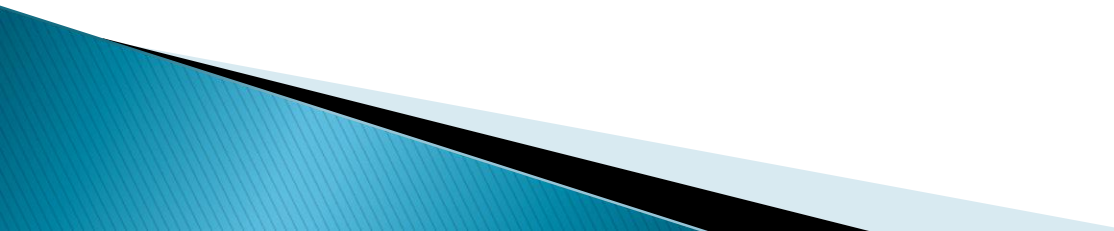# AdvancEd Accreditation

**World's Largest Educational Community
27 Thousand Public and Private Schools**
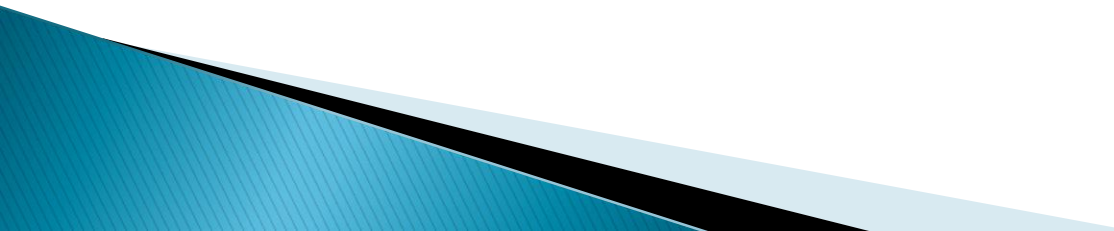
Mountain Home School District
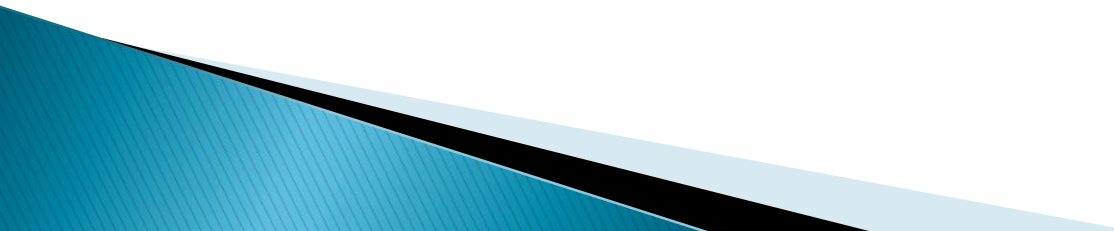
*Excellence in Education
Every Student-Every Time*

What is AdvancEd?

- AdvancEd is a unification of Southern and North-Central regions of the United States.
- AdvancEd is the world's largest educational community and premiere accreditation source.
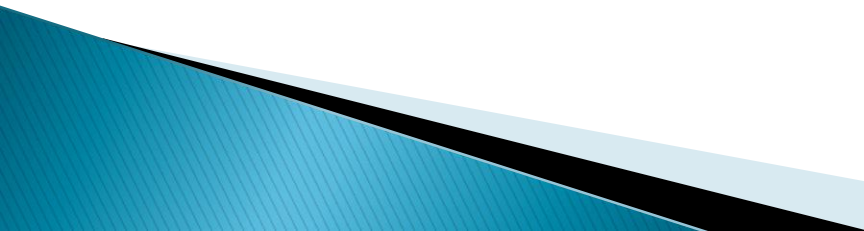- Our district is preparing to be accredited by AdvancEd.

Why should the MH School District be accredited by AdvancEd?

- We are committed to systemic, systematic, and sustainable improvement
- Builds capacity to increase student learning and organizational effectiveness
- Stimulates, supports and ensures that all elements of the district work in harmony in pursuit of a shared vision

What is the process?

- Fall 2011 – Internal Review – Standards Assurance Report (SAR)
- Dec. 11-14, 2011: External Review – Quality Assurance Review (QAR)
- Continuous Improvement – Accreditation Progress Report (APR)

Standard Assurance Report (SAR) Written by SPECIAL Team (Fall 2011)

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

Standard 1 – Vision & Purpose

Standard 1: Vision and Purpose

The system establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the system.

