



# DoDEA Virtual School

Conducting Internal Review and  
Preparing for External Review  
March 6 - 7, 2014

# Introductions



***Please share:***

- Name and Role at DoDEA Virtual High School
- Share one area of digital learning you would like more information about

# Session Goals

- Understand the relationship between continuous improvement and accreditation
- Understand how the AdvancED Internal and External Review processes serve as the foundation for continuous improvement
- Gain understanding of how to conduct Internal Review
- Prepare for the 2014-15 External Review
- Review AdvancED Diagnostic Tools used in ASSIST<sup>®</sup>

# Improvement and Accreditation

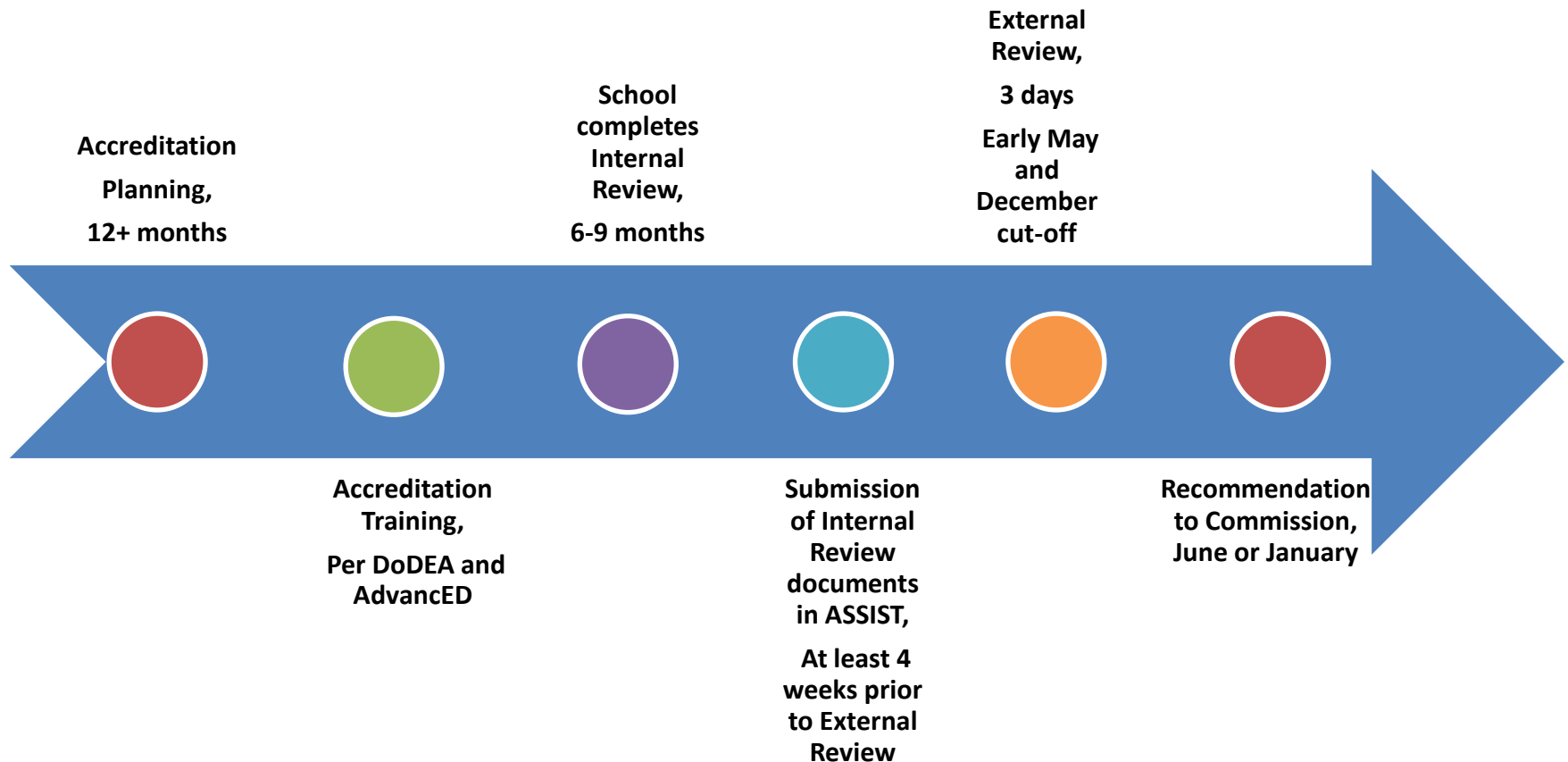
- AdvancED asks institutions to continually improve quality
- **Accreditation** is the recognition that is granted to institutions that continually
  - Aspire to meet a set of rigorous standards
  - Utilize feedback from all stakeholder groups
  - Make changes to **instruction** and **learning environments** based on student performance
- **External Review** is only one part of a much larger, ongoing effort

