



# Accreditation Progress Report

Broken Bow High School

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# 1.0 About AdvancED and NCA CASI/SACS CASI

**Background.** Dedicated to advancing excellence in education worldwide, AdvancED provides accreditation, research, and professional services to 27,000 schools in 65 countries. AdvancED provides accreditation under the seals of the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI).

## **The Accreditation Process.**

To earn and maintain accreditation, schools must:

### **1. Meet the AdvancED Standards for Quality School Systems.**

Schools demonstrate adherence to the seven AdvancED standards which describe the quality practices and conditions that research and best practice indicate are necessary for school systems to achieve quality student performance and organizational effectiveness.

### **2. Engage in continuous improvement.**

Schools implement continuous improvement focused on improving student performance and school effectiveness.

### **3. Demonstrate quality assurance through internal and external review.**

Schools engage in a planned process of ongoing internal review and self-assessment. In addition, schools host an external Quality Assurance Review team once every five years. The team evaluates the school's adherence to the AdvancED quality standards, assesses the efficacy of the school's improvement process and methods for quality assurance, and provides commendations and required actions to help the school improve. The school acts on the team's required actions and submits an Accreditation Progress Report at prescribed intervals following the Quality Assurance Review.

The AdvancED accreditation process engages the entire school community in a continuous process of self-evaluation and improvement. The overall aim is to help schools be the best they can be on behalf of the students they serve.

## 2.0 Introduction to the Accreditation Progress Report

### **Purpose**

The Accreditation Progress Report (APR) is a critical component of the AdvancED accreditation process. It engages the school in a detailed review and analysis of the steps it has taken to address the required actions made by the AdvancED Quality Assurance Review (QAR) team. Completing the report helps the school focus and reflect on its continuous improvement efforts.

It is the responsibility of the school to address each of the QAR report's required actions within the 5-year term accreditation. Deadlines for completion of the report are based on the school's accreditation status and must be met to maintain accreditation. Some schools may complete multiple reports during the 5-year term to demonstrate that they have fully addressed the required actions.

### **Structure of the Report**

The APR is organized around the required actions in the school's QAR team report. The APR lists the required action from the report along with the rationale and evidence supporting the required action. The school then indicates the progress that it has made toward meeting the required action and provides a more detailed response describing the actions it has taken and the results obtained. The school provides a response for each of the QAR team required actions.

Following the school's response is the reviewer's response. Each APR is read by an AdvancED reader in the state or regional office who reviews the school's response to determine if the required action has been met. The reader provides his/her assessment of the progress the school has made and then offers comments to the school. If required actions remain in progress or not addressed, a new APR will be created with a new deadline for completion. As noted earlier, the school must address the required actions within the 5-year accreditation term.

### **Conclusion**

The Accreditation Progress Report is a useful report for members of the school and broader community. It helps community members see and monitor the ongoing improvement efforts of their school. It demonstrates how the school uses its accreditation for the ongoing benefit of the students it serves.

## 3.0. Summary

### **1.1. Based on the actions taken by your institution to address the required actions provided by the QAR team, what has been the impact on your institution's overall effectiveness?:**

The recommendation from the QAR team was to design and utilize a comprehensive system for collecting and analyzing data for the purposes of informing and monitoring instructional decisions and practices that impact each child, every day.

Since the previous Accreditation Progress Report was completed, we have continued to utilize our new infrastructure among school improvement teams to review and analyze student data.

### **1.2. What would you consider to be challenges that still lie ahead and how do you plan to address those challenges?:**

Our greatest challenge is understanding and analyzing all of the data that is available to our district. This information is now being broken down by each focus group to identify ways specific data in each area can positively impact individual student learning.

### **1.3. How will you use the insights gained from your accreditation activities to inform and enhance your quality assurance and school improvement efforts?:**

We are continuing to use the insights gained from this process to improve our instructional process so that instructional decisions can be made that positively impact each child, every day.

Broken Bow High School hosted a Quality Assurance Review team on 12/01/2009 - 12/02/2009. Through interviews with school stakeholders, classroom observations, and a review of school documents and student performance results, the team developed a Quality Assurance Review (QAR) report detailing its findings from the visit. The full report can be viewed at [www.advanc-ed.org](http://www.advanc-ed.org).

The QAR report contained commendations and required actions for the school. The school is responsible for addressing each of the required actions in the report. At prescribed intervals based on the school's accreditation status, the school must complete an Accreditation Progress Report. Below, please find the required actions from the QAR report and the school's response to each required action. Following the school's response is the reviewer's progress response and comments.

## 4.0. Required Action 1

**Source:** QAR

**Date:** 2009-12-22

### **Required Action:**

Design and utilize a comprehensive system for collecting and analyzing data for the purposes of informing and monitoring instructional decisions and practices that impact each child, every day.

### **Evidence:**

Broken Bow School District has an effective Response to Intervention (RtI) process developing at the elementary level that would serve as a powerful model for school level analysis of data. Disaggregating the student data, creating opportunities for student self-assessment, and providing feedback to students at the point of instruction and assessment will support increased analysis of data.

