



Accreditation Progress Report

Huron School District

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Prepared for the AdvancED Quality Assurance Review

Report Status : Accepted

Report Open Date : July 10, 2012

Report Due Date : May 1, 2013

Report Submitted Date : April 29, 2013

Report Accepted Date : June 28, 2013

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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, district/systems must:

1. Meet the AdvancED Standards for Quality School Systems.

District/Systems 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.

District/Systems implement continuous improvement focused on improving student performance and school effectiveness.

3. Demonstrate quality assurance through internal and external review.

District/Systems engage in a planned process of ongoing internal review and self-assessment. In addition, district/systems host an external Quality Assurance Review team once every five years. The team evaluates the district/system's adherence to the AdvancED quality standards, assesses the efficacy of the district/system's improvement process and methods for quality assurance, and provides commendations and required actions to help the district/system improve. The district/system 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 district/systems 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 district/system 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 district/system focus and reflect on its continuous improvement efforts.

It is the responsibility of the district/system 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 district/system's accreditation status and must be met to maintain accreditation. Some district/systems 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 district/system's QAR team report. The APR lists the required action from the report along with the rationale and evidence supporting the required action. The district/system 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 district/system provides a response for each of the QAR team required actions.

Following the district/system's response is the reviewer's response. Each APR is read by an AdvancED reader in the state or regional office who reviews the district/system'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 district/system. 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 district/system must address the required actions within the 5-year accreditation term.

Conclusion

The Accreditation Progress Report is a useful report for members of the district/system and broader community. It helps community members see and monitor the ongoing improvement efforts of their district/system. It demonstrates how the district/system 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 Huron School District has narrowed the academic focus assuring best practices in instruction for all students. The District's school improvement plans are created based on data obtained through local and state assessments.

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

The greatest challenge for the Huron School District is the radically changing demographics of our student enrollment causing our K-12 enrollment to be 29% limited English proficient, 41% minority, and 60% economically disadvantaged. This change will make it difficult to trace the progress that should be resulting from the improvements described in this Progress Report. It may be that we will have improved curriculum and instruction through alignment and still see a decrease in test scores due to the change in our student population. The District's philosophical approach, lead by the Administrative Team, is to accept every student as we receive them, assure best practices to cause them to learn, and then accept the assessment results.

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

The 100 year accreditation, which began with Huron High School and expanded to the District in the 1990s, continues to be an expectation of the District and a community accepted process to cause change and growth in the Huron School District

Huron School District hosted a Quality Assurance Review team on 03/28/2010 - 03/31/2010. Through interviews with district/system stakeholders, classroom observations, and a review of district/system 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.

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

4.0. Required Action 1

Source: QAR

Date: 2010-04-13

Required Action:

Expand the work on data collection, analysis and interpretation to ensure that it is the driving force for implementing instructional strategies and differentiating instruction for all learners.

Evidence:

The district and individual schools systematically analyze data and use findings to determine school improvement goals and interventions. A variety of data sources are examined each year including student academic performance data from Dakota STEP, Dakota Writing and ACT. While these data sources serve an important purpose in the school improvement process (e.g. identifying goals, annual reflection on progress toward goals, measuring impact of curriculum, etc.), the results are not delivered in a timely manner thus reducing their value for informing instruction. The district should identify and utilize summative and formative assessments that measure interim progress toward goals and provide data useful for differentiation.

Rationale:

A clear definition of the purpose for each data source in the school improvement plan is important to its value in instructional and curricular decisions as well as in the efficiency with which it is utilized.

4.1. District/System Response

Progress Status: Completed

Response: The Huron School District is committed to the formative assessment Measures of Academic Progress (MAP) in reading and math. All students in grades kindergarten through 9th grade take the MAP assessment three times a year. Instructional leaders and teachers have immediate access to the individual, class, and school level data to make instructional decisions for students. Teachers analyze the data in Professional Learning Communities, common planning times, and at department meetings to drive instructional decisions. There is a wide range in academic skills and background knowledge in our classrooms due to the growing English Learner population and increasing poverty rate,

but the formative MAP assessment identifies specific skills for the classroom teachers to introduce, develop, and enhance for all learners in the classrooms. This is the data source for differentiating instruction in the classrooms and creating intervention/enrichment groups. The District plans to add the 10th graders to this district assessment in the 2013-14 school year in order to have one more year's data point on students before taking the high-stakes Dakota STEP assessment. Currently, the 10th graders take the PLAN assessment, which identifies areas of strength and improvement for the ACT. The Huron School District has contracted with the Northwest Evaluation Association in order to provide teacher leaders with professional development on how to utilize the MAP data. These leaders continue to take information back to their colleagues. The MAP assessment has also been a beneficial talking point for parents and teachers. Parents can easily understand the graph representation of their student's growth or struggles.

As the Huron School District continues to enroll English Learners (EL), it is imperative that data be utilized for placement of ELs and for language services. Upon enrollment in the District, second language students are screened for ESL services using a research-based language proficiency screening assessment, W-APT by WIDA. That data is used to qualify students for ESL programming and place ELs in the appropriate classes for language services. The annual WIDA ACCESS data has become a focus in the District for teachers to fully understand each ELs language proficiency level and language expectations.

4.2. Reviewer Response

Progress Response: Completed

Comments for Institution: AdvancED commends the district for the steps it has taken to address the recommendation of the Quality Assurance Review team. As outlined in the district's response, the district has implemented assessments that provide staff with access to timely data regarding student performance through the use of the NWEA MAP and through training for staff in the use of that data. The district has also implemented assessments designed to provide feedback to inform staff regarding the learning needs of the growing ELL population. AdvancED concurs that this recommendation has been completed and encourages the district to continue its work in this area.