# Continuous Improvement



- Internal Review
- External Review

# Accreditation Timeline

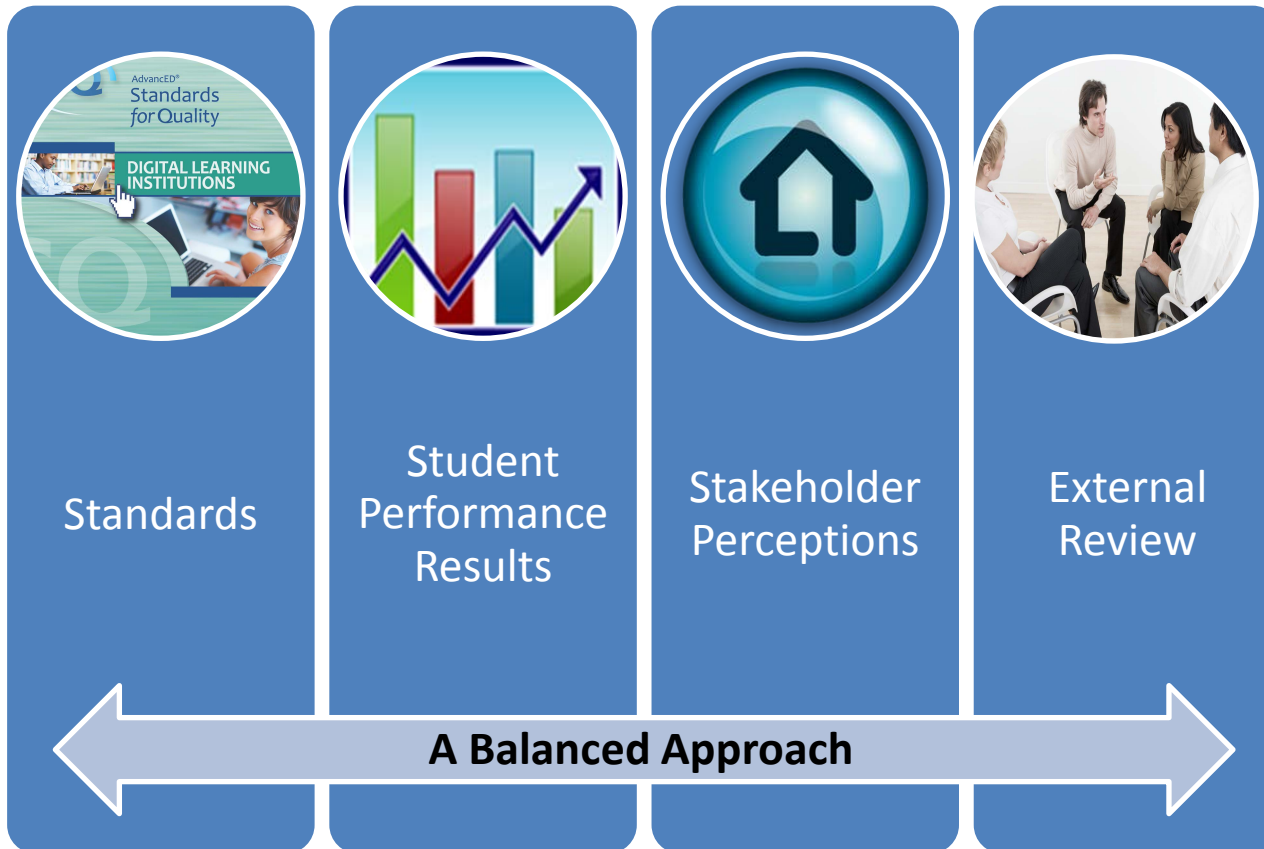


# Tools for Internal and External Review

- The AdvancED process uses the same set of Diagnostic Tools for both Internal and External Reviews
- The Tools contain Performance Levels that provide a framework for continuous quality improvement



# The AdvancED Process for Continuous Improvement





# Institution Expectations

- Meet AdvancED Standards for Quality Digital Learning Institutions
- Implement a continuous improvement process
- Update Demographics
- Conduct Internal Review
  - **Executive Summary**
  - **Standards Self Assessment**
  - **Student Performance Diagnostic**
  - **Improvement Plan**
  - **Assurances**
- Host External Review once every five years
- Respond to Required Actions in the Accreditation Progress Report