QUALITY SCHOOL SYSTEM INDICATORS

In fulfillment of this standard, the system:

- 1.1 Establishes a vision for the system in collaboration with its stakeholders
- 1.2 Communicates the system's vision and purpose to build stakeholder understanding and support
- 1.3 Identifies system-wide goals and measures to advance the vision
- 1.4 Develops and continuously maintains a profile of the system, its students, and the community
- 1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic
- direction of schools, departments and services
- 1.6 Reviews its vision and purpose systematically and revises them when appropriate

Standard 2
Governance and Leadership

Standard 2: Governance and Leadership

The system provides governance and leadership that promote student performance and system effectiveness.

GOVERNANCE - QUALITY SCHOOL SYSTEM INDICATORS

In fulfillment of this standard, the system operates under the jurisdiction of a governing board that:

- 2.1 Establishes and communicates policies and procedures that provide for the effective operation of the system
- 2.2 Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system
- 2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations
- 2.4 Implements policies and procedures that provide for the orientation and training of the governing board
- 2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources
- 2.6 Maintains access to legal counsel to advise or obtain information about legal requirements and obligations
- 2.7 Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations
- 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness
- 2.9 Creates and supports collaborative networks of stakeholders to support system programs
- 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals
- 2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
- 2.12 Assesses and addresses community expectations and stakeholder satisfaction
- 2.13 Implements an evaluation system that provides for the professional growth of all personnel

Standard 3 Teaching and Learning

Standard 3: Teaching and Learning

The system provides research-based curriculum and instructional methods that facilitate achievement for all students.

QUALITY SCHOOL SYSTEM INDICATORS

In fulfillment of this standard, the system:

▸ 3.1 Develops, articulates, and coordinates curriculum based on clearly-defined expectations for student learning, including essential knowledge and skills

▸ 3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying

their learning

▸ 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels

▸ 3.4 Supports instruction that is research-based and reflective of best practice

▸ 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity

▸ 3.6 Allocates and protects instructional time to support student learning

▸ 3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment

▸ 3.8 Supports the implementation of interventions to help students meet expectations for student learning

▸ 3.9 Maintains a system-wide climate that supports student learning

▸ 3.10 Ensures that curriculum is reviewed and revised at regular intervals

▸ 3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction

Standard 4 Documenting and Using Results

Standard 4: Documenting and Using Results

The system enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

QUALITY SCHOOL SYSTEM INDICATORS

In fulfillment of this standard, the system:

- 4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and free of bias

- 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning

- 4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance

- 4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders

- 4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness

- 4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence

- 4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations

Standard 5
Resources and Support Systems

Standard 5: Resources and Support Systems

The system has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

QUALITY SCHOOL SYSTEM INDICATORS

In fulfillment of this standard, the system:

‣ **HUMAN RESOURCES**

‣ 5.1 Establishes and implements processes to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities

‣ 5.2 Establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as may be required by federal and state law and regulations (i.e., professional preparation, ability, knowledge, and experience)

‣ 5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff

‣ 5.4 Ensures that staff are sufficient in number to meet the vision and purpose of the school system and to meet federal and state law and regulations, if applicable

‣ **FINANCIAL RESOURCES**

5.5 Engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and to implement its plans for improvement

‣ 5.6 Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures

‣ **PHYSICAL RESOURCES**

‣ 5.7 Maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment

‣ 5.8 Establishes and implements written security and crisis management plans with appropriate training for stakeholders

‣ 5.9 Implements processes and plans for maintaining and improving sites, facilities, and equipment

‣ 5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals

‣ **SUPPORT SYSTEMS**

‣ 5.11 Provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students

‣ 5.12 Provides student support services coordinated with the school, home, and community

Standard 6 Stakeholder Relationships

- **Standard 6: Stakeholder Communication and Relationships**
- *The school fosters effective communications and relationships with and among its stakeholders.*
- **QUALITY SCHOOL SYSTEM INDICATORS**
- In fulfillment of this standard, the system:
- 6.1 Fosters collaboration with community stakeholders to support student learning
- 6.2 Uses system-wide strategies to listen to and communicate with stakeholders
- 6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system
- 6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders
- 6.5 Provides information that is meaningful and useful to stakeholders

