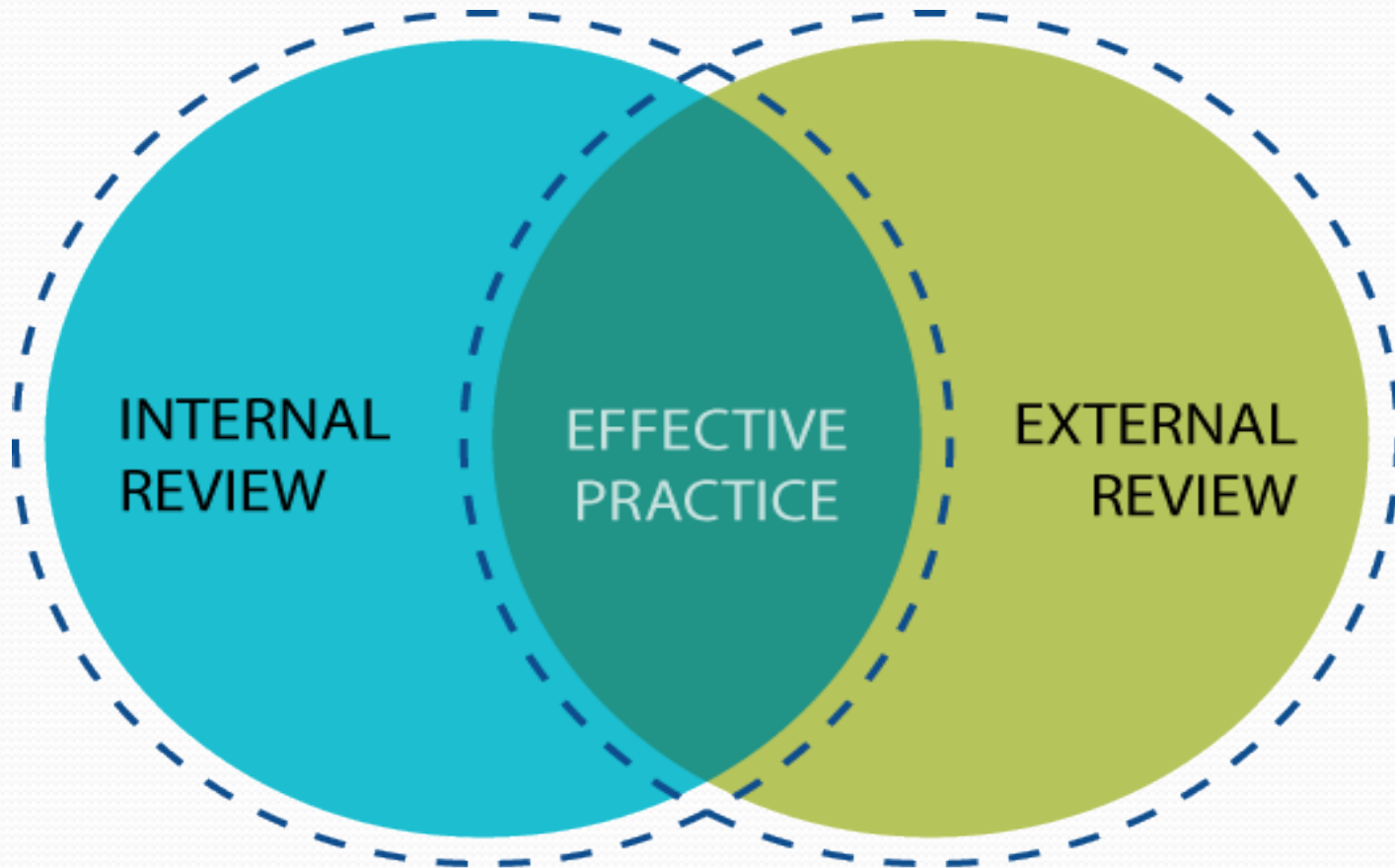
AdvancED District Accreditation

- International Recognition
- Performance Based Accreditation
- Systemic Process
 - Aligned with district strategic plan/school renewal plans
 - Standards-based
 - Data-driven (qualitative, quantitative)
 - Common themes across standards
- Broad stakeholder involvement
- External review/validation (team visit)
- Unique opportunity for study, analysis, reflection, action
- =====
- Focus on continuous improvement (district/school)

