

**Al Monetta**  
Associate State Director  
Michigan NCA CASI  
AdvancED  
[amonetta@ncamichigan.org](mailto:amonetta@ncamichigan.org)

*Preparing for a Quality Assurance Review (QAR)*



**Purpose**

**Goals**

- Participants will learn the logistics for hosting a QAR visit
- Participants will gain knowledge of and how to enter the standards assessment report at the AdvancED website
- Participants will be prepared to host a QAR



**Initial Activity**

What does QAR represent?  
What does SAR represent?  
What is the purpose of a QAR?

*Consider the answers and share with those at your table.*



**AdvancED**

*The Unification of NCA CASI, SACS CASI, NSSE Creates the World's Largest Educational Community*

- 23 thousand public and private schools
- 30 states
  - and the Navajo Nation and Department of Defense Schools
- 65 countries
  - including Latin America
- 15 million students
- 18 thousand volunteers
- 3 million plus teachers



**Advancing Excellence in Education**

Together we

- Share a commitment to help schools and districts improve on behalf of their students
  - Maximize student success
  - Build school and system capacity
  - Bring together research, best practices and resources
- Will create operational synergy and provide a higher level of service, enhanced effectiveness and expanded opportunities
- Can and will serve as a leader and advocate for quality education worldwide
  - National voice, international presence



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**AdvancED**

Dedicated to Advancing Excellence in Education through

- Accreditation
  - High Standards, Continuous Improvement, Quality Assurance
- Professional Services
  - Professional Development, Technical Assistance, Conferences, Consulting
- Research
  - Publications, Resources, Tools, Education Research, Evaluation



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**AdvancED Accreditation Process**

AdvancED schools will be accredited on a **Five Year Term**

On a continuous basis they will.....

- Meet/exceed AdvancED high quality standards
- Conduct periodic formative self – assessment
- Engage in continuous improvement
- Receive and benefit from support and services
- Share and network with colleagues
- Experience professional growth and learning



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**Accreditation Process**

**Every Five Years**

- School prepares for and hosts a **Quality Assurance Review Team**
  - Completes and submits the on-line **Standards Assessment Report (SAR)**
  - **Commendations and recommendations are received**
  - **Accreditation status is recommended**

**Two Years Following the Visit**

- School submits an on-line **Progress Report** on the Quality Assurance Review Team's recommendations

**Five Years After the Visit**

- School prepares for and hosts a **Quality Assurance Review Team**



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### Accreditation Process

Submit Progress Report Two Years After the Visit

Assess  
Learn  
Improve

Submit Standards Assessment Report 6 Weeks – 6 Months Prior to the Visit

Every Five Years, Host a Quality Assurance Review Team

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### Michigan NCA Schools will:

1. Meet AdvancED standards for quality schools;
2. Complete **annual** self-assessment of the standards (which also serves as Education YES! reporting tool);
3. Host quality assurance review every five years and submit a SAR in preparation for the review;
4. Submit two-year progress report on QAR team's recommendations; and
5. Engage in continuous improvement that yields results for students.

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### MI Twist Continued...

- All Michigan schools access the AdvancED website to report for both MDE and NCA. (The site will recognize whether you are NCA accredited or not.)
- Two specific pathways; **NCA schools** directed to path which charts your NCA accreditation and Ed YES! activities. **Non-NCA schools** directed to path which includes the completion of the Comprehensive Needs Assessment and Ed YES! tool.
- All schools end at the same point: school improvement planning template that satisfies both NCA and MDE requirements.
- No duplication. Recognition for NCA Accreditation will be acknowledged on the Michigan Report Card.

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### Michigan's Continuous School Improvement Process Model