Standard 7–Commitment to Continuing Improvement

- **Standard 7: Commitment to Continuous Improvement**
- *The system establishes, implements, and monitors a continuous process of improvement that focuses on student performance.*
- **QUALITY SCHOOL SYSTEM INDICATORS**
- In fulfillment of this standard, the system:
- 7.1 Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results)
- 7.2 Engages stakeholders in the processes of continuous improvement
- 7.3 Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning
- 7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all
- students and closing gaps between current and expected student performance levels
- 7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals
- 7.6 Monitors and communicates the results of improvement efforts to stakeholders
- 7.7 Evaluates and documents the effectiveness and impact of its continuous process of improvement
- 7.8 Allocates and protects time for planning and engaging in continuous improvement efforts system-wide
- 7.9 Provides direction and assistance to its schools and operational units to support their continuous improvement
- efforts

Some ways we are satisfying the standards

1	2	3	4	5	6	7
Committee Work	Student Assessment	Career Academies	DIBELS/mClass/ Burst	Hiring Procedures	Academy Business Advisory	Pacing Guides
Stakeholders	Teacher Eval. System	Alignment	RTI	Website job openings	Daily e-mail	Common Plan Time
Business Advisory	Board Training	SPECIAL Team	Target Tests	Evaluation/needs form	Weekly newsletters	MyLesson Planner
Data Driven	Daily Remediation	Curriculum Committees	TRIAND	Facilities review committee	PIE	PPC/CPPC
Announcements/ e-mails/ website	Daily Enrichment	Research based curriculum	Department Assessments	5 year plan for facilities	Friday Update	Annual reports to public
Report to the public	ASBA	Student led conferences	Report Card	Auditor reports	Alertnow	Policy Manual
Handbooks in each building	Common plan time	TIA	Benchmark/EOC	SROs	Guy Berry College and Career Academy Committee	Professional Growth Meetings
Friday News	PD	Credit Recovery	JEDI/Kid's College/QUALL	District wide PD	MHEF	Benchmark analysis
Parent Involvement	Evaluation	Pacing Guides	ELDA	Pathwise	Literacy Council	Principal Meetings
MHEF	Roger Morgan	Differentiation	Data Teams	Principal Evaluation	Externships	SPECIAL Team
Review of agenda and minutes	Board Committee Work	DIBELS	Formative Assessments	ACSIP	Edline	Master Schedule
Vision/mission/ Belief adoption by board of ed.	Communication policies on Website	High expectations	Data Analysis	Drills: Bus, tornado, earthquake, fire…	Press Releases	Heart/Big Heart Awards

How will AdvancEd evaluate us?

AdvancED Standards Assessment Rubric for School Systems

STANDARD	NOT EVIDENT	EMERGING	OPERATIONAL	HIGHLY FUNCTIONAL
VISION AND PURPOSE ☐ Not Evident ☐ Emerging ☐ Operational ☐ Highly Functional	The school system has not committed to a shared purpose and direction. The system has little or no evidence that expectations for student learning are aligned with the system's vision with little support by system and school personnel and external stakeholders. Expectations for student learning do not serve as the focus for assessing student performance, system and school effectiveness. The vision has little influence on allocations of time and human, material, and fiscal resources.	The school system has begun the process of engaging its stakeholders to commit to a shared purpose and direction. The system is developing expectations for student learning aligned with the system's vision that is supported by system and school personnel and external stakeholders. These expectations will serve as the focus for assessing student performance, system and school effectiveness but the process is not fully in place. The vision has some influence on allocations of time and human, material, and fiscal resources.	The school system has committed to a shared purpose and direction. The system and its schools have clearly defined expectations for student learning aligned with the system's vision that is supported by system and school personnel and external stakeholders. These expectations serve as the focus for assessing student performance, system and school effectiveness. The vision guides allocations of time and human, material, and fiscal resources.	The school system has achieved a wide commitment by all groups of stakeholders to a shared purpose and direction. The system and its schools have clearly defined expectations for student learning aligned with the system's vision that is fully supported by system and school personnel and external stakeholders. These expectations serve as the focus for assessing student performance, system and school effectiveness. The vision guides allocations of time and human, material, and fiscal resources.
GOVERNANCE AND LEADERSHIP ☐ Not Evident ☐ Emerging ☐ Operational ☐ Highly Functional	The school system has leaders who have not established or are currently establishing processes to develop the system'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 system and school improvement among stakeholders. The system's policies, procedures, and organizational conditions have little influence and impact on equity of learning opportunities and support for innovation.	The school system has leaders who have established processes to develop the system'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 system and school improvement among stakeholders. The system'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.	The school system has leaders who are advocates for the system'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 system and school improvement among stakeholders. The system'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 system, and the results are varied.	The school system has leaders who are advocates for the system'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 system and 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 system's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the system and its schools functions.
TEACHING AND LEARNING ☐ Not Evident ☐ Emerging ☐ Operational ☐ Highly Functional	The school system implements a curriculum based on expectations for student learning that has not been fully aligned with the requisite knowledge, skills, and attitudes. The system demonstrates little or no evidence of alignment between the curriculum and instructional practices. Teachers use instructional practices that reflect little engagement of students in the learning process. Teachers provide few opportunities for students to apply their knowledge and skills to real-world situations. Teachers give students limited feedback to improve their performance.	The school system implements a curriculum based on expectations for student learning that provides opportunities for most students to acquire requisite knowledge, skills, and attitudes. The system demonstrates some evidence of alignment between the curriculum and instructional practices, but implementation is not systematic across the system. Teachers use instructional practices that actively engage some students in the learning process. Teachers provide limited opportunities for students to apply their knowledge and skills to real world situations. Teachers give students random or periodic feedback to improve their performance.	The school system implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The system demonstrates evidence of alignment between the curriculum and instructional practices with systematic implementation across the system. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide frequent opportunities for students to apply their knowledge and skills to real world situations. Teachers give students regular feedback to improve their performance.	The school system implements a curriculum based on clear and measurable expectations for student learning that provides multiple opportunities for all students to acquire requisite knowledge, skills, and attitudes. The system has a formalized process to align instructional practices with the curriculum and demonstrates results through systemic and sustainable implementation across the system. Teachers use proven, research-based, instructional practices that actively engage students in the learning process and encourage students to take ownership of their learning. Teachers consistently provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students frequent feedback using a variety of methods to improve their performance.