In addition, Broken Bow High School has effective technology structures in place that would support the increased collection, management and analysis of data. Utilize ANGEL (online staff and student management system), Infinite Campus, and the expertise of the continuous improvement data team to build the system. While building the comprehensive system, examine such processes as formative assessments that provide opportunities to monitor individual student growth and the continued monitoring of the improving writing goal—moving from “learning to write” to “writing to learn”.

### **Rationale:**

Examining individual student achievement data will enable the school to customize teaching and learning for each student. As a team, administration, faculty and support staff are poised to implement this practice and, with continued hard work and professionalism, meet the challenge.

## 4.1. School Response

**Progress Status:** In Progress

**Response:** Our previous Accreditation Progress Report highlighted the process our School Improvement Steering Team took to redefine our School Improvement Teams. These teams, called focus groups, were just beginning to look at all of the data available in their focus areas. This design, or structure, is serving as the comprehensive system we are using to collect and analyze data for the purposes of informing and monitoring instructional decisions and practices that impact each child, every day. As we continue to work toward our goal of utilizing this design, we are regularly reviewing any essential data made available to each focus group.

The Academic Achievement subgroups have been very active in identifying areas in which data can improve instruction. The Math focus group did a correlation study using achievement data to determine if there was a relationship between vocabulary achievement and achievement in the areas of Math, Social Studies, and Science. The data for our students indicates a direct correlation between vocabulary and content area achievement. This data is being used to support our school improvement goal of "Students will develop vocabulary skills across the curriculum" and is serving as our baseline data.

As a district, we are in year one of implementing new instructional strategies focusing on engagement and vocabulary skills. These strategies are being presented by Dr. Kevin Feldman and Anita Archer through the Adolescent Literacy Project. This team will continue to collect data as these strategies become more widespread throughout the district in order to determine if the treatment of vocabulary skills is indeed improving achievement across the curriculum.

The math team has also compiled student survey data and qualitative data to determine an entrance exam was needed to appropriately determine the placement of incoming students. A subcommittee is continuing to work on creating this exam. Additionally, student survey data has indicated that a technical math class would be beneficial to our students. Therefore, a separate subcommittee is working on creating a syllabus for a Technical Math class to present to administration.

Because vocabulary skills are shown to have a direct correlation to academic achievement, each focus group of Math, Science, and Social Studies are creating a list of essential vocabulary using Nebraska State Accountability tests and Nebraska State Standards. Additionally, the Language Arts focus group has analyzed the current NESAR data. This data indicated that our students would benefit from additional practice on Greek and Latin roots. Because of this, the team put together a list of Greek and Latin roots that are currently being taught and conducted a comprehensive study to determine areas needing additional instruction and areas where there was overlap. This list has been made available to all teachers K-12, and serves as a guideline.

The Language Arts team is also working to collect qualitative data annually from graduated students who are currently enrolled in college. The data collected focuses on how our Language Arts program is meeting the needs of them at college. This data is then used to guide our instructional process in the language arts department.

The Science and Social Studies teams continue to use essential vocabulary and Greek and Latin roots as a way to improve vocabulary skills and overall academic achievement.

Science, Social Studies, and Math team members regularly analyze Check 4 Learning data to determine areas where additional instruction is needed as whole or for individual students.

The Preschool/Primary team is currently analyzing GOLD data from 2011-2012 to determine if there are any areas where our curriculum is lacking. GOLD data analyzes the areas of: Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, and Social Studies and will serve as a baseline for areas in which we can improve instruction.

Outside of our Academic Achievement focus groups, the Careers team collected student survey data to determine how best to populate our annual Sophomore Career Fair held on April 11th. Additionally, the Safety and Wellness team conducted our semiannual Climate Survey this year. This data is currently being disaggregated by the team and will be analyzed over the summer. Any areas of concern will be identified by the team at the beginning of the 2012-2013 school year and improvements will be made as needed.

Individualized student data from Stanford 10, AIMS Web, NESAS, ACT, and PLAN tests is reported to teachers in a timely manner and explained by administration as needed. Individualized student data is reported to teachers, parents, and students in an easy-to-read format that clearly identifies any areas of concern. Furthermore, reporting of student achievement is made available to all patrons of the district by using the school website, local newspaper, and radio.

We have chosen the status of "in progress" because our district feels that this structure is working well, yet is something that needs to be continually reevaluated and analyzed. So even though we have made great progress from the beginning of this cycle, we still consider this process to be a work "in progress".

## 4.2. Reviewer Response

**Progress Response:** Completed

**Comments for Institution:** The school is correct to see this as in progress because it truly is a process that never ends. That said, the reviewer can see that the school has significant, systemic steps in place that will carry this required action forward in a deliberate manner with no further need of reporting to AdvancED during this accreditation cycle. The reviewer appreciates the seriousness and research focused manner in which the school has addressed this required action. The benefits of the school's efforts should hopefully be improved student academic performance.