Gather Data

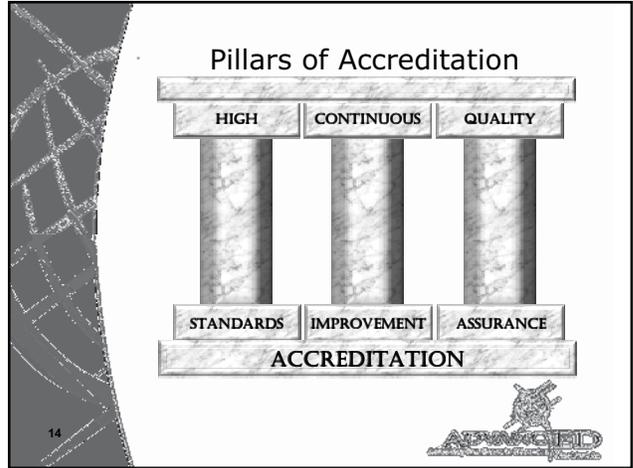
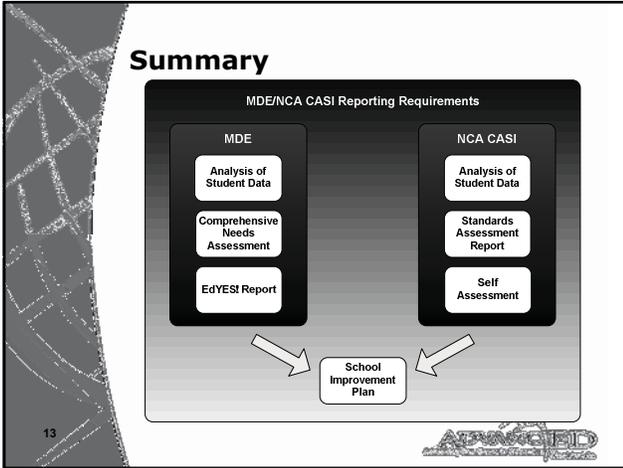
Study

Student Achievement

Do

Plan

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### Three Pillars of Accreditation

**Accredited Schools Must**

- Meet high standards
- Engage in continuous improvement
- Demonstrate quality assurance

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### AdvancED Standards for Quality Schools

Comprehensive statements of **quality practices** and **conditions** that research and best practice indicate are **necessary** for schools to achieve quality **student performance** and **organizational effectiveness**

**Standards are the foundation of the accreditation process**  
Standards cross state, regional and national boundaries

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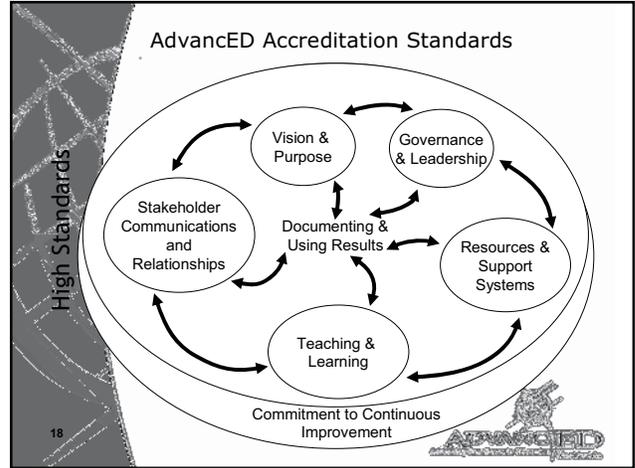
### AdvancED Accreditation Standards for Quality Schools

1. Vision and Purpose
2. Governance and Leadership
3. Teaching and Learning
4. Documenting and Using Results
5. Resources and Support Systems
6. Stakeholder Communications and Relationships
7. Commitment to Continuous Improvement

*Reported by—  
the Standards Assessment Report*



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### AdvancED Accreditation Standards for Quality Schools

**Standards and Indicators Are Inter-Related**

- No single standard or set of indicators is complete without considering all seven as a collective whole
- This systemic “connectedness” is essential in understanding and applying the standards and indicators

**Standards and Indicators are Based on Research**

- They are aligned with, and supported by research and practice
- They address factors that directly contribute to student learning and variables schools can impact

Technical Guide at [www.advanc-ed.org](http://www.advanc-ed.org)  
Click on *Accreditation, School Accreditation and Resources & Tools*



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### Accreditation Process & Resources

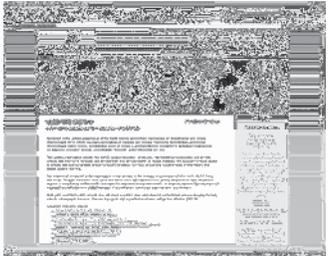
[www.advanc-ed.org](http://www.advanc-ed.org)

**Login, register, and tour!**

Homepage access:

- *School Accreditation: A Handbook for Schools\**
- **The Standards**
- Standards Assessment Report template (Word)
- Holistic Rubrics
- Much more

**\* New this year!!**





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High Standards

### Activity: Knowing the Standards

1. Identify and list data or potential evidence that could illustrate the standard is met at your school
2. Record your work on chart paper and post
3. Participate in a gallery walk
  - Review at least two other standards
  - Add potential evidence to each standard



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### Standards Assessment Report

The report involves an in-depth assessment of each standard

It includes:

- A **rubric** to assess each of the standard's indicators
- **Focus questions** that promote description and elaboration of how the school meets the standard
- A menu of potential evidence (practices, processes, artifacts) for review and consideration
- An **overall assessment level** of the standard with descriptors for each level of performance



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### Evidentiary Process

*How and What the School Does to Meet/Exceed the Standards*

#### Standards Assessment Report (SAR)

- In Michigan every year, the **school self-assesses** its adherence to the standards using the SAR
- Once every five years, prior to the Quality Assurance Review, the **school submits** this report to AdvancED
- During the visit, the **Quality Assurance Review Team** uses this report to gather evidence and evaluate the school's adherence to the standards



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### Understanding Evidence

**Evidence**  
factual information that is uncontaminated by opinion or personal preference

**Sources of Evidence**

Assessments  
achievement data, exit data, observation data, participation data, perception data

Artifacts  
documents, communications, materials, records

**Evidence Must Be**  
fair: honest, free of bias  
reliable: consistent, representative  
valid: relevant, matched to standard



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**Standards Assessment Report**

**The report is the only document created and written in preparation for the visit**

- Schools will have a variety of artifacts (plans, profiles, data analysis) that are elements of their improvement initiative and may serve as evidence to support one or more standards
- These should be accessible should the team wish to review them while on site

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**Using the Standards Assessment Report for Continuous Improvement**

- Provides schools an opportunity and process to conduct meaningful internal review
- Engages schools in formative self-assessment
  - Use to recognize strengths
  - Use to identify and guide continuous improvement opportunities

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**Continuous Improvement**  
Standard 7

**An accredited school**

- makes the *commitment* and demonstrates the *capacity* to engage in ongoing improvement

**Educators possess a “can do” attitude and**

- have the competence and confidence to succeed
- are motivated by professional challenge and achievement
- have high expectations for themselves and students
- are willing to create, experiment, innovate, and try new things
- strive to improve their effectiveness

**Educators build their capacity to improve**

- develop knowledge, understanding and skills
- create a supportive organizational culture

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**Standards Assessment Report**

High Standards

- School personnel annually perform assessment of standards for internal use
  - Informs and engages stakeholders
  - Serves as valuable formative measure
- Word version of SAR is on website
  - Located in “School Accreditation” under “Resources & Tools”
  - Contains
    - Indicator rubrics for each standard
    - Focus questions for each standard

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High Standards

### Activity: Examining the SAR

1. Read sample SAR
2. Examine how school rated itself on indicators and holistic rubric
3. What evidence is cited to support the rating? What clarifying questions would you ask the school?



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High Standards

### Standards Assessment Report

- Submitted on-line 6 months to 6 weeks prior to QAR visit
- Available in Portable Document Format (pdf) to QAR chair and team
  - Review SAR with staff before QAR visit
  - Use SAR to gather evidence and verify school's adherence to standards during visit
- Instructions for completing and submitting online
  - E-Learning on Professional Development tab
- NEW--Includes Identification and Submission of Peer-to-Peer Practice



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High Standards

### Accessing the School's SAR

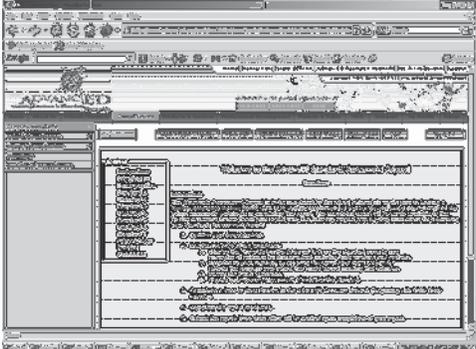
1. Click Accreditation Tab
2. Click Accreditation Tasks
3. Select Manage Accreditation for Staff and Volunteers
4. Search for School
5. Click View/Edit Accreditation Tasks
6. Click Appropriate Action Link