Rubric continued…

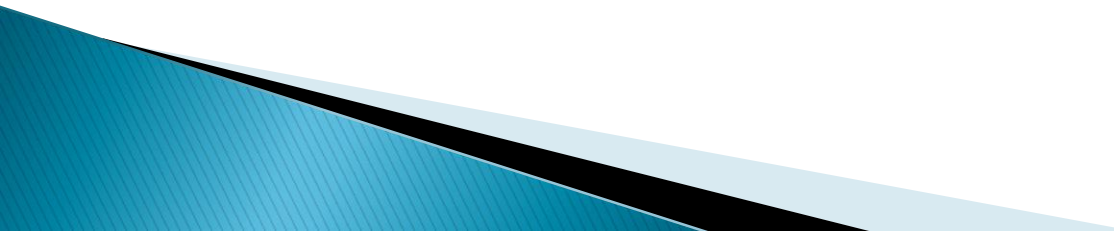## AdvancED Standards Assessment Rubric for School Systems

DOCUMENTING AND USING RESULTS ☐ Not Evident ☐ Emerging ☐ Operational ☐ Highly Functional	The school system is currently using assessments that are not aligned with student expectations or has no comprehensive assessment system based on clearly defined performance measures. The assessment system has limited capability to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessments do not yield timely and accurate information that is meaningful and useful to system/school leaders, teachers, and other stakeholders in understanding student performance, school and system effectiveness, and the results of improvement efforts.	The school system is currently using assessments that have limited alignment with student expectations and/or is developing a comprehensive assessment system based on clearly defined performance measures and plans to administer the assessments in the near future. The assessment system will be used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. When fully operational, the assessment system will yield timely and accurate information that is meaningful and useful to system/school leaders, teachers, and other stakeholders in understanding student performance, school and system effectiveness, and the results of improvement efforts.	The school system uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results. The assessment system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to system/school leaders, teachers, and other stakeholders in understanding student performance, school and system effectiveness, and the results of improvement efforts.	The school system uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results, including multiple measures of individual student achievement that assess higher order thinking skills and are of adequate technical quality. The assessment system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, design and improve instructional strategies and practices, and determine interventions to improve and enhance student performance. The assessment system yields timely and accurate information that is meaningful and useful to system/school leaders, teachers, and other stakeholders in understanding student performance, system and school effectiveness, and the results of improvement efforts for individual students and groups and subgroups of students.
RESOURCE AND SUPPORT SYSTEMS ☐ Not Evident ☐ Emerging ☐ Operational ☐ Highly Functional	The school system has very limited human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The system does not systematically employ and allocate staff members who are qualified for their assignments. The system provides limited learning opportunities for staff to improve their effectiveness, including both professional and support staff. The system ensures compliance with applicable local, state, and federal regulations.	The school system has limited human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The system employs and allocates staff members who are generally qualified for their assignments. The school system provides learning opportunities for most staff to improve their effectiveness, including both professional and support staff. The system ensures compliance with applicable local, state, and federal regulations.	The school system has human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The system employs and allocates staff members who are well qualified for their assignments. The system provides ongoing learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The system ensures compliance with applicable local, state, and federal regulations.	The school system effectively uses human, material, and fiscal resources to implement a curriculum that enables students to achieve and exceed expectations for student learning, to meet special needs of all students, and to comply with applicable regulations. The system systematically employs and allocates staff members who are well qualified for their assignments in all content areas. The system provides and fully supports ongoing, job-embedded learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The system ensures compliance with applicable local, state, and federal regulations.