Continuous Improvement

- **Where are we now** (based on available data)?
- **Where are we going** (based on clear goals for raising the achievement of *all* students)?
- **How will we get there?** (Strategic plan)
 - Commitment to the ongoing analysis/use of results
 - Systems approach
 - ❖ Focused, purposeful
 - ❖ Every aspect of district/school operations

Accreditation 2012-2013 and Beyond



The New Protocol

- The new protocol is a performance-based model that employs diagnostic tools for systems to:
- Conduct Internal Reviews focused on evaluating performance related to
 - Standards and Indicators
 - Student Performance
 - Stakeholder Feedback

Quality Standards for Districts and Schools

1. Purpose and Direction
2. Governance/Leadership
3. Teaching/Assessing for Learning
4. Resources/Support Systems
5. Using Results for Continuous Improvement

Standard 1: Purpose and Direction

The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

4 Indicators

Standard 2: Governance and Leadership

The system operates under governance and leadership that promote and support student performance and school effectiveness.

6 Indicators

Standard 3: Teaching and Assessing for Learning

The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

12 Indicators

Standard 4: Resources and Support Systems

The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

8 Indicators

Standard 5: Using Results for Continuous Improvement

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

5 Indicators

System Expectations

- Meet AdvancED Accreditation Standards for Quality Systems
- Implement a systemic continuous improvement process
- Conduct Internal Review
 - Executive Summary
 - Standards Self Assessment
 - Stakeholder Feedback Diagnostic (System Level Analysis)
 - Student Performance Diagnostic (System Level Analysis)
 - Improvement Plan
 - Assurances
- Host External Review
- Respond to Required Actions

School Expectations

- Meet AdvancED Accreditation Standards for Quality Systems
- Implement a systemic continuous improvement process
- Conduct Internal Review
 - Executive Summary
 - Standards Self Assessment
 - Stakeholder Feedback Diagnostic (School Level Analysis)
 - Student Performance Diagnostic (School Level Analysis)
 - Improvement Plan
 - Assurances
- Participate in system's External Review
- Support system's efforts to respond to Required Actions

Internal Review

Stakeholder Input

- Surveys (April – May 2012)
 - Students (age-appropriate by level)
 - Parents
 - Staff
- Structured to reflect the five standards
- Likert scale design (1-5)
- Demographics
 - Students: gender, ethnicity, grade
 - Parents: gender, ethnicity, grade of oldest child
 - Staff: gender, ethnicity, role, years experience
- Three open-ended questions

Internal Review

Stakeholder Input

- Surveys administered electronically; results (aligned to respective standards) uploaded to ASSIST
 - Paper/pencil available and used as well
 - Spanish versions available and used (paper/pencil)

- ASSIST - Adaptive System of **S**chool **I**mprovement Support Tools
 - Integrated, web-based system
 - Accreditation manager
 - School improvement planning framework

Internal Review

Self-Assessment

- Five stakeholder groups were formed to complete a self-assessment of each standard in July 2012
- Stakeholder groups used survey results to identify
 - Areas of strengths
 - Areas of concerns/opportunities
 - Trends across survey types/continuity
- Stakeholder groups used survey analysis, quantitative and qualitative data, strategic plan, personal experience, and prior knowledge to evaluate each standard at the indicator level to determine the overall rating of each standard

Internal Review

Self-Assessment

Structure by Standard

➤ Standard

- Indicator 1; Rubric-based Rating
- Indicator 2; Rubric-based Rating
-
- Indicator N; Rubric-based Rating

➤ Narrative

➤ Evidence (Artifacts/Practices)

Internal Review

Self-Assessment

Rating Rubric for Indicators and Standard

- Level **4**.....Effective, consistent implementation
- Level **3**.....Active implementation
- Level **2**.....Preliminary implementation
- Level **1**.....Little/no implementation

Internal Review

Self-Assessment

Standard Narrative

- What were the areas of strength you noted? [look for indicator scores of 4 or 3]
- What were areas in need of improvement [look for indicator scores of 2 or 1]
- What actions are you implementing to sustain the areas of strength?
- What plans are you making to improve the areas of need?