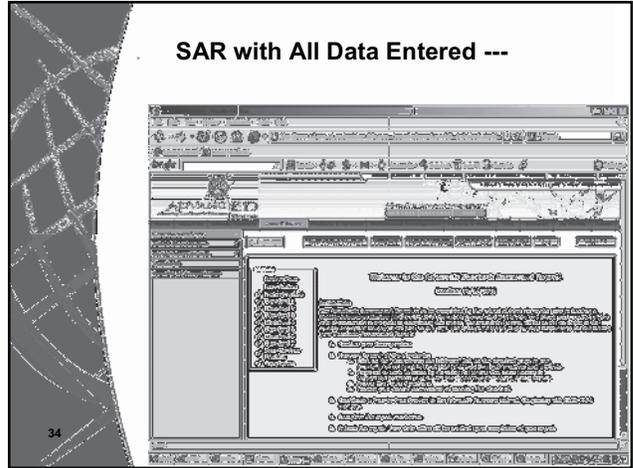
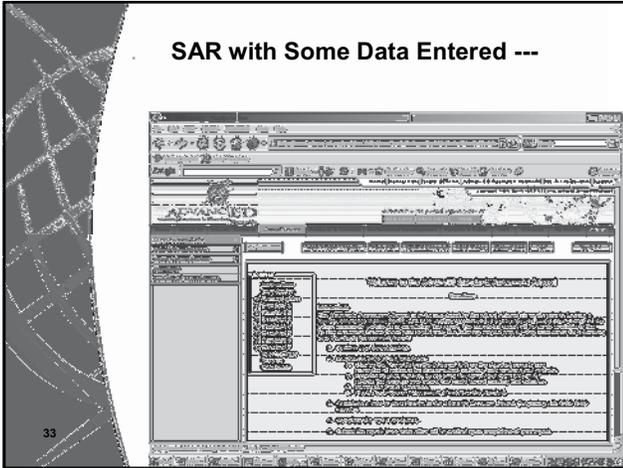
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High Standards

### SAR with No Data Entered ---



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### The SAR

- **Standard 1. Vision and Purpose**  
Indicator rubrics, Focus Questions, Overall Assessment
- **Standard 2. Governance and Leadership**  
Indicator rubrics, Focus Questions, Overall Assessment
- **Standard 3. Teaching and Learning**  
Indicator rubrics, Focus Questions, Overall Assessment
- **Standard 4. Documenting and Using Results**  
Indicator rubrics, Focus Questions, Overall Assessment
- **Standard 5. Resource and Support Systems**  
Indicator rubrics, Focus Questions, Overall Assessment
- **Standard 6. Stakeholder Communications and Relationships**  
Indicator rubrics, Focus Questions, Overall Assessment
- **Standard 7. Commitment to Continuous Improvement**  
Indicator rubrics, Focus Questions, Overall Assessment
- **Conclusion**  
Focus Questions



### Three Pillars of Accreditation

**Accredited Schools Must**

- Meet high standards
- Engage in continuous improvement
- Demonstrate quality assurance



### Continuous Improvement Process

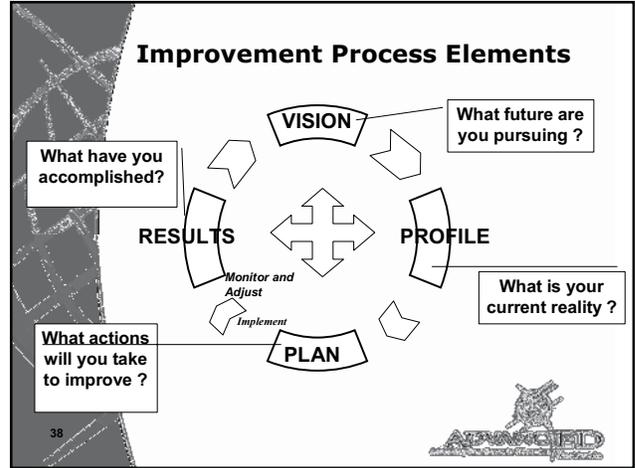
An accredited school  
*Has the responsibility and flexibility to identify and implement an improvement process*

Such as.....