STAKEHOLDER COMMUNICATION AND RELATIONSHIPS ☐ Not Evident ☐ Emerging ☐ Operational ☐ Highly Functional	The school system has little understanding, commitment, and support of stakeholders. System personnel seek few opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate little or no participation by stakeholder groups.	The school system has begun the process to gain the understanding, commitment, and support of stakeholders. System personnel are seeking opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate some participation by stakeholder groups.	The school system has the understanding, commitment, and support of stakeholders. System and school personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate good participation by some stakeholder groups.	The school system has the understanding, commitment, and support of all stakeholders. System and school personnel actively promote and provide regular, systematic opportunities for collaboration and shared leadership among all stakeholders to help students learn and advance improvement efforts and can demonstrate a high level of meaningful participation by most stakeholder groups.
COMMITMENT TO CONTINUOUS IMPROVEMENT ☐ Not Evident ☐ Emerging ☐ Operational ☐ Highly Functional	The school system has not developed a collaborative and ongoing process for improvement that aligns the functions of the system and its schools with the expectations for student learning. The system cannot demonstrate progress in improving student performance, system and school effectiveness.	The school system is developing a collaborative and ongoing process for improvement that aligns the functions of the system and its schools with the expectations for student learning, but the plan has not been implemented. Improvement efforts are being developed, but the system cannot yet demonstrate progress in improving student performance, system and school effectiveness. New improvement efforts are not informed by the results of earlier efforts through reflection and assessment of the improvement process.	The school system implements a collaborative and ongoing process for improvement that aligns most functions of the system and its schools with the expectations for student learning. Improvement efforts are sustained and the system demonstrates progress in improving student performance, system and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.	The school system fully implements a collaborative and ongoing process for improvement that aligns all functions of the system and its schools with the expectations for student learning. Improvement efforts are systemic, sustained, and fully embedded, and the system demonstrates significant progress in improving student performance, system and school effectiveness. New improvement efforts are clearly informed by the documented results of earlier efforts through reflection and assessment of a highly sustained, continuous process of improvement.

SPECIAL TEAM SAR Writing

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- Mrs. Debbie Atkinson, Director of Special Education   Standard 4 and 5
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- Ms. Brigitte Shipman, High School Career Academy Coordinator   Standard 1 and 6
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Quality Assurance Review (QAR)

- Sunday, Dec. 11 – Wes Henderson will transport QAR Team to Mtn. Home Hampton Inn
- Mollie Morgan will help with hospitality which includes meals and gift baskets
- Monday, Dec. 12–Wed., Dec. 14 – QAR

Review of Evidence, Observation, and Interviews

- QAR Team Members

QAR Team (Dec. 11-14)

- **Team Member(s):**

  Chair/Lead Evaluator: Mrs. Mary Anne Hipp

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  mahipp@suddenlink.net

  Vice Chair: Dr. Radius Baker

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  Team Member: Dr. Shirley Harvey

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Start talking together about AdvancEd:

▸ During Fall 2011 & Before the QAR Visit (Dec. 11-14)
Students & Parents – Principals
MHK – Vanessa & Darla
NWH – Leah & Rita
HIS – Sondra & Naomi
PMS – Michele & Monte
MHJH – Ron & Dorothy
Special Ed. & GBCCA – Jeff & Debbie
MHHS, Tech. Dept., PIE, Academy Luncheon– Dana & Brigitte
Food Service & Bomb Squad – Dr. G
Transportation & Maintenance – Dr. Myers
MH School Board & Community – Dr. Myers