

# District/ESA Accreditation

Recognizing Quality School Systems

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# A Picture of AdvancED

## World's Largest Educational Community

- **26,000 public and private schools**
- **30 states and Navajo Nation**
- **Department of Defense Education Activity**
- **65 countries (including Latin America)**
- **15 million students**
- **16,000 volunteers**
- **3 million plus teachers**

# District Accreditation

*A national protocol for school systems committed to systemic, systematic, and sustainable continuous improvement*

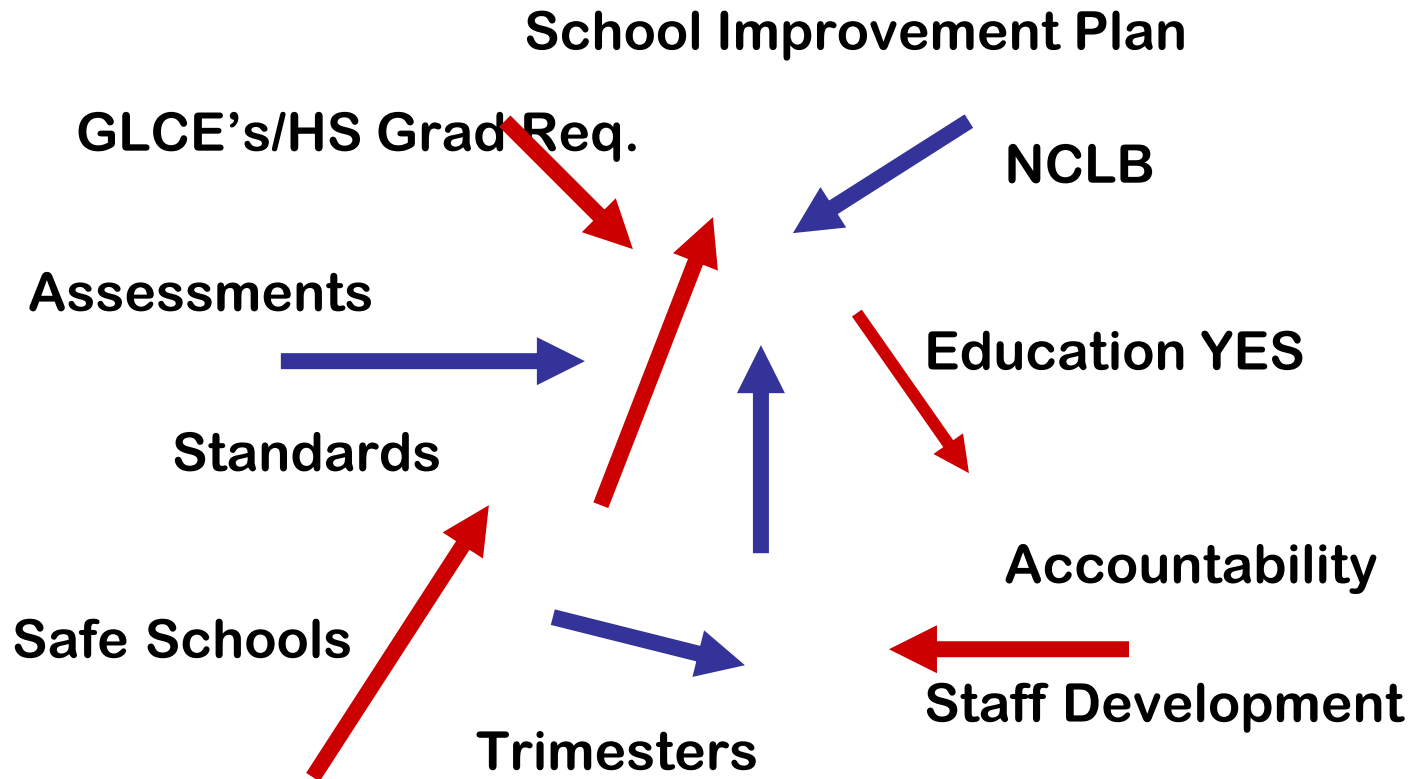
- Builds the capacity of the system and its schools to increase and sustain student learning
- Stimulates and supports improvement and effectiveness throughout the system