# Applied Practice: Resources and Tools

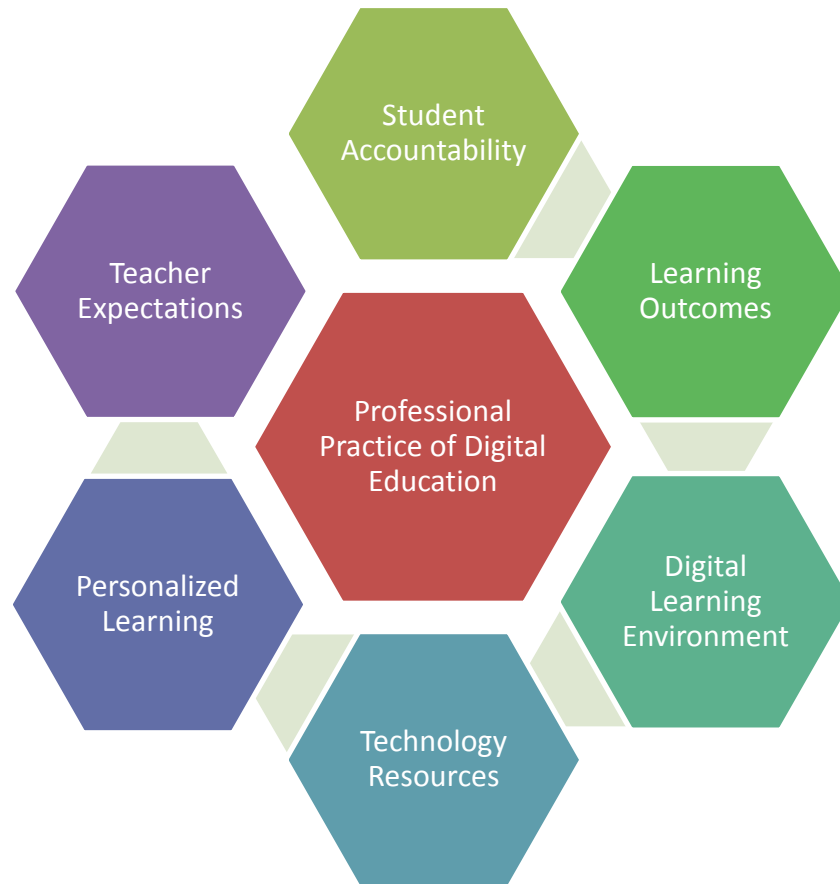
Digital Learning

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

ASSIST

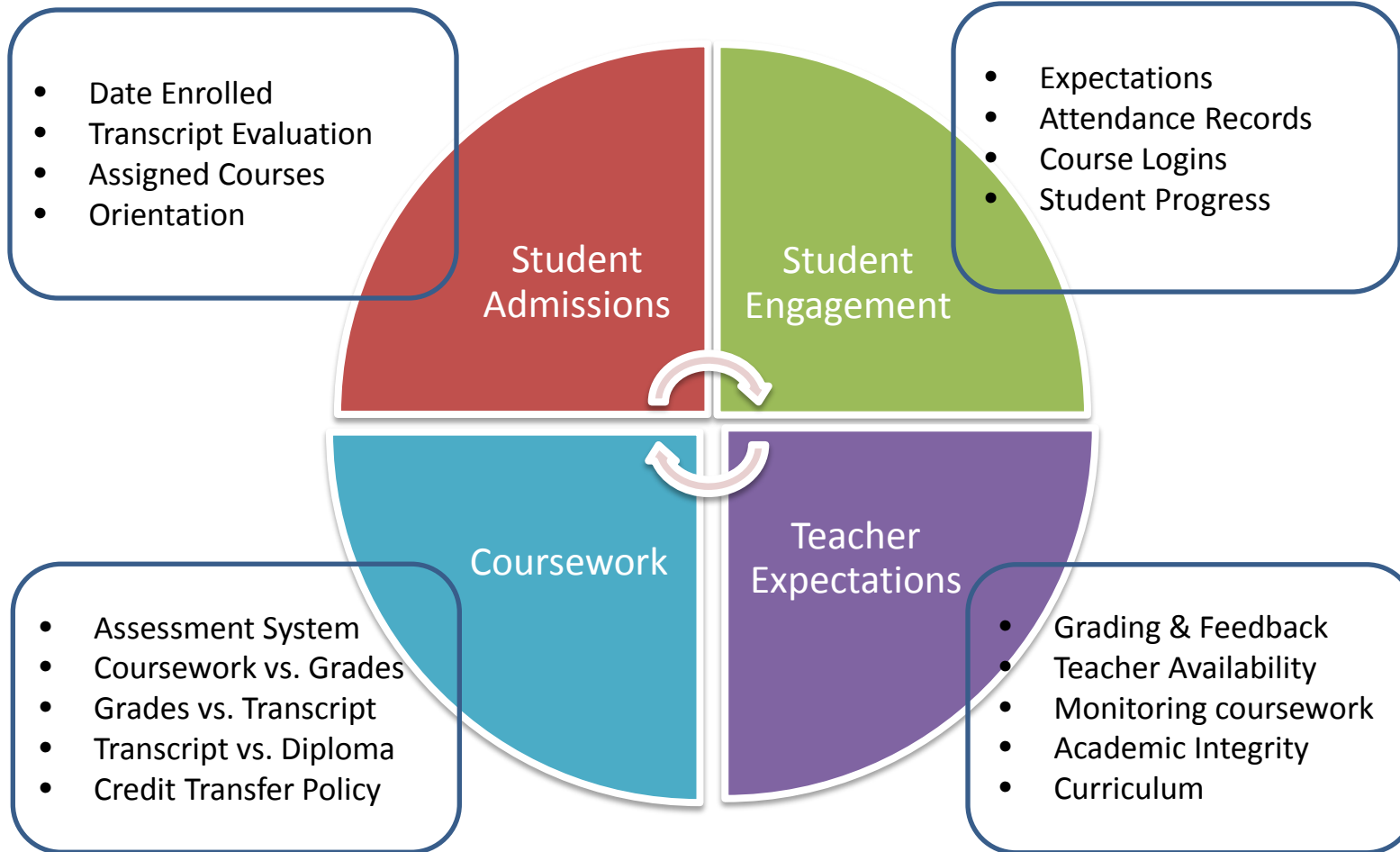
[www.advanc-ed.org/assistresources](http://www.advanc-ed.org/assistresources)