Internal Review

Self-Assessment

Evidence

- Collection of artifacts and practices to support information submitted in the Self-Assessment
- Examples provided by standard
 - Current and trend data relating to student achievement
 - Survey data
 - Board Policy Manual, agendas, minutes
 - Mission, vision, values statement
 - Strategic plan
 - Personnel handbook
 - Degree to which all staff are included in improvement strategies

Internal Review

Self-Assessment

Student Performance*

- **Input:** Data from multiple sources (ASSIST)
 - **PASS** (Elementary/Middle)
 - **EOCEP** (Middle/High)
 - **HSAP** (High)
- **Output:** Provided by ASSIST system

* *Required in 2012-2013, but not included in overall rating*

Internal Review

Self-Assessment

Survey Results*

- **Input:** Survey Results (ASSIST)
 - **Students**
 - **Parents**
 - **Teachers**
- **Output:** Provided by ASSIST system

* *Required in 2012-2013, but not included in overall rating*

Internal Review Self-Assessment Improvement Plan

- South Carolina has permission to use current:
 - District Strategic Plan
 - School Renewal Plans

Internal Review Self-Assessment

Executive Summary

➤ Introduction

- Community profile
- Unique features/special challenges

➤ Student Performance Summary

➤ Major challenges in last 3 years; how addressed

➤ Conclusion

- Emerging trends, themes, area of focus across standards
- Strengths, challenges, insights

Internal Review Self-Assessment

Assurances

- District/school verifies compliance with Federal, State, and AdvancED laws, policies, and requirements.
- Similar to process used for state-mandated district strategic plans, school improvement plans, and Title I plans.

Internal Review Self-Assessment

Accreditation Comprehensive Report (ASSIST)

- Stakeholder Survey Results
- Self-Assessment (SA)
- Student Performance Summary
- Improvement Plan



- Executive Summary
- Assurances

Internal Review Self-Assessment

*All District Five Schools will
replicate the same process*

Quality Assurance Review (QAR)

- External Review
- April 21-24, 2013
- Team of Eight Educators
- External Review will emphasize:
 - Standard indicators and self-assessment ratings
 - Classroom observations
 - Focus on learner and learning environment
 - Evaluation of evidence
 - Interviews, observations, artifacts
 - Quality and relevance
 - Dialogue and deliberations

External Review Team Actions

➤ **Off-Site (Prior to visit)**

- Reviews diagnostics (student performance results, stakeholder survey results), improvement plan, website, etc.

➤ **On-Site (During Visit)**

- Conducts comprehensive three day review
- Responds to system's overview and presentations
- Collects and analyzes data
- Verifies system's documents/diagnostics
- Engages in deliberations and determinations
- Observes student learning in classrooms
- Communicates findings

Communicating Results

➤ Exit Report

- Presented to School Board and Superintendent
 - ❖ April 24, 2013 at approximately 3:30 PM
- Will not include overall rating under new protocol

➤ Written Report

- Standards
- Learning Environment
- Stakeholder Feedback*
- Student Performance*

➤ Conclusion

- Summary of Findings
- Required Actions (linked to indicators)

* *Required in 2012-2013, but not included in overall rating*

Accreditation Status

- The Accreditation Commission grants the system accreditation status:
 - Accredited Outright
 - Accredited On Advisement
 - Accredited Warned
 - Accredited Probation
 - =====
 - Accredited *Excellence* *
 - Accredited *Distinction* *

* *Not available in 2012-2013*

Maintain Momentum After

- Respond to Required Actions
 - Prepare and submit the Accreditation Progress Report
- Continue to self-reflect and improve
- Focus on monitoring and adjusting instructional and organizational practices
- Sustain a culture that supports continuous Improvement
- Keep stakeholders motivated and engaged