# District Accreditation

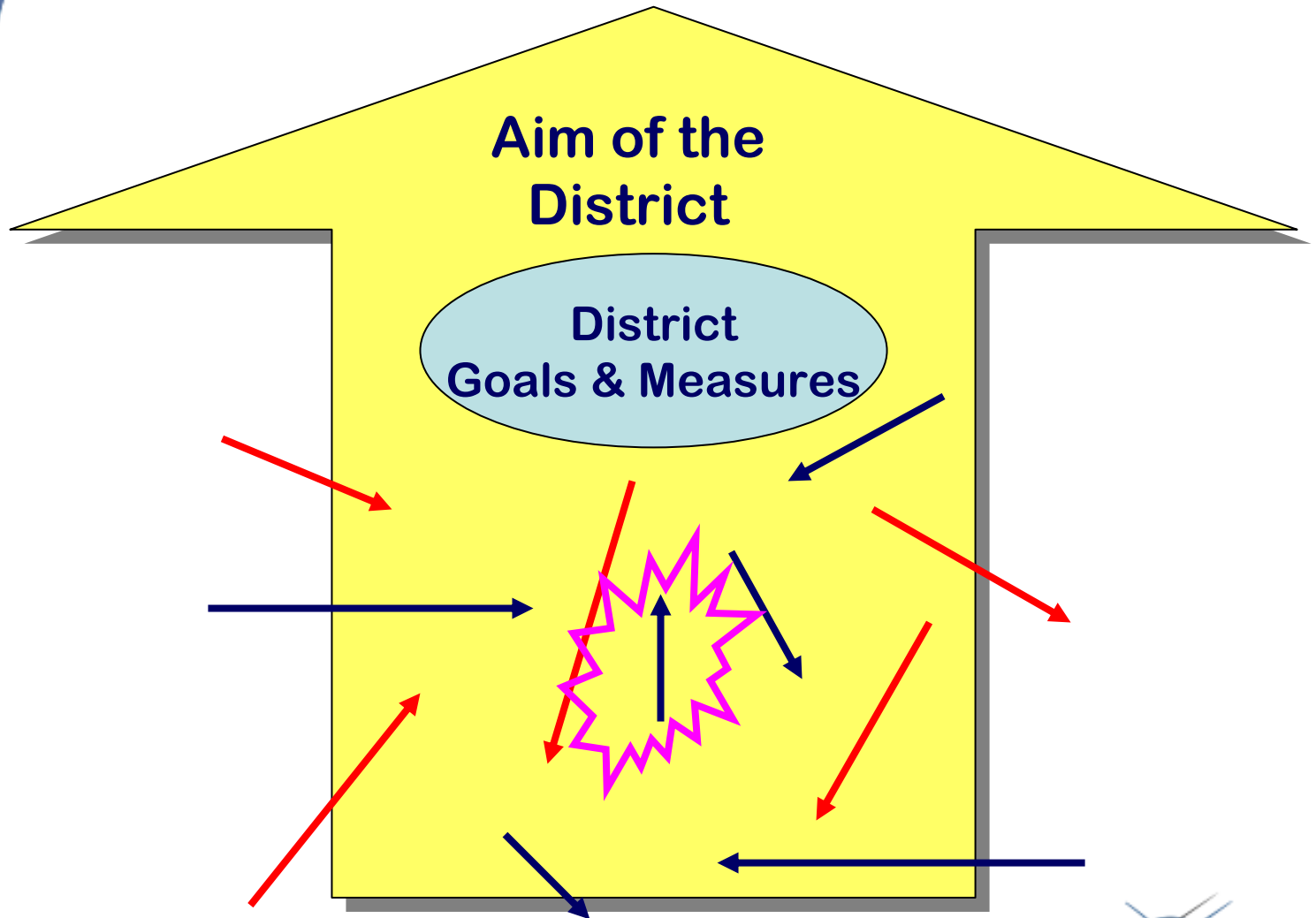
- Ensures all people, processes, departments and operations of the system work in concert
- Strengthens efforts to meet accountability requirements
- Encourages growth beyond compliance to achieve excellence
- Promotes continuous not episodic improvement