# Professional Practice of Digital Education

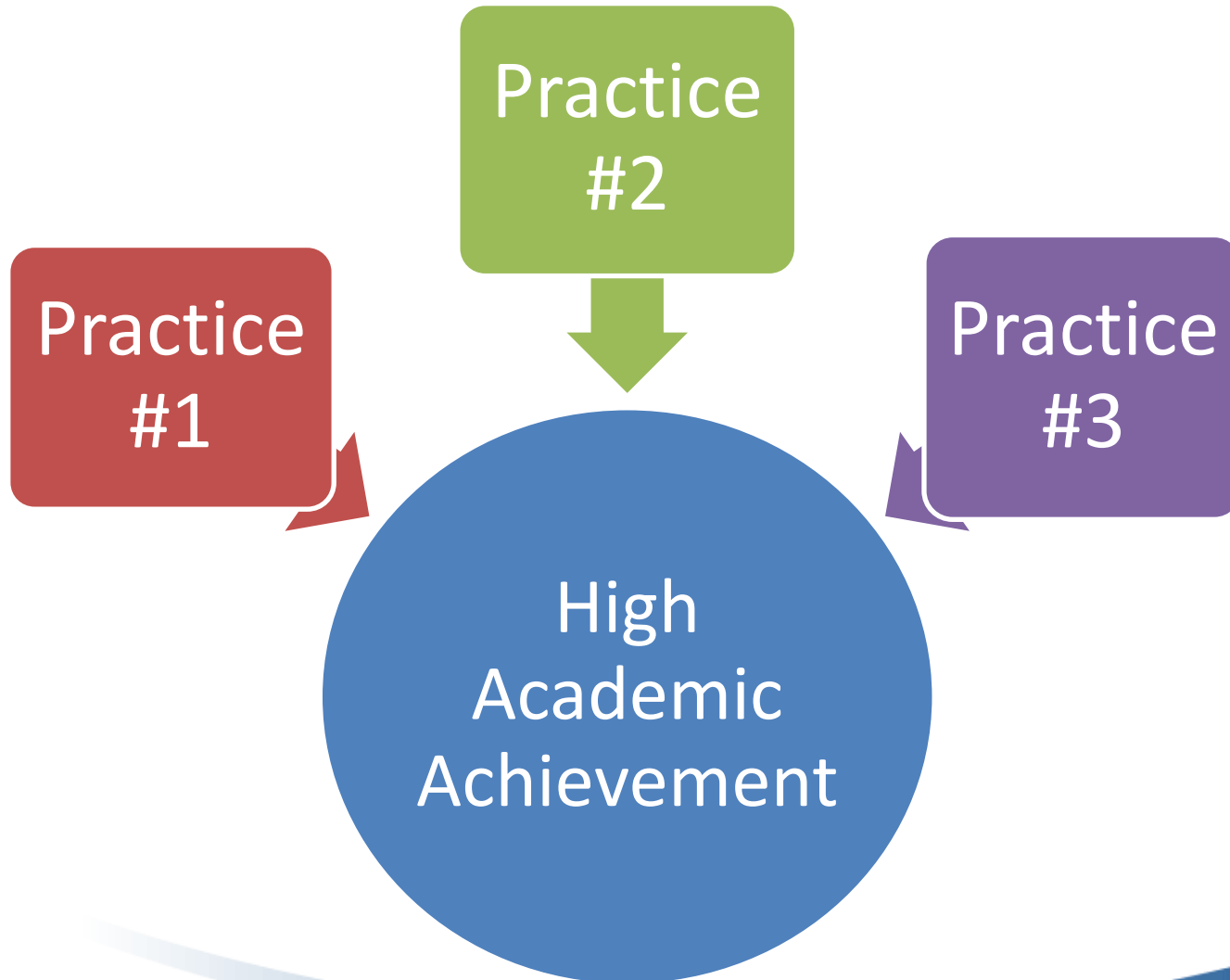


***The ideas that affirm a technique, method, process, or activity that are more effective at achieving a particular outcome in the delivery of online teaching and learning.***

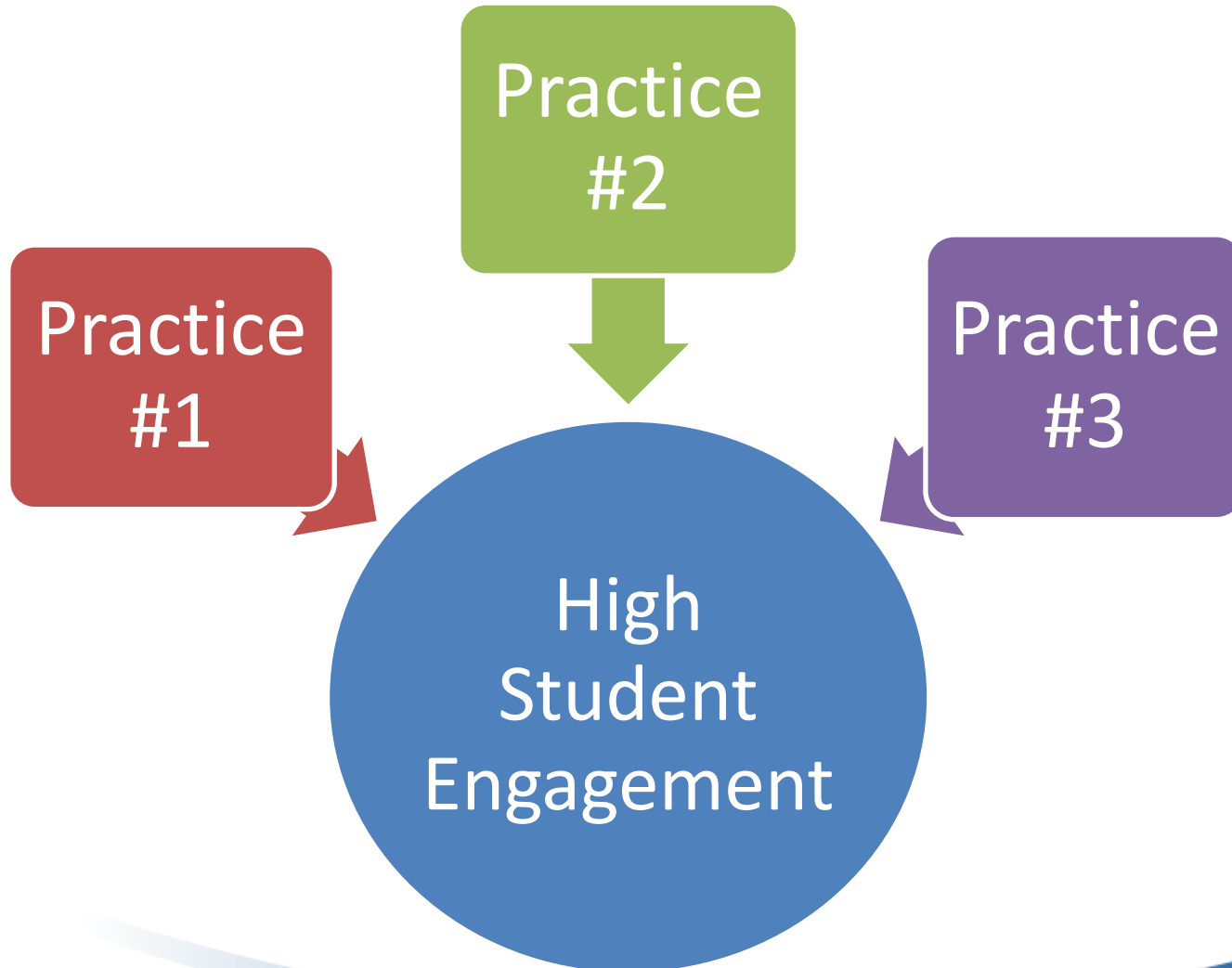
# Professional Practice of Digital Education



# Collaboration: Professional Practice



# Collaboration: Professional Practice



# Connecting Practices...





*The AdvancED Standards  
for Digital Learning Institutions*



# About the Standards

- The AdvancED Standards are research-based, comprehensive quality statements that describe conditions necessary to achieve and maintain high levels of student performance and organizational effectiveness
- Format
  - Statements (5)
  - Indicators (35)
    - Rated individually
    - Contain multiple concepts
    - Four-Level Performance Rubrics



# AdvancED Standards...



# Self Assessment -- Standards

## INDICATOR 3.1

**The curriculum provides equitable and challenging academic content and authentic learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.**

**Level 4** Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills that align with the institution's purpose. Evidence clearly indicates curriculum and real-life learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.

**Level 3** Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills. There is some evidence to indicate curriculum and real-life learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.

**Level 2** Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.

**Level 1** Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills. There is no evidence to indicate how successful students will be at the next level. Like courses/classes do not always have the same learning expectations. No individualization for students is evident.