- NSSE Breakthrough School Improvement
- NCA CASI Performance Accreditation (8 phase)
- NSSE Focus On Student Performance
- NCA CASI Transitions ®
- High Schools That Work
- Baldrige Integrated Management System
- Strategic Planning Models
- State Initiated Frameworks
- Etc.



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### Continuous Improvement

- An accredited school
  - makes commitment and demonstrates capacity to engage in ongoing improvement
- Educators in accredited schools
  - possess "can do" attitude
  - have high expectations for themselves and students
  - are willing to create, experiment, innovate, try new things
  - strive to improve their effectiveness



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### Element: Profile

*Provides rich and accurate description of school's current reality...influences decisions, efforts, and actions*

**•How is the profile developed and used?**

- School stakeholders collect information/data on students and their performance, school effectiveness, and school & community contexts for learning
- School uses profile to target areas for improvement



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Continuous Improvement

### Element: Plan and Implementation

*Identifies what is to be improved, how improvement efforts will be implemented, and how success will be measured*

- **How are plans developed, implemented, and used?**
  - Stakeholders identify improvement goal areas along with appropriate interventions, strategies
  - Interventions (or strategies) are monitored and adjustments are made as needed
  - Formative assessments provide insights regarding potential impact of plan



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Continuous Improvement

### Element: Results

*A determination of how successful current improvement efforts have been...provides beginning place for future improvement efforts*

- **How are results collected and used?**
  - School collects and analyzes data to determine impact of improvement efforts
  - School documents and communicates results to stakeholders
  - School uses results to determine next steps for continuous improvement



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### Documenting and Using Results

Standard 4

The school uses results for:

- **Continuous Improvement**
  - use results (new reality) to inform what happens next
  - use results to evaluate and verify the success of improvement efforts
- **Communication**
  - provide evidence of progress/improvement gains to internal and external stakeholders in ways they can understand
- **Sustainability**
  - monitor results to ensure improvement gains are sustained and progress continues



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### Three Pillars of Accreditation

- Meet high standards
- Engage in continuous improvement
- **Demonstrate quality assurance**

*Participate in a Quality Assurance Review  
Every Five Years*



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**Quality Assurance**

**Public Trust**

**Professional and Organizational Integrity**

- The school strives to deliver on its promise and be what it claims to be
- The school fulfills the requirements of accreditation
- The school is honest and truthful in communicating and reporting
- Individuals engage in professional and ethical behavior



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**Quality Assurance**

**Quality Assurance Review**

Is the hallmark of the accreditation process  
Provides professional (peer) evaluation and feedback  
Serves to verify, validate, and enrich the school's accomplishments and improvement efforts

**The QAR team will**

Determine if the school meets the standards for accreditation  
Provide high quality feedback with commendations and recommendations for growth and improvement  
Make an accreditation status recommendation



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**A Quality Visit Activity**

**Determine what a successful visit looks like.**

**From your perspective (role, experiences)**

- *What are the characteristics of a high quality QAR visit?*
- *What can spoil or derail a visit?*

*Consider the answers and share with those at your table.*



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**Quality Assurance Review**

Schools will participate in a quality assurance review ....once every five years

- Two day visit with at least one full day at the school
- scheduled by the state office
- led by certified chair appointed by state office
- team includes 3-7 professional peers



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### Quality Assurance Review

**QAR Team collects information**

- Conducts Interviews
  - administrative leaders, staff, students, parents and other stakeholders
- Reviews the Standards Assessment Report and other documents/artifacts provided by the school
- Makes professional observations

**The QAR Team**

- Engages in professional deliberations
- Reaches consensus on standards, commendations, recommendations, and an accreditation recommendation
- Creates and presents an oral exit report
- Formulates and submits a written report

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### Quality Assurance Review

- **Before the Visit .... the School**
  - Periodically self-assesses standards
  - Identifies and implements an improvement process and monitors results
  - Prepares and distributes Standards Assessment Report (6 weeks - 6 months)
  - Communicates with chair to develop the schedule and arrange logistics of the visit
  - Informs and prepares stakeholders

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### Schedule Activity

What should the chair know about your school to schedule a QAR visit?

What is the ideal schedule for a visit to your school?