# What is required to focus our efforts?

## The Basics of a Systems Approach

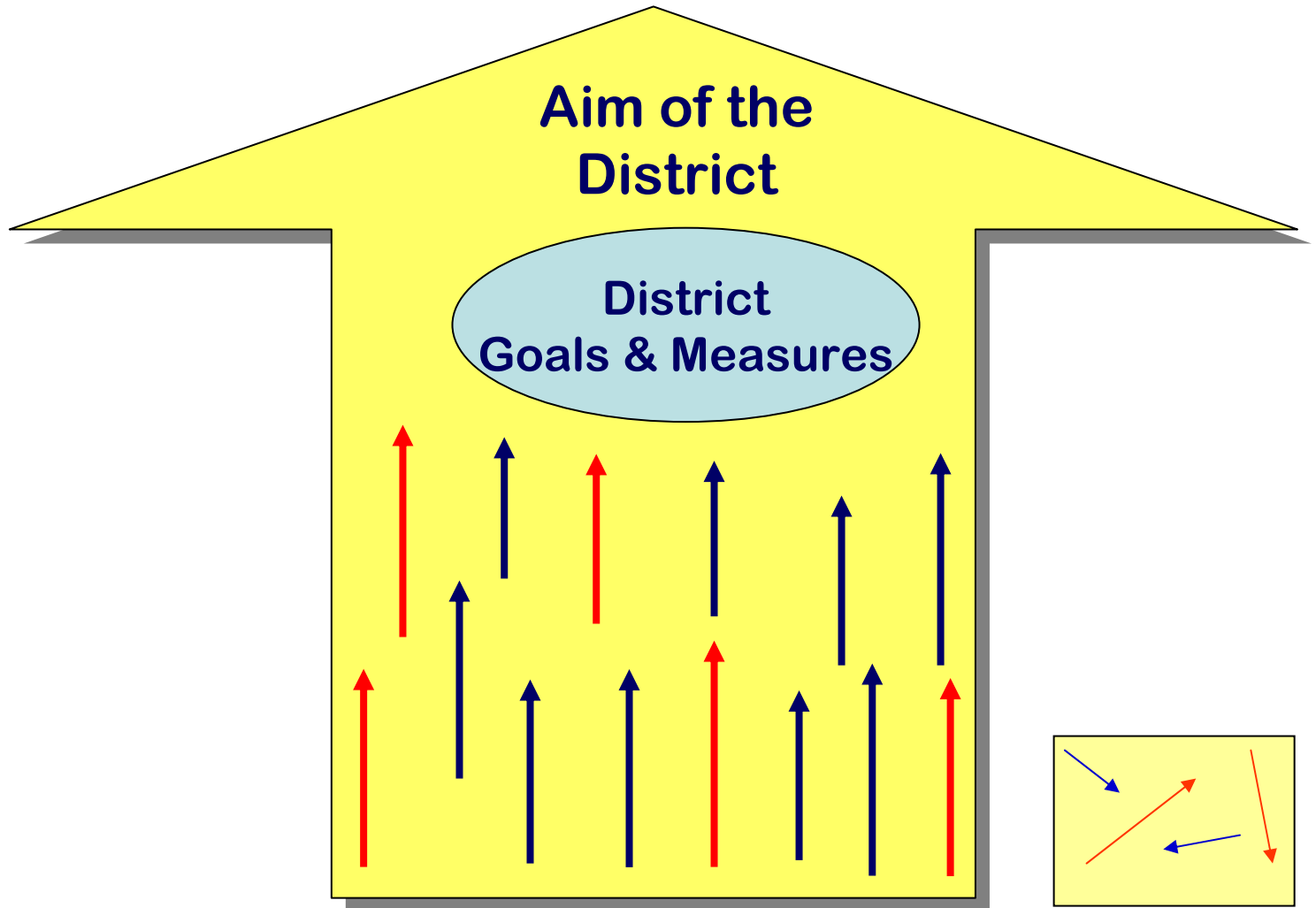


# The Big Arrow



**Random Acts of Improvement**

# The Better Big Arrow



Aligned Acts of Improvement

# Pillars of Accreditation



# Accreditation Process

*Districts/ESA's are accredited for a five year term*

- **Internal Review**
  - District conducts an internal review of its adherence to the **AdvancED** accreditation standards
- **External Review**
  - District hosts an external review conducted by professional peers
- **Continuous Improvement**
  - District continues to monitor, document, and evaluate its improvement efforts