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# Self Assessment--Standards

Standards – statements of quality

- Create a process to gather and analyze data
- Rate Indicators – descriptive targets
  - Identify supporting evidence
  - Determine Performance Level
- Write a short standard narrative



## **Applied Practice: Reviewing the Standards and Indicators**

As a group, review the Digital Learning Standards and Indicators

- How will the AdvancED Digital Learning Standards support student achievement and continuous improvement within DoDEA Virtual School?
- Which indicators are most challenging? Why?

# Self Assessment--Standards

Quality Matters: If the quality of evidence is high, it provides value to the continuous improvement process.





## Applied Practice: Identifying Quality Evidence

- What are the multiple sources of evidence that would support your self assessment for your assigned Standard?
- Identify five pieces of quality evidence.
- How will the evidences be gathered, organized, and analyzed?



## Applied Practice: Performance Levels

- Read Standard 3
- Select one of the four Indicators listed below using the Self Assessment Workbook
- Select the Performance Level that best represents DoDEA Virtual School

Indicator 3.3

Indicator 3.6

Indicator 3.9

Indicator 3.12





## Applied Practice: Performance Levels

- Discuss your ratings with other members of your group.
- What would it take to achieve the next highest performance level?
- Make notes for your improvement plan.

# Standard Narrative

- Base your narrative on the responses to each of the Indicator Performance Levels
- Use language from the Performance Level descriptions to guide your writing
- Cite sources of evidence the External Review Team members may be interested in reviewing.
  - What were the areas of strength you noted?
  - What were areas in need of improvement?
  - What actions are you implementing to sustain the areas of strength?
  - What plans are you making to improve the areas of need?



## *Assurances*

# Assurances

- Respond to the AdvancED and other applicable assurances
- Usually Yes/No “compliance-type” questions
- Upload documents and cite evidence where appropriate
- Assurances not met will result in a Required Action

# Assurances

- Complies with AdvancED policies and procedures
- Reports all substantive changes
- Has a written crisis and security management plan
- Monitors financial transactions – audit system
- Engages in continuous improvement and implements an improvement plan



# Assurances

- Qualified Personnel
- Instructional Oversight
- Class Size and Student to Teacher Ratios
- Diploma Eligibility
- Written Policies for Instructional Coursework
- Credits
- Authenticity of Student Work





# *The AdvancED Student Performance Diagnostic*

# AdvancED's Approach to Student Performance

- Allows multiple assessments and multiple administrations
- Provides a comprehensive picture of student performance over time
- Allows review of results through the lens of status, improvement and/or growth





# Using Student Performance Results

- Student learning is the core business of educational institutions.
- Institutions should consider all student performance data when determining their achievement and needs.
- Analyzing student learning results along with the Standards and Indicators provides the basis for root cause analysis and development of continuous improvement plans.

# Three Main Components

- Student Performance Data Documents
- Evaluative Criteria
- Diagnostic Questions

Data Document Guidelines:

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



# Student Performance Data Document

- Provide assessment results in tables, graphs or other depictions that provide summative assessment data
- Provide data that include longitudinal results, disaggregated by appropriate subgroups for the institution
- Complete this document and upload into ASSIST

# Choosing Assessments

- Summative instruments
- Any assessment that the institution is required to administer
- Assessments for core academic areas
- Longitudinal results of the same assessment
- Comparison data to like institutions
- Disaggregation by appropriate subgroups for the institution
- Data are reported using status, improvement and/or growth



## Applied Practice: Choosing Assessments

- List the assessments you currently use ([assessment matrix](#))
- Discuss the quality of the assessments currently used (see Choosing Assessment Slide)
- Apply Evaluative Criteria



# Evaluative Criteria

- Four Criteria each with Four Performance Levels
  - Assessment Quality
  - Test Administration
  - Quality of Learning
  - Equity of Learning
- Focus of the Internal Review of student performance results
- Used by the External Review Team to evaluate student performance results
- Forms the basis for continuous improvement planning

# Student Performance Diagnostic Questions



- Areas of Notable Achievement
  - Six open-ended questions
- Areas in Need of Improvement
  - Six open-ended questions





**Guidelines for  
Creating the Student Performance Data Document**

**Guidelines for Creating the Student Performance Data Document**

This document provides a guide for the development of the Student Performance Data Document. The Student Performance Data Document is one component of the Student Performance Diagnostic and will provide the basis for the completion of the Evaluative Criteria and Diagnostic Questions within the Student Performance Diagnostic.

**Student Performance Data Document**

**Step 1: Developing the Document**

Your document should be developed in three sections in a Word® or pdf document and will be uploaded into the Student Performance Diagnostic in ASSIST®. Only one document can be attached in ASSIST®, so any additional information from other sources must be imported or copied into the Word document or appended pdfs.

**1. Assessment Alignment**

Provide a description of how the institution ensures that the selected assessments are aligned to the institution's expectations for student learning. This should include how the institution has engaged in a process to align the assessment with learning expectations and describe any documentation of this alignment.

**2. Assessment Quality and Administration**

Provide a description of how the institution ensures that the selected assessments are administered with fidelity and are valid, reliable and bias free. This would include the processes for the administration of the assessments as well as the methods the institution has used to document the validity and reliability of the assessments.

**3. Assessment Results**

Provide assessment results in table, graphs or other depictions that provide summative assessment data that provides longitudinal results that are disaggregated by appropriate subgroups for the institution.

When selecting data to include in this section, you should consider the following criteria:

- Use of summative assessment data. Summative assessment data can include both standardized assessments and locally developed assessments.
- Any assessments that the institution is required to administer. This would include assessments that are required of institutions such as state or national assessments.
- Assessments for all core academic areas. When selecting data, institutions should include assessments in all core content areas.



