

# Preparing for the 2011-2012 School QAR

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AdvancED® is a global leader in advancing excellence in education through continuous improvement, organizational effectiveness, and accreditation.



# The AdvancED Community

## *World's Largest Educational Network*

- 27,000 public and private schools throughout the United States and 69 countries worldwide
- All Department of Defense schools
- 15 million students
- 18 thousand volunteers
- More than 3 million teachers

# The QAR Visit

With a partner discuss:

- What is the scariest thing about preparing for and hosting an AdvancED QAR?
- What is the most rewarding thing about preparing for and hosting an AdvancED QAR?

# Cornerstones of Accreditation

To earn and maintain accreditation schools must:

- ◆ **Meet AdvancED Accreditation Standards for Quality Schools**
- ◆ **Engage in Process of Continuous Improvement**
- ◆ **Demonstrate Quality Assurance through Internal and External Review**

# Accreditation Process

## Every Five Years

School prepares for and hosts a Quality Assurance Review (QAR) Team

Completes and submits the on-line Standards Assessment Report (ASSIST)

6 months to 4 weeks prior to QAR

Status, Commendations and required actions are received

Accreditation status is recommended

## Two Years Following the Visit

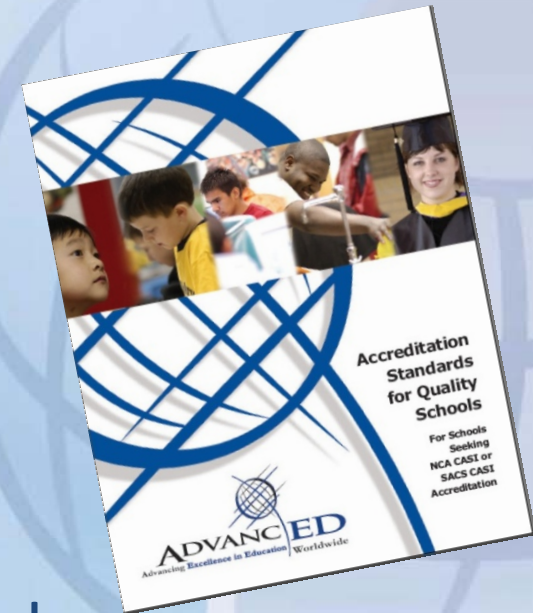
School submits an on-line Accreditation Progress Report (APR) on the Quality Assurance Review Team's required actions.

## Five Years After the Visit

# 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



# AdvancED Standards for Quality Schools

- **Standards (7)**
  - comprehensive statements of quality practices and conditions
- **Indicators (56)**
  - operational definitions or descriptions of practices and processes
- **Impact Statements (7)**
  - characteristics, processes, and actions that would be observable and verifiable in a school that effectively implements each standard