# 5-Year Accreditation Term



# AdvancED Accreditation Standards

*The District/ESA provides evidence of meeting the Standards for Quality Systems*

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

# AdvancED Accreditation Standards

## *Standards For Quality Systems*

- Are Aligned with Standards for Quality Schools
- Are Based on Research
- Are Inter-Related and Systemically Connected
- Focus on Factors that Contribute to Student Learning
- Address Variables Schools/Districts Can Impact

# Continuous Improvement

*The district/ESA has the responsibility and flexibility to identify and implement a systemic process of continuous improvement*

- One process is used by system and schools – this promotes continuity, coherence, alignment and collaborative planning
- All schools and departments work to achieve district vision and goals
- Customized planning at the school level is encouraged

# Continuous Improvement

- The district/ESA is responsible for providing **leadership** to maximize effectiveness and learning
- The district establishes practices to support schools and departments with their improvement initiatives
  - **Direction**: sets expectations and guidelines
  - **Assistance**: builds understanding and skill
  - **Resources**: provides people, materials, time

# Quality Assurance

- The district/ESA implements methods to monitor and guide improvement at the system and school levels
- The district/ESA participates in a Quality Assurance Review every five years

# Quality Assurance

## *Internal and Ongoing*

- The district/ESA demonstrates organizational integrity
- The district/ESA designs and implements a program of assessment practices and methods to:
  - monitor and document improvement
  - provide meaningful feedback and support
  - ensure standards are met and strengthened
- The district/ESA collects, uses, and communicates results

# Quality Assurance Review Process

## *External – Every Five Years*

- District/ESA hosts a visit by a national team of professional peers
  - Assess effectiveness of system in meeting the requirements of District/ESA Accreditation
  - Meet with district staff and stakeholders and visits a representative sample of schools
- District/ESA receives commendations and recommendations
- Review provides district/ESA and community with validation and recognition

# Expectations

## District/ESA

- Meets the *AdvancED* Standards for Quality Systems
- Identifies and guides the implementation of a systemic continuous improvement process
- Monitors its schools through a quality assurance process
- Prepares and hosts a QAR visit every five years

## Schools

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

# District/ESA Accreditation:

## Essentials To Success

### Effective Leadership

- Establishes system-wide direction
- Develops processes to monitor and maintain efforts
- Provides support, guidance, assistance, resources
- Ensures accountability

### Systems Approach

- **Systemic** – using and aligning the functions within and across the district to produce improvement
- **Systematic** – fostering improvement efforts that are regular and predictable
- **Sustainable** – maintaining and supporting improvements over time

# District/ESA Accreditation: Essentials To Success

## Culture

- Professional culture of learning, collaboration, and reflective practice
- Stakeholders demonstrate trust and respect
- High expectations for staff and students

## Effective Communication System

- Stakeholders are informed and meaningful engaged
- Systematic processes are developed and used

# Purpose & Role of the QAR Team

1. Determine the extent to which the district/ESA meets the AdvancED standards.
2. Assess the efficacy of the district's/ESA's improvement efforts.
3. Evaluate the effectiveness of the district's/ESA's methods for quality assurance.
4. Provide high-quality feedback with clear recommendations and actionable next steps.

# District/ESA QAR Visit Schedule

**Sunday:** Team Orientation and Preparation

**Monday:** Interviews with Key District/ESA Stakeholders

*(Superintendent, Central Office, BOE, Principals, Parents, Community)*

**Tuesday:** Half Day Visits to a Sample of Schools

*(Schools provide information and perspective on the system)*

**Wednesday:** Interviews with District Staff

*(Evidence and dialogue to complete standards' verification)*

Team Work Session

Oral Exit Report: Commendations & Recommendations

# Steps to District/ESA Accreditation

## Applicant

- Submit a Letter of Interest (Districts)/Application (ESA)
- Complete the Self-Assessment of Readiness
- Host a Readiness Visit
- Submit a Letter of Commitment

# Steps to District/ESA Accreditation

## Candidate

- Ensure all schools are accredited or candidates for accreditation
- Submit preferred dates for the QAR
- Prepare for the visit
- Complete the Standards Assessment Report
- Host the Quality Assurance Review Team
- Communicate findings to the community