# *Goals & Improvement*

# A Quality Improvement Plan

- Aligns improvement goals with diagnostic results
- Requires collaboration
- Focuses on manageable number of priorities
- Builds shared commitment to purpose and direction
- Communicates purpose and direction clearly to others
- Results in student achievement gains

# Goals and Improvement Plan

- Develop and implement a comprehensive plan
  - Develop goals based on data collected from Self Assessment, Student Performance
  - Monitor impact and analyze results
- Use ASSIST or upload your own
  - Includes goals, objectives, strategies and activities
- Technical Guide: Building & Managing Goals & Plans at

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



## Applied Practice: Develop an Improvement Plan

### Organization of Work:

- How will priorities be determined for the Continuous Improvement Plan?
- How often will the Continuous Improvement Plan be updated?
- What process will we use to manage and communicate our updated plans?
- How do we align the expertise of our staff with responsibilities related to continuous improvement?
- What other essential questions are pertinent to our organization/institution?



# Applied Practice: Develop an Improvement Plan

## Communication:

- How do we effectively engage teachers, parents, students, and other stakeholder groups in the continuous improvement process?
- What problem-solving structures and resources are in place if we have questions?
- How do we effectively communicate the continuous improvement **goals** to all of our stakeholder groups?
- How do we effectively communicate the continuous improvement **results** to all of our stakeholder groups?



# Applied Practice: Develop an Improvement Plan

## Analyze Results/Ensure Quality Work:

- What are the structures for quality assurance oversight in the continuous improvement process?
- Are the goals written aligned with Internal Review results?
- How will the Continuous Improvement Plan be updated to support the results of the External Review?
- Who is in charge of seeing that the plan is updated?
- What other essential questions are pertinent to our organization/institution?



## *The Executive Summary*





## Executive Summary

- Describe and celebrate who you are
- Define the institution's purpose and direction
- Identify achievements, accomplishments and challenges
- Incorporate additional information

\*The Executive Summary is published on the Find Accredited Schools link on [www.advanc-ed.org](http://www.advanc-ed.org)



## Applied Practice: Executive Summary Review

- Locate a System Executive Summary from the Find Accredited Schools link on [www.advanc-ed.org](http://www.advanc-ed.org)
- Critique each section. Does the school present:
  - A clear picture of the school's demographics?
  - A clearly stated purpose and direction?
  - A thorough description of achievements and challenges?
  - Critical information to enhance understanding?

# Digital Learning Collaboration

Break out topics:

1. Teacher Expectations
2. Student Engagement
3. Parent Involvement
4. Professional Development/Teacher Collaboration
5. Continuous Improvement



# Collaboration Output



- Identify current challenges on your topic
- Share best practices under way in DoDEA Virtual School on your topic
- Be prepared to share on Day 2 (tomorrow)



*Process and Preparation for  
External Review*

# External Review

- Provides a sustainable, stable, systemic process of continuous improvement
- Provides an institution with the opportunity to identify and leverage its strengths
- Provides objective, meaningful, evidence based feedback that stimulates and drives improvement

# External Review



- An emphasis on
  - Standard indicators
  - Classroom observations
    - Focus on learner and learning environment
  - Evaluation of evidence
    - Interviews, observations, artifacts
    - Quality and relevance
  - Dialogue and deliberation

# Important Deadlines

- Complete Internal Review and submit all diagnostic results with evidence in the Portfolio (ASSIST) ***at least four weeks*** prior to External Review.





# Submitting the Accreditation Report

- Components of the Accreditation Report
  - Self Assessment
  - Student Performance Diagnostic
  - Improvement Plan
  - Assurances
  - Executive Summary

**Portfolio**

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**Accreditation Report (In Progress)**

Add each component to this report. When all necessary components are complete, select the Submit button at the bottom of the screen.

This document is due on Jun 30, 2014

**Required**

All components in this section must be completed before the document can be submitted.

Section	Template	Components	Complete
Diagnostic	Executive Summary	<a href="#">Executive Summary</a>	<input checked="" type="checkbox"/> ✓
Diagnostic	Self Assessment	<a href="#">Self Assessment</a>	<input checked="" type="checkbox"/> ✓
Diagnostic	Stakeholder Feedback Diagnostic	<a href="#">Stakeholder Feedback Diagnostic</a>	<input checked="" type="checkbox"/> ✓
Diagnostic	Student Performance Diagnostic	<a href="#">Student Performance Diagnostic</a>	<input checked="" type="checkbox"/> ✓
Assurance	AdvancED Assurances	<a href="#">AdvancED Assurances</a>	<input checked="" type="checkbox"/> ✓

**Additional**

In some cases you must select at least one component from this list before the document should be submitted.

Section	Template	Components	Complete
		<a href="#">Plan for Accreditation Report</a>	<input checked="" type="checkbox"/>

**Submit**

**Are you sure?**

This will permanently update your "Accreditation Report". Do you wish to proceed?

# Organizing Evidence



- Validation of the Self Assessment
- Artifacts linked to Standards/Indicators
- Electronic organization by Standard/Indicator:  
LMS, Dropbox, Google, cloud
- Print copy, only as needed or requested
- Confidential documents reviewed onsite



# Organizing Evidence

At your table, discuss the tools available today for organizing evidence for the External Review team.

How will DoDEA Virtual organize evidence for its own purposes and those of the AdvancED External Review Team?

# Digital Classroom Observation

- Tour and review multiple technology systems
- Validate student experience
  - from enrollment to end of course/graduation
- Observe instructional model
  - synchronous and asynchronous
- System access
- Student work
- Communication
- Student records





## Applied Practice: Digital Learning Classrooms

1. At your group, develop a list of criteria that the External Review team could review to validate teaching and learning in DoDEA Virtual School, i.e. synchronous learning sessions. **Use Standard 3 as a guide for conversation.**
2. Document what the External Review team should expect to see, listed by Standard 3 Indicators.
3. Be prepared to share with large group.