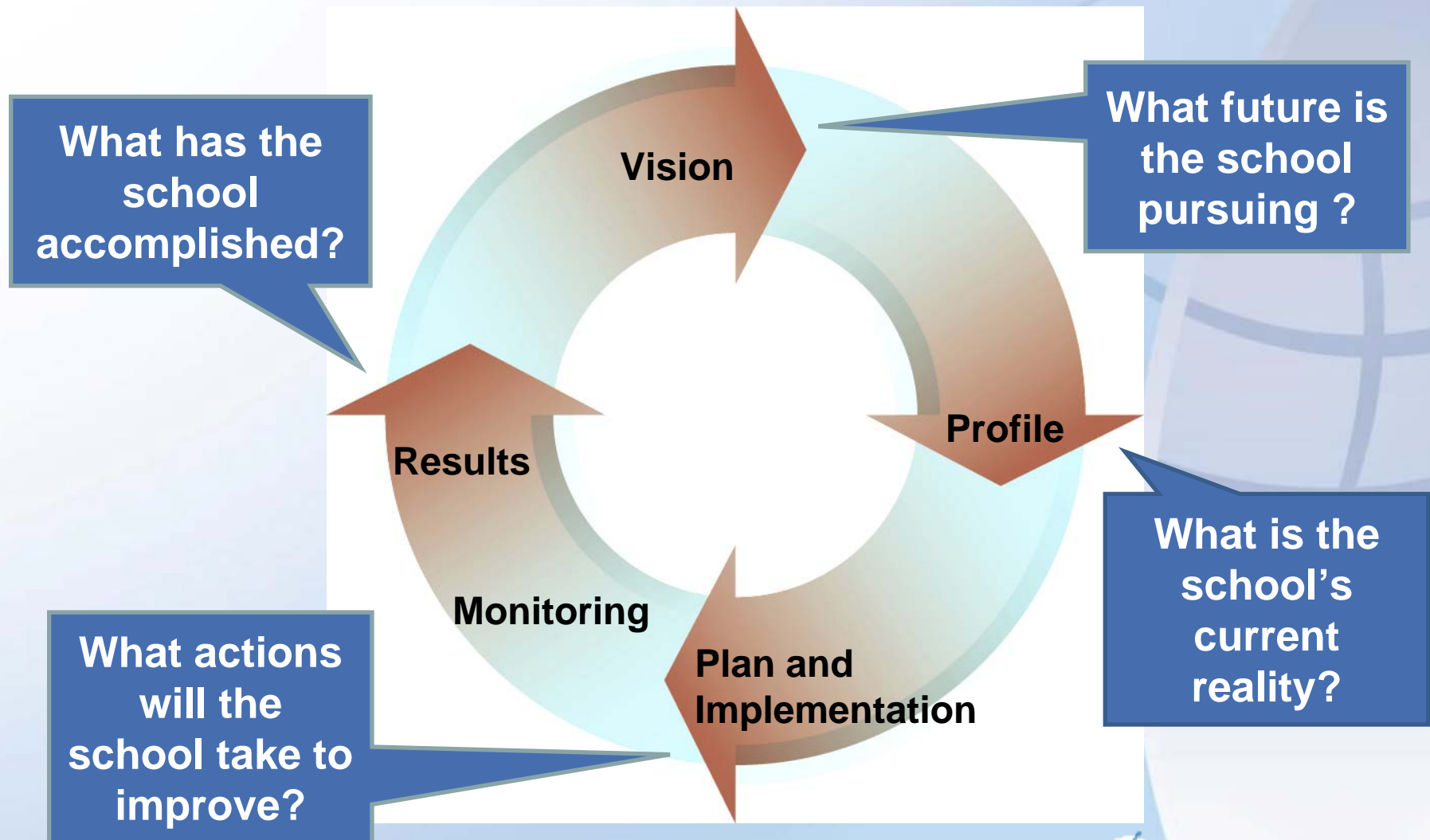


# Continuous Improvement Process

Schools select and implement a process that can:

- ✓ comprehensively address four elements of continuous improvement
- ✓ help school meet standards
- ✓ focus on improvement of student learning and school effectiveness
- ✓ satisfy local, state, federal improvement process requirements
- ✓ be implemented in systematic, systemic, and sustainable manner

# Elements of Continuous Improvement



# ASSIST

Self Assessment



# ASSIST Self-Assessment

## Executive Institutional Summary (EIS)

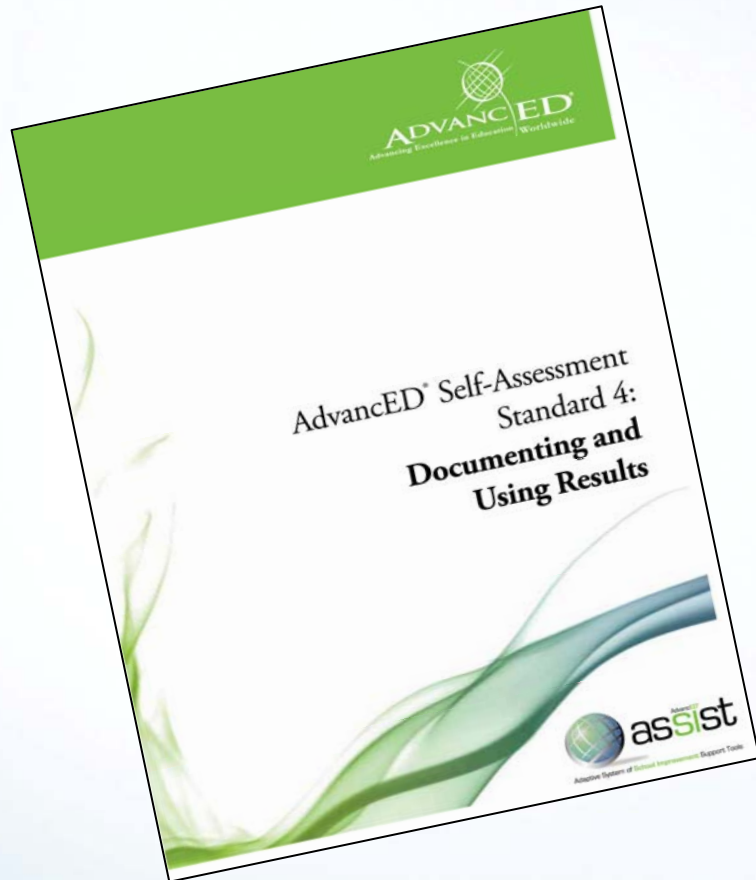
- Narrative tells school's story
- Provides opportunity for describing school's context and history

