Continuous Improvement through Accreditation

AdvancED Performance Accreditation

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Oregon NWAC/AdvancED:
Measuring and Documenting School Success

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Dick Darst: Director, AdvancED Oregon

Doug Potter: Director, AdvancED Oregon

Nancy Bush-Lange: Associate Director, AdvancED Oregon

Lorna Fast Buffalo Horse: Principal, Alliance High School

Brian Sien: Principal, Clackamas Middle College

What is Accreditation?

- Accreditation is a voluntary (in Oregon) method of quality assurance developed more than 100 years ago by American schools and universities

- The goal of accreditation is to evaluate, verify and help improve the institution's quality

AdvancED Overview

The World's Largest Educational Community

- 30,000 plus public and private schools
- 50 states, the Navajo Nation, and Puerto Rico
- Department of Defense Education Activity
- 71 countries
- 15 million students
- 18,000 volunteers annually
- 3 million plus teachers
- 200 plus staff members

AdvancED Around the World
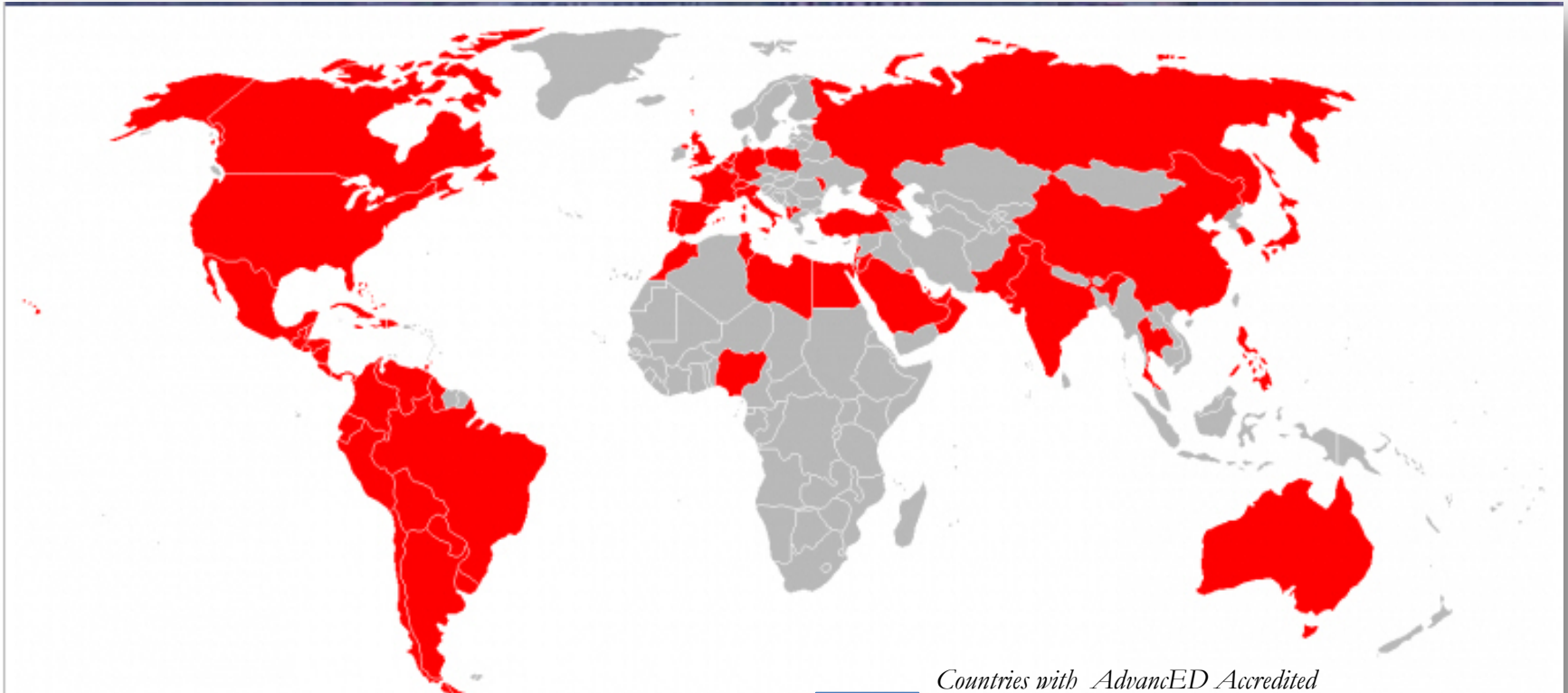
Countries with AdvancED Accredited Institutions

Asia:7	22.58%
Africa:5	8.93%
Caribbean:14	63.64%
Europe:14	29.17%
Middle East:11	52.38%
North America:3	75%
Pacific:2	10%
South America:11	84.62%

NWAC, "a division of AdvancED"

- This was year 3 for NWAC Oregon as part of AdvancED

- 2012-13 we had 12 "pilot schools" use the new AdvancED protocol and tools (and 60 schools use traditional NWAC protocol)

- 2013-14 all 70+ schools used the new protocol and tools

- 2014-15 we again had over 70 schools hosting visitations using the new system

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Benefits of Accreditation

- External Mark of Quality – the Public Trust
- Proven Improvement Processes
- Credit Reciprocity
- Peer Review and Support
- Vehicle to Meet State and Federal Accountability
- Technical Assistance
- Research-Based Products and Services
- Access to Scholarships and Higher Education Opportunities for Students

New Standards

New Indicators and Rubrics

1. **Standards (5) –** Describe conditions to achieve higher levels student performance

2. **Indicators (33) -** Focus of internal review; Rated individually

3. **Performance Rubrics for each Indicator -** Four levels; Specifically detail effective practices

4. **Quality Evidence (multiple sources) provided by school to support self ratings**

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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.	