# External Review Team Actions

- Off-Site
  - Reviews school diagnostics, improvement plan, website, artifacts, etc.
- On-Site
  - Conducts comprehensive three-day review
  - Participates in school's overview and presentations
  - Conducts stakeholder interviews
  - Collects and analyzes data
  - Observes learning environments
  - Verifies school's evidence and diagnostics
  - Engages in deliberations, discussions and decisions
  - Communicates findings

# Preparation for the External Review

- Logistics for Team Members
  - Transportation, lodging
  - Meals, snacks
  - Contact information
- Logistics for the External Review
  - Evidence organized and readily available
  - Technology needs
  - Workroom



# Sample Schedule

Time	Event	Who
7:45 a.m.	Arrival at school	External Review Team
8:00 – 8:30 a.m.	<b>Principal's Overview</b>	Principal / Leadership Team External Review Team
8:30-9:15 a.m.	<b>Standards Overview Presentation/Interviews with leadership team</b>	Principal / Leadership or School Improvement Team External Review Team
9:30-10:15	<b>Student Performance Diagnostic Review</b>	Leadership Team/Director of Curriculum and Assessment External Review Team
10:30 – 11:30 a.m.	<b>Digital Learning Systems Overview and Demonstrations</b>	External Review Team
11:30 – 12:15 p.m.	Lunch	
12:15 – 1:00 p.m.	<b>Student &amp; Parent Interviews</b> Enrolled, no longer enrolled, graduates, representative of school demographics	External Review Team (divide team members)
1:00 – 2:00 p.m.	<b>Digital Learning System Observations:</b> Admissions, Digital Learning Classrooms, Technology, Student Services	External Review Team
2:00 – 2:45 p.m.	<b>Team Debriefing and artifact review</b>	External Review Team
2:45 – 4:00 p.m.	<b>Staff Interviews</b> Teachers, Support Staff, include representation from all departments	External Review Team (divide team members)
4:00 – 4:30 p.m.	<b>Stakeholder Interviews</b> Community/Business), additional stakeholders	External Review Team (divide team members)



# Index of Educational Quality

## Old Terminology

- Status
  - Accredited
  - On Advisement
  - Warned
  - Probation

**The IEQ replaces  
status designations**

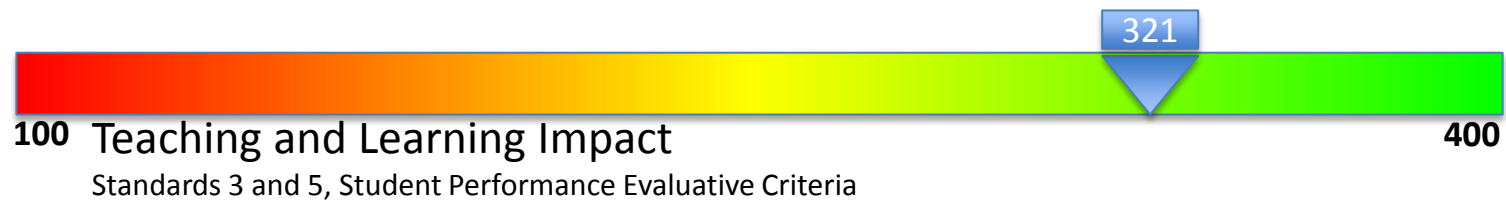
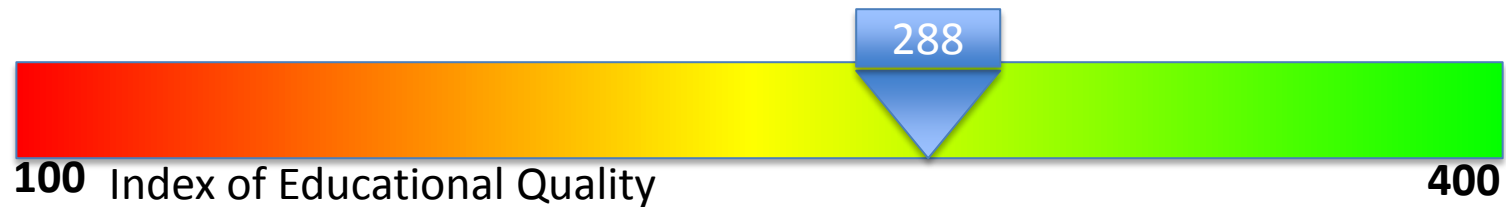
## New Terminology

- Index of Educational Quality
- Three domains:
  - Teaching and Learning Impact
  - Leadership Capacity
  - Resource Utilization
- Represents a move away from a system of labels and statuses

# Index of Educational Quality

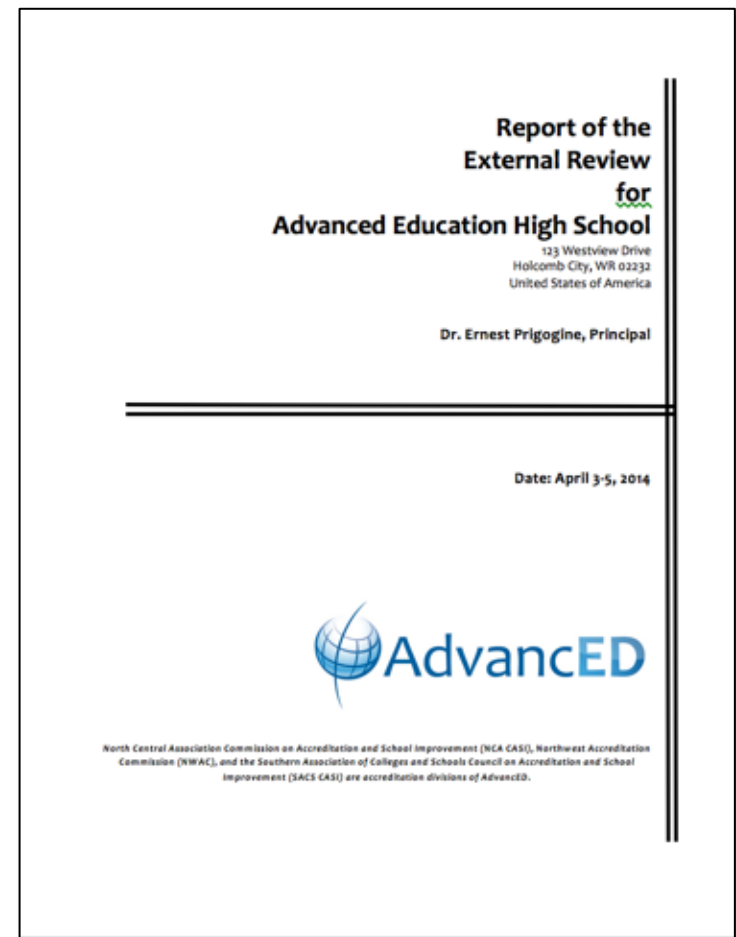
- Based on the average of all scores from Standards Indicators and Evaluative Criteria.
- Domain scores are calculated only from related Standards Indicators and Evaluative Criteria
- All criteria are counted equally, but...
- There are more criteria in Teaching and Learning Impact