*Consider the answers and share with those at your table.*

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### Quality Assurance Review

- **During the Visit ..... the School**
  - Hosts the team
  - Participates fully in all information gathering and review activities
  - Shares processes used to conduct the work
  - Presents evidence
  - Showcases progress
  - Seeks feedback

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## Quality Assurance Review

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## Evidentiary Process

*How and What the School Does to Meet/Exceed the Standards*

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## Understanding Evidence

**Evidence**  
factual information that is uncontaminated by opinion or personal preference

**Sources of Evidence**

- Assessments
  - achievement data, exit data, observation data, participation data, perception data
- Artifacts
  - documents, communications, materials, records

**Evidence Must Be**

- fair: honest, free of bias
- reliable: consistent, representative
- valid: relevant, matched to standard



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## Sources of Evidence

**Interviews**

- Administrators, Teachers, Support Staff, Students, Parents, Community

**Observations**

- Validate espoused claims are true
- Corroborate information obtained from interviews and artifacts

**Artifacts**

- Standards Assessment Report
- Reports from assessments
- Products developed during improvement process (profile, improvement plans, agendas, etc.)



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### Interviews

- Administrator(s)
- School Leadership Team
- School Improvement Team
- Teachers\*
- Students\*
- Parents & community members\*
- Central office staff\*
- Others ???

\*A random sample



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### The Purposes of Observation:

- To validate that espoused claims are true
- To discover evidence that might not be made available through other sources
- To corroborate information obtained from interviews and artifacts

Observations:

- In classrooms – climate, student-teacher activities
- In hallways & public places
- How staff interactions with one another
- How students interact



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### Artifacts the QAR team should review:

- The Standards Assessment Report
  - Prepared by the school prior to the visit
  - Documents cited in the SAR
- The School’s Improvement Plan
- The School’s Vision and Mission
- Student Achievement Data
  - Short-cycle (formative) data used to guide changes in processes (teaching, strategies, operations, etc.)
  - Long-term (trend) data that demonstrates growth and improvement
- Curriculum
  - Fit with Michigan grade level content expectations



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### The QAR Report

Contents

- About AdvancED and NCA CASI/SACS CASI
- Introduction to the Quality Assurance Review
- Summary of Findings
  - **Commendations**<sup>2</sup>
  - **Recommendations**<sup>2</sup>
  - Next Steps
- Standards for Accreditation
  - **Standard 1. Vision and Purpose**<sup>1</sup>
  - **Standard 2. Governance and Leadership**<sup>1</sup>
  - **Standard 3. Teaching and Learning**<sup>1</sup>
  - **Standard 4. Documenting and Using Results**<sup>1</sup>
  - **Standard 5. Resource and Support Systems**<sup>1</sup>
  - **Standard 6. Stakeholder Communications and Relationships**<sup>1</sup>
  - **Standard 7. Commitment to Continuous Improvement**<sup>1</sup>
- Conclusion
- Appendix
- Quality Assurance Review Team Members**
- AdvancED Standards for Quality Schools

<sup>1</sup>Narrative, Strengths, Opportunities for Improvement, Overall Assessment Rubric  
<sup>2</sup>Statement, Evidence, Rationale



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**The ACCREDITATION RECOMMENDATION:**

- \_ Accredited  
All standards rated at or above the Operational Level
- \_ Accredited on Advisement  
One or More Standards rated at Emerging
- \_ Accredited Warned  
One Standard rated at Not Evident
- \_ Accredited Probation  
Two Standards rated at Not Evident
- \_ Deny or Drop Accreditation  
Three or More Standards rated at Not Evident

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**Quality Assurance Review**

- **After the Visit ..... the School**
  - Continues the journey
    - acts on recommendations from Review Team
    - maintains momentum and sustains results
    - enhances staff interest, learning, and involvement
  - Submits a two-year progress report (APR)
  - Continues to engage in improvement

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**Roles and Responsibilities**

- School Improvement Team / Steering Committee / Leadership Team
  - provide leadership and direction
  - organize, lead, decide, manage, coordinate
- School Administrator(s)
  - serve on the leadership team
  - provide perspective, information, resources and encouragement
- School Staff
  - serve on committees and teams
  - support the work of accreditation and school improvement through contribution and participation

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**Roles and Responsibilities**