New Self Assessment Tool

✓ Design a broad-based, collaborative process to gather and analyze data

✓ Rate Indicators – and Identify supporting evidence 4's and 1's are rare

✓ The self assessment is the single most important component for all staff to be involved – should be inclusive and broad-based

✓ The discussions your staff has during this phase can be extremely valuable to your improvement efforts
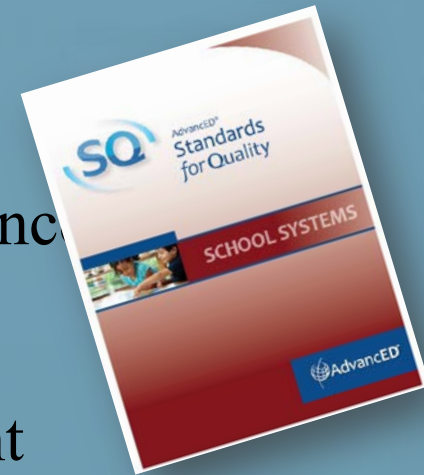
New Survey Tools

❖ Can use online or paper versions (or both)

❖ Engages all *stakeholders* (parents, students, staff)

❖ *Administered at least once* prior to the External Review

❖ Requires *minimum response* rates

   (20% parents, 40% students, 60% staff)

❖ *Available for use at any time*

❖ *About 3 week turnaround on paper versions*

❖ *Updated surveys should be online in Sept.*

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New Classroom Observation Tool:

eleot = Effective Learning Environment Observation Tool

The 7 eleot Environments:

- Equitable Learning Environment

- High Expectations Environment

- Supportive Learning Environment

- Active Learning Environment

- Progress Monitoring and Feedback Environment

- Well-Managed Learning Environment

- Digital Learning Environment

Effective Learning Environments Observation Tool (ELEOT)

The purpose of this tool is to help you identify and document observable evidence of classroom environments that are conducive to student learning. Results of your observations will be used to corroborate information obtained from interviews, artifacts and student performance data. Please circle the number that corresponds with your observation of each learning environment item descriptor below. As needed and appropriate, briefly make inquiries with students.

Date .

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Not So New Emphasis: School Improvement Plan

- Schools use ASSIST template or upload their own SIP

- Structure: Goals, objectives, strategies, activities

- Develop and implement a comprehensive plan

- Monitor impact and analyze results

- Use to inform continuous improvement

- Make sure the plan is connected to data collected from diagnostics

- The plan serves as a blueprint for improvement efforts

New Reporting Tools, including Index of Educational Quality

- Initial IEQ is starting point for each institution

- Focused on supporting the journey of continuous improvement

- Helps institutions focus their efforts to optimize learning for every student

- Scores will be updated when Accreditation Progress Reports are received and/or External Reviews are conducted

Index of Educational Quality (IEQ)

297
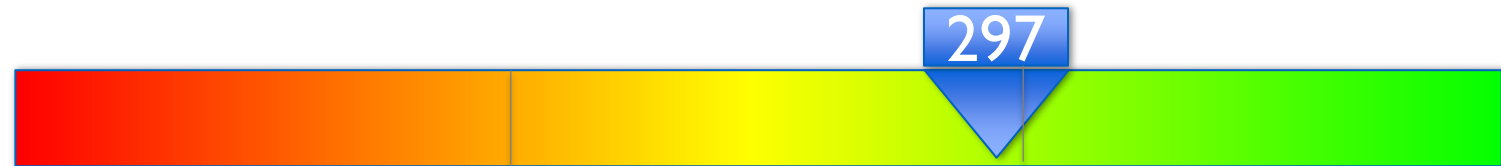
Index of Educational Quality
Based on all Evaluative Criteria

286

100   400

Teaching and Learning Impact
Standards 3 and 5, Student Performance Evaluative Criteria

318

100   400

Leadership Capacity
Standards 1 and 2, Stakeholder Feedback Evaluative Criteria

300

100   400

Resource Utilization
Standard 4

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New Emphasis on Accreditation Through Continuous Improvement

Five Years

Internal Review
External Review

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Resources

Technical Guide: Administering Diagnostics

Technical Guide: Administering Stakeholder Surveys

Guide to Administering Surveys and Generalizing Survey Results

Instructions for Administering Paper Surveys

www.advanc-ed.org/schoolresources

http://www.advanc-ed.org/assistresources

We look forward to working with you!

We believe in the power of education.

OREGON STATE OFFICE CONTACT INFO
Dick Darst, State Director: ddarst@advanc-ed.org
Doug Potter, State Director: dpottercoug@gmail.com
Nancy Bush-Lange, Associate Director: nblange@tds.net
Donna Coutts, Administrative Assistant: donnac@cosa.k12.or.us