# Index of Educational Quality (IEQ)

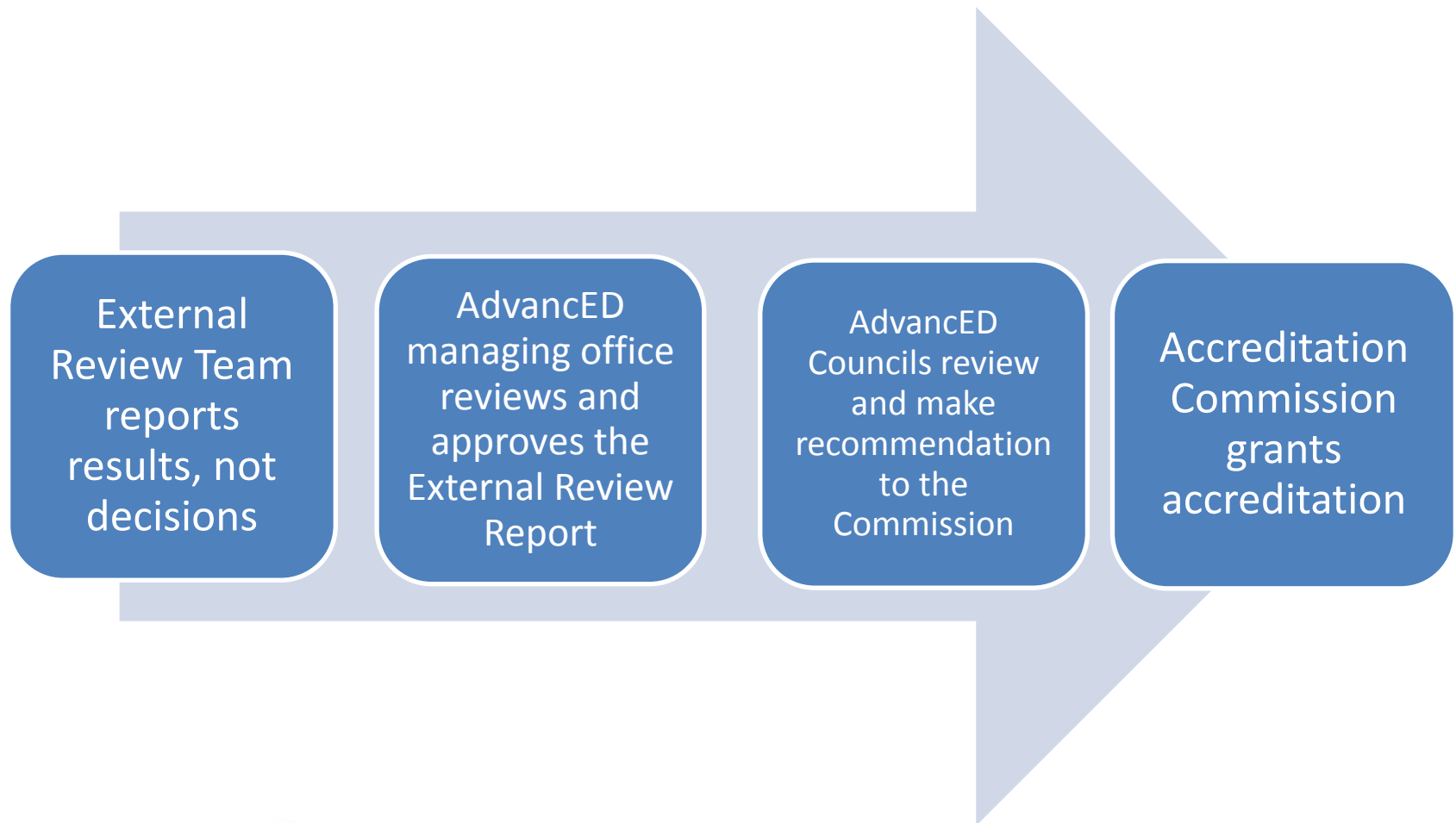


# Communicating Findings

- Exit Report
- External Review Report
  - Standards
  - Learning Environment
  - Student Performance
  - Conclusion
    - Summary of Findings
    - Required Actions
  - Addenda



# Accreditation Decision





***Maintaining Momentum for  
Continuous Improvement***

# Continuous Improvement

Maintaining a culture that supports continuous improvement requires

- Engaging in self-reflection and internal review
- Keeping stakeholders motivated and engaged
- Monitoring and adjusting instructional and organizational practices
- Responding to Required Actions through the Accreditation Progress Report (APR)
- Planning for ongoing improvement

# The Future

- Education occurs any time, any where
- Learners of all ages continually increase their knowledge, skills and dispositions for success
- State and national performance standards are superseded by global performance expectations
- Schools and school systems participate in a global education arena with many education providers
- The quest for improvement never ends



## Values Inherent in AdvancED Protocol

- Effective processes are transparent, inclusive, honest, reflective and continual
- Striving for improvement is an ongoing collective responsibility
- Improvement efforts utilize best practice, research-based approaches and reflective planning
- Student achievement is enhanced and lives can be impacted positively

# Develop an Accreditation Plan

- Self Assessment (SA)
- Student Performance Diagnostic
- Improvement Plan
- Assurances
- Executive Summary (ES)





3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Score
Level 4	Teachers are <b>consistent and deliberate</b> in planning and using instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers <b>consistently use</b> instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.	
Level 3	Teachers plan and use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students <b>when necessary</b> . Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.	
Level 2	Teachers <b>sometimes</b> use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning <b>needs of groups of students</b> when necessary. Teachers <b>sometimes</b> use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.	
Level 1	Teachers <b>rarely or never</b> use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Teachers <b>seldom or never</b> personalize instructional strategies. Teachers <b>rarely or never</b> use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.	



# Thank You