- Stakeholders
  - provide input and assistance, communicate with their constituents
- AdvancED Internal Consultants
  - provide information, guidance and support
  - inform, assist, teach, coach, connect, champion
- School District
  - provide leadership through direction, assistance, resources

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### Roles and Responsibilities

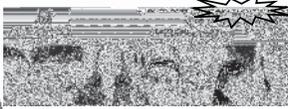
- **AdvancED State Office**
  - offer professional development, training, and networking opportunities
  - provide support, assistance, tools and resources
  - schedule Quality Assurance Reviews and assign chairs and members



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### AdvancED Resource Network

- **Peer to Peer Practices**
  - Connecting people to people
  - Schools are required to submit a practice when completing the SAR
- **Best Practices**
  - Connecting people to research
- **Resources and Tools**
  - Connecting people to continuous improvement tools




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### QAR Team List from QAR Team Chair

Grade: **Elementary**

Grade	Chair	Members	Phone	Cell
1st	Ms. [Name]	[Members]	[Phone]	[Cell]
2nd	Ms. [Name]	[Members]	[Phone]	[Cell]
3rd	Ms. [Name]	[Members]	[Phone]	[Cell]
4th	Ms. [Name]	[Members]	[Phone]	[Cell]
5th	Ms. [Name]	[Members]	[Phone]	[Cell]

Elementary

Grade	Chair	Members	Phone	Cell
6th	Ms. [Name]	[Members]	[Phone]	[Cell]
7th	Ms. [Name]	[Members]	[Phone]	[Cell]
8th	Ms. [Name]	[Members]	[Phone]	[Cell]
9th	Ms. [Name]	[Members]	[Phone]	[Cell]
10th	Ms. [Name]	[Members]	[Phone]	[Cell]
11th	Ms. [Name]	[Members]	[Phone]	[Cell]
12th	Ms. [Name]	[Members]	[Phone]	[Cell]



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### Hints for School Team

- Get the *school guide* to know the expectations for hosting a QAR
- Participate on a QAR team prior to your own QAR
- Talk with QAR team chair to develop a plan & schedule for the QAR early
- Ask what specific documents the QAR team will want to review



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**Hints for School Team**

- Walk around your school with the SAR in hand to think about what you want the QAR team to see and hear
- Make artifacts visible
- Share interview questions with staff prior to the QAR
- Get all staff involved with drafting the SAR – more knowledgeable during QAR

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**Hints for School Team**

- Consider giving school improvement plan to team prior to visit day
- Have evidence easy to access
- Provide a secure work room for QAR team during classroom visits
- Select *random sample* for interview groups
- Maintain contact with QAR team chair
- Get & provide emergency contact information

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**Hints for School Team**

- Provide access to printer for report drafts during day two
- Provide a projector to QAR team for training and report writing
- Have newsletters and general school information available
- Provide list of artifacts by standard
- Remind staff the QAR is conducted by a team of your peers

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**Hints for School Team**

- Provide a secure work room for QAR team during classroom visits
- Be clear about arrangements for meals
- Provide mileage reimbursement forms on day two for QAR team members
- Take notes during oral exit report &/or any debrief so your school team knows the next steps before getting QAR the report

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### Human Resources

- **AdvancED Commission Staff**
  - Tempe, AZ      Decatur, GA      Schaumburg, IL
- **AdvancED State Staff**
  - Offices in 30 States and Navajo Nation
- **AdvancED Professional Services Team**
  - Staff and Consultants
- **Ambassadors/State Specialists (name change)**
  - Represent the Commission and serve as experts in the field
  - Deployed at the state level to provide personalized and customized contact, technical assistance, and training
- **Professional Colleagues and Peers**
  - Resources and Best Practices Network
  - Formal and informal networking



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### Material Resources

#### Publications and Tools (Evolutionary)

- Accreditation Standards For Quality Schools
- Self Assessment Tools and Guides
- Accreditation for Quality Schools: A Practitioners Guide (NSSE)
- Breakthrough School Improvement (NSSE)
  - Breakthrough Resources and Tools (NSSE)
- Technical Guide to School and District Factors Impacting Student Learning (NSSE Web)
- Communication and Marketing Materials



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**Thank You!**  
*We appreciate your interest and participation.*

[www.advanc-ed.org](http://www.advanc-ed.org)



ADVANCED  
The National Standards for Quality Schools