## Standards Self-Assessment (SA)

- Indicator Level Assessments (56)
  - Questions per indicator (1-4)
  - Selected response to each question (rubric)
  - Evidence to support (selected from menu)
- Standard-Level Contextual Narrative (2 questions)

**DUE date – 4 weeks – 6 months prior to QAR Visit.**

# Self-Assessment Booklets



*Each standard has a booklet*

Contents:

- Introduction explaining SA
- Indicators, questions, rubrics, and evidence
- Standard-Level Narrative (*two questions*)
- Worksheets for gathering feedback (*optional*)

# Using the Self-Assessment

## Internal

The school uses the Self-Assessment to demonstrate and document its adherence to the AdvancED accreditation process

## External

The QAR Team uses the Self-Assessment to verify the school's adherence to the AdvancED accreditation process

# Quality Assurance Review

## The Visit

# 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 with **classes in session**
- scheduled by the **state office**
- led by **certified chair appointed** by the state office
- team includes 3-7 **professional peers**



# Sample Schedule



## QAR Visit Schedule

<Insert Date> **Quality Assurance Review Team Arrives**  
 5:00 pm - 6:30 pm Team dinner at (location)  
 7:00 pm - 9:00 pm Team Orientation Training/Meeting (location)

<Insert Date>

Time	Event	Team Meets With
7:45 a.m.	Arrival at school	
8:00 – 8:30 a.m.	Meet with school principal for school overview	Principal and appropriate staff (school leadership team)
8:30 – 9:00 a.m.	Listen to standards presentations	Principal and appropriate staff
9:00 – 9:45 a.m.	Instructional Walkthrough	Principal or designee
9:45 – 10:00 a.m.	Classroom visits (5 – 10 min.) Break	Conducted by QAR team
Ongoing	Evidence Gathering Activities (artifact review, classroom visits, interviews, and observations) Members of the team may rotate on and off interview teams to allow time for visits to classrooms, artifact review, and observations.	
10:00 – 11:00 a.m.	Interview	School leadership team
11:00 – 11:45 a.m.	Interview	Teachers
11:45 – 12:30 p.m.	Lunch	
12:30 – 1:30 p.m.	Interview	Students
1:30 – 2:30 p.m.	Interview	Support Staff
2:30 – 2:45 p.m.	Break	
2:45 – 3:30 p.m.	Interview	Parents, community, and board members
3:30 – 4:30 p.m.	Team work session and artifact review	
4:30 – 5:30 p.m.	Return to hotel	
5:30 – 7:00 p.m.	Dinner (location TBA)	
7:00 – 9:00 p.m.	Debriefing, discussion, initial drafting of standard narratives, required actions, and commendations	



## QAR Visit Schedule

<Insert Day>

Time	Event	Team Meets With
7:45 a.m.	Arrival at school	
Ongoing	Gather additional evidence and clarify information that was unclear; team work time	
8:00 - 11:30 a.m.	Interviews, artifact review, classroom visits, observations, meetings with staff members	Additional stakeholders as needed
11:30 – 12:15 p.m.	Lunch (working)	
12:15 – 2:00 p.m.	Work session to finalize decisions, complete standard narratives, required actions, commendations, and oral exit report	
2:00 – 2:30 p.m.	Discuss findings with principal	Principal and/or designee
2:30 – 3:00 p.m.	Finalize oral exit report and concluding meeting of team (evaluations disseminated and expense reimbursements completed)	
3:15 – 3:45 p.m.	Oral exit report given by QAR chair	Principal and school stakeholders
4:00 p.m.	Visit Concludes	