# Steps to District/ESA Accreditation

## Accredited

- Act on the Findings from the Review Team
- Continue to Implement the District/ESA Accreditation Protocol
  - Adhere to the AdvancED Standards
  - Engage in Continuous Improvement
  - Monitor for Quality Assurance
- Complete and Submit the Two-Year Progress Report

# Michigan Status Report

## District/ESA Accreditation

### Summary

<b>Districts: <i>Total in some phase of DA:</i></b>	
<b><i>Accredited:</i></b> Dearborn, Gaylord, Grand Blanc, Oscoda, Owosso, South Redford, Romulus, Southfield, Troy, Walled Lake, Waverly	<b>11</b>
<b><i>Applicants: Too numerous to list!</i></b>	<b>40+</b>
<b><i>Candidates: Too numerous to list!</i></b>	<b>30+</b>
<b><i>QARs Scheduled for Spring, 2009:</i></b> Carman Ainsworth, New Buffalo, Lake Fenton, Livonia, Standish-Sterling, Lakeview (SCS), Avondale, Davison	<b>8</b>
<b><i>ISD's Accredited: Bay Arenac, Washtenaw, Calhoun with Hillsdale in April, 2009</i></b>	<b>3+1</b>

As of 4/1/2009

# Applicants and Candidates

**Anchor Bay**

**Bedford**

**Blissfield**

**Davison**

**Durand**

**East Jordan**

**Farmington**

**Fowler**

**Frankfort**

**Goodrich**

**Hartford**

**Inland Lakes**

**Lake Fenton**

**Livonia**

**Iron Mountain**

**Houghton**

**New Buffalo**

**Northville**

**Oxford**

**Reeths Puffer**

**Southgate**

**Standish**

**Trenton**

**Van Buren**

**West Bloomfield**

**West Branch-Rose City**

**Woodhaven-Brownstown**

**Ypsilanti**

**Waterford**

**Char-Em ISD**

**Marquette ISD**

**Ishpeming**

At the District Level	At the School Level
<ul style="list-style-type: none"> <li>●Vision &amp; Mission created, reviewed, revised with input from all community stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>●Vision &amp; Mission reflects the district vision &amp; mission with input from all school stakeholders</li> </ul>
<ul style="list-style-type: none"> <li>●District improvement plan with student performance goals based on analysis of aggregate and subgroup data for the district</li> </ul>	<ul style="list-style-type: none"> <li>●School improvement plan with student performance goals based on district student performance goals and analysis of aggregate and subgroup data for the school</li> </ul>
<ul style="list-style-type: none"> <li>●District assures a curriculum aligned with the state Grade Level and Course Content Expectations</li> </ul>	<ul style="list-style-type: none"> <li>●School implements the district aligned curriculum</li> </ul>
<ul style="list-style-type: none"> <li>●District supports a professional development plan and activities that align with the district student performance goals</li> </ul>	<ul style="list-style-type: none"> <li>●School implements a professional development plan and activities that align with the school student performance goals</li> </ul>
<ul style="list-style-type: none"> <li>●District supports shared leadership               <ul style="list-style-type: none"> <li>○Time for collaboration</li> <li>○Training for collaboration</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>●Shared leadership is implemented in each school               <ul style="list-style-type: none"> <li>○Staff collaboration</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>●Data is collected and supported for all schools               <ul style="list-style-type: none"> <li>○Housing of Data</li> <li>○Data Management</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>●Data is used for decision making               <ul style="list-style-type: none"> <li>○Selecting goals</li> <li>○Evaluating success</li> <li>○Identifying and working with sub-groups</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>●One 3-day QAR visit every five years with follow up report in two years for the entire district.</li> </ul>	<ul style="list-style-type: none"> <li>●One 2-day QAR visit every five years with follow up report in two years at <i>each</i> school</li> </ul>

*“If we do not examine and improve the overall system at three levels – the classroom, the school, and the district level – we will never have more than temporary havens of excellence that come and go.”*

*For more information go to  
[www.advanc-ed.org](http://www.advanc-ed.org)  
click on "accreditation"*

**Thank You for Your Interest  
in AdvancED District/ESA  
Accreditation**