# 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, required actions, and an accreditation recommendation
- Creates and presents an oral exit report
- Formulates and submits a written report

# Evidentiary Process

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

## AdvancED ASSIST Self Assessment Standards

The **school self-assesses** its adherence to the standards using the AdvancED ASSIST Self Assessment

- 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

# 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

# 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

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

# Interviews

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

\*A *random* sample

# Observations

## The Purposes of observations:

- 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

# Artifacts

- **School AdvancED ASSIST Self Assessment**
- Documents cited in the **AdvancED ASSIST SA**
- School Improvement Plan
- School 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





# School Accreditation

## A Handbook For Schools

For Schools Hosting Quality Assurance Review Visits  
beginning July 2010

March 2010

Check the  
website for  
updates

# The School Guide

## Table of Contents

Welcome	2
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- Accreditation & Process of School Improvement
- Embracing change
- Standards
- The purpose of QAR visits
- Managing the Visit
  - *Before, During & After*
  - *Sample interview questions*
  - *Essential Artifacts*
  - *Hints for School Team*

## Managing the Visit

The list below contains action items that will help you understand who is responsible for what before, during, and after the QAR team visit. Following the list, additional details are provided for each action item (identified by number).

### Action Item

#### Before the Visit

1. Once the QAR visit and SA is ready are communicated to the school: select a contact person for the school; select and submit possible dates to host the QAR to the state office; review the Word version of the SA and get staff input to complete the rubrics and focus questions.
2. Once the SA is completed with the staff, enter the SA responses at AdvancED website.
3. Once the QAR team visit date is confirmed, the QAR team chair will contact the school.
4. Develop a timeline and visit agenda/schedule with the QAR team chair.
5. Make housing, meeting room and food arrangements for the visit. Contact the team members with housing and directions when QAR chair provides team member information.
6. Prepare/gather print materials for the QAR team.

## Managing the Visit

The list below contains action items that will help you understand who is responsible for what before, during, and after the NCA team visit. Following the list, additional details are provided for each action item.

### Action Item

#### During the Visit

7. Host entrance report before school day, introduce QAR chair.
8. Remind staff about meetings of QAR team with administration, school leadership team, students, and other stakeholder groups.
9. Provide nametags to all teachers and school stakeholders to be in focus groups.
10. Remind the faculty about the classroom visits.
11. Remind staff about the oral exit report; introduce QAR chair

#### After the Visit

12. Complete and email visit evaluations to AdvancED.
13. Obtain the QAR team report. Act on the findings identified in the report.
14. Complete the Two-year Progress Report on-line.

## *Hints for School Teams*

- Participate on a QAR team prior to your own QAR
- Get the *school guide* to know the expectations for hosting a QAR
- Talk with the QAR team chair to develop a plan & schedule for the QAR early
- Ask what specific documents the QAR team will want to review
- ***Budget expenses for QAR team:***
  - Housing, meals, and mileage reimbursement

# Triangulation

## At the school level

- Multiple
  - Assessments
  - Measures
- Student data
- Unit performance data

**Valid and Reliable**

## At the QAR team level

Data → Information → Evidence



**Verified and Accurate**

# The QAR Report

Contents

About AdvancED and NCA CASI/SACS CASI

Introduction to the Quality Assurance Review

Summary of Findings

- **Commendations<sup>2</sup>**
- **Required actions<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*

# Overall Rubric / Holistic Rubric for Each Standard

## AdvancED Standards Assessment Rubric

STANDARD	NOT EVIDENT	EMERGING	OPERATIONAL	HIGHLY FUNCTIONAL
<b>VISION AND PURPOSE</b> <input type="checkbox"/> Not Evident <input type="checkbox"/> Emerging <input type="checkbox"/> Operational <input type="checkbox"/> Highly Functional	<p>The school has not committed to a shared purpose and direction. The school has little or no evidence that expectations for student learning are aligned with the school's vision with little support by school personnel and external stakeholders. Expectations for student learning do not serve as the focus for assessing student performance and school effectiveness. The school's vision has little influence on allocations of time and human, material, and fiscal resources.</p>	<p>The school has begun the process of engaging its stakeholders to commit to a shared purpose and direction. The school is developing expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations will serve as the focus for assessing student performance and school effectiveness but the process is not fully in place. The school's vision has some influence on allocations of time and human, material, and fiscal resources.</p>	<p>The school has committed to a shared purpose and direction. The school has clearly defined expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.</p>	<p>The school has achieved a wide commitment by all groups of stakeholders to a shared purpose and direction. The school has clearly defined expectations for student learning aligned with the school's vision that is fully supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.</p>
<b>GOVERNANCE AND LEADERSHIP</b> <input type="checkbox"/> Not Evident <input type="checkbox"/> Emerging <input type="checkbox"/> Operational <input type="checkbox"/> Highly Functional	<p>The school has leaders who have not established or are currently establishing processes to develop the school's vision and improvement efforts. The leaders' process of allocating resources provides little support to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders do not encourage or promote collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions have little influence and impact on equity of learning opportunities and support for innovation.</p>	<p>The school has leaders who have established processes to develop the school's vision and improvement efforts. The leaders allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders allow collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions attempt to create equity of learning opportunities and support for innovation, but implementation of these processes and conditions is sporadic, and results are varied.</p>	<p>The school has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction and systematically allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation. While these processes and conditions are being implemented, the implementation is not systemic across the school, and the results are varied.</p>	<p>The school has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction, lend support, and systematically allocate resources for systemic and sustainable implementation of curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders ensure collaboration and shared responsibility for school improvement among stakeholders with clearly defined expectations for each stakeholder group. The leaders provide stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the school functions.</p>
<b>TEACHING AND LEARNING</b>	<p>The school implements a curriculum based on expectations for student learning that has</p>	<p>The school implements a curriculum based on expectations for student learning that</p>	<p>The school implements a curriculum based on clear and measurable expectations for</p>	<p>The school implements a curriculum based on clear and measurable expectations for student learning</p>



# Accreditation Recommendation

The QAR team provides an accreditation recommendation:

- Team's analysis of school's rating on each AdvancED standard based on:
  - Indicators
  - Evidence
  - Overall assessment rubric
- Determination of accreditation status as indicated by the standard ratings

# Accreditation Recommendation

Accredited	All standards rated at or above 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

# Electronic Surveys

Effective July 1, 2010

- All schools (institutions), Team Members, Team Chairs will receive electronic surveys one day following QAR visit
- Surveys generated through automatic email notification
- View sample surveys

Team Chair [www.advanc-ed.org/surveys/QARTeamChair](http://www.advanc-ed.org/surveys/QARTeamChair)

Team Member [www.advanc-ed.org/surveys/QARTeamMember](http://www.advanc-ed.org/surveys/QARTeamMember)

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

# Public Access to Records

## AdvancED

- Executive Institutional Summary (EIS)
- Accreditation status
- Demographics
- Web address

## School or District

- Quality Assurance Review (QAR) Report
- Accreditation Progress Report (APR)
- Special Reports

# Resources and Support



# AdvancED Website

## www.advanc-ed.org

*Login, register,  
and tour!*

- Human Resources
- Printed Resources
- Electronic Resources

The screenshot shows the AdvancED website homepage. At the top, there is a navigation bar with links for Locations, Find Accredited Schools, Online Store, Contact Us, Job Opportunities, and Log In. Below this is the AdvancED logo and a search bar. The main navigation menu includes School Improvement, Accreditation, Professional Development, Resources, and Issues in Education. A central banner features a woman working on a laptop, with the text "FOSTERING NEW IDEAS & SOLUTIONS". To the right of the banner is a blue box for the "AdvancED Latin American Conference" registration, which is open from November 30 to December 2 at the Grand Hyatt Buckhead in Atlanta, Georgia. Below the banner, there are three sections: "ACCREDITED SCHOOLS WORLDWIDE" with a world map, "LEARN MORE ABOUT ACCREDITATION" with a list of questions, and a "QUICK POLL" asking "WILL PAYING TEACHERS FOR RESULTS IMPROVE THE QUALITY OF EDUCATION?" with radio button options for Yes, No, and Unsure, and a "Vote" button.

AdvancED® Michigan  
Fall Conference 2011



Rick Wormeli  
Middle School Teacher  
Author

**Nov. 8<sup>th</sup> and 9<sup>th</sup>, 2011**

**Register Soon:**

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

**Lansing Center**

**Lansing, MI**



Are there any questions ?

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