

**WHAT IS?**  
***REFLECTIONS***  
***ON STANDARDS OF***  
***QUALITY***

**A Self-Study and  
Accreditation Protocol**

**For Schools Seeking Accreditation  
by**

**The Commission on Elementary Schools  
The Commission on Secondary Schools  
The Committee on Institution-Wide  
Accreditation**

**Middle States Association of Colleges and Schools**

**3624 Market Street  
Philadelphia, PA 19104  
Phone: (215) 662-5603 Fax: (215) 662-0957  
Email: [info@css-msa.org](mailto:info@css-msa.org)**

## WHY IS ACCREDITATION IMPORTANT?

The activity now known as accreditation is traceable to the guild orientation of the medieval academic communities. The word “accreditation” is derived from middle French, old Italian usage. The first meaning of its root term is “trustworthiness.” Since the early 1900s, accreditation has had a major impact on the field of American education. Accreditation responds to the public’s demands for improved quality and greater accountability for schools serving society’s needs. Accreditation agencies enjoy a unique “public trust” role in the United States. Accredited schools can be trusted by the public to be what they claim they are and to do what they claim to do. Whatever an accredited school says about itself has both the sanction and the confidence of the profession.

### **Accreditation encourages and facilitates school improvement.....**

- Involvement in an ongoing accreditation protocol fosters excellence and ongoing improvement in a school. The question is not if we want a better school, but how we will assure continuous school improvement. Accreditation provides a *systematic* process that requires a school to ask why it exists, to establish a vision of its future, and to determine specific objectives for reaching that vision.
- The *information* gathered through the accreditation protocol serves as a sound basis for school improvement, strategic planning, restructuring, and staff development.
- The accreditation process *examines the entire school*—its philosophy and goals, its community, its programs and services, the facilities and financial stability.
- Accreditation provides a way to *manage change* through regular assessment, planning, implementation, and reassessment.
- Accreditation helps schools/districts *establish priorities* for improvement by using thorough needs assessments, rather than faddish approaches to improvement.
- Accreditation requires a school to establish and *implement a 5-year improvement plan* based upon its vision of the future. Desired school-wide results are a part of the perpetual accreditation cycle that includes:
  - School self-assessment that identifies areas of strength and areas for improvement in the current educational program for students.

- Insight and perspective from the evaluation team.
  - Regular assessment of progress during the intervening years between full self-studies.
- The accreditation process helps to ensure *greater continuity* of student experiences through continuous clarification of the school's direction.
  - Participation in accreditation provides an excellent *growth experience for staff* who participate on visiting teams to evaluate other schools.
  - Because accreditation is a regional activity that encourages broader involvement with educators from other states and independent, public, and church-related constituencies, participants learn from the differences and benefit from the resulting *professional networks*.
  - The *support of MSA staff* and encouragement of the Committee on Institution-Wide Accreditation motivates schools to maintain their focus on continuous school improvement.

#### **Accreditation provides a means for public accountability.....**

- The accreditation process validates to the public the *integrity of a school's program and student transcripts*.
- The accreditation process assures a school community that the school's *purposes are appropriate* and are being accomplished through a viable educational program.
- The accreditation process *justifies the faith and resources* others place in the school.

#### **Accreditation fosters stakeholder involvement and commitment.....**

- Accreditation provides opportunities for *grass roots, broad-based involvement* of stakeholders in charting the direction of the school.
- The accreditation process offers *a mechanism* for constituent groups to play a major role in determining the school's future, helping a school to be all it can be.
- Accreditation involves key people in *creating a vision* of the future, rather than letting the future happen to the school.

### **Accreditation builds positive public relations.....**

- Accreditation provides opportunities to *emphasize the positive* and show how strong and effective the school is.
- Willingly submitting a school to public scrutiny and evaluation builds commitment and a deeper understanding of the school's efforts. It helps staff to *broaden its view of community expectations* and *fosters closer school and community collaboration*.
- The accreditation process provides *articulation and communication opportunities* between school levels and among stakeholder groups.

## WHAT IS *REFLECTIONS ON STANDARDS OF QUALITY?*

*R*eflections on Standards of Quality: A Comprehensive, Curriculum-Based Self-Study Guide is intended for use by schools and school districts seeking accreditation by the Middle States Association of Colleges and Schools (MSA). This protocol may be used by candidate schools/districts preparing for initial accreditation as well as for schools/districts seeking reaccreditation. It can be used with single site schools, PK-12 schools, and multiple site school districts.

*Reflections on Standards of Quality* differs from other accreditation formats used by the Middle States Association of Colleges and Schools in that it engages the school in a comprehensive examination and evaluation of every aspect of the school, including the community it serves, the school's underlying philosophical underpinnings, each component of its education program, and a variety of resources such as finances and facilities.

*Reflections* is purposely organized around the twelve Middle States Association accreditation standards. These standards provide a succinct outline or description of what quality looks like in an effective, accredited school. As quoted on a poster recently seen in a local business:

Quality is never an accident. It is always the result of high intention, sincere effort, intelligent direction and skillful execution. It represents the wise choice of many alternatives.

The twelve MSA standards demonstrate the critical role that foundational building blocks such as curriculum, instruction, assessment, school culture, facilities, and student services play in creating the conditions necessary to promote improved growth and improvement in student and organizational performance and the organization's capacity to produce the levels of student learning and performance desired and expected by the school's community.

The idea of *reflection* is a pivotal part of this self-study protocol. If the word *reflection* is looked up in the dictionary, a number of synonyms are found. One of these ideas, *to mirror*, suggests that one purpose of the self-study is to describe the school clearly and

accurately. This description is important to both the school community as a precursor to effective planning and to the Visiting Team in making evaluative judgments.

There are, however, other synonyms of *reflection* that point out additional purposes of the *Reflections on Standards of Quality* self-study process. Concepts such as:

<i>to think</i>	<i>to consider</i>	<i>to contemplate</i>
<i>to ponder</i>	<i>to deliberate</i>	<i>to cogitate</i>
<i>to meditate</i>	<i>to evaluate</i>	

are critically important to making decisions about school improvement priorities. Description of the current situation is not enough. Evaluation and prioritization are also keys to the self-study process. In setting a course for school improvement, a school must not only describe its current state, but it must also thoughtfully and critically identify its major areas of strength and needs, so that improvement plans can be developed.

All Middle States Association self-study protocols are built on two fundamental premises. The first is the principle of valuing and honoring the diversity of our member schools. At MSA, we believe that schools can be fundamentally different while still being quite effective in meeting the needs of students and the entire school community. Because of MSA's diverse membership, a school is evaluated not only in terms of the 12 Standards for Accreditation but also in terms of its own mission—what it is striving to be and to accomplish. These aspirations are outlined in the philosophy/mission that is supported and accepted by the school community. A key measure of a quality school is the coherence of the school's operations (including curriculum, instruction, assessment, student services, and so on) with the philosophy/mission of the school.

The second principle, therefore, is the importance of providing choice. MSA several different accreditation protocols from which a school/district may choose one that suits its needs and school improvement interests. To provide assistance to the school/district in the protocol selection process, Appendix A provides a summary chart that compares the MSA accreditation protocols.

MSA has attempted to make *Reflections on Standards of Quality* as complete and comprehensive as possible. We have endeavored to anticipate the many questions a school community may confront while conducting the self-study and planning process. If answers to your questions cannot be found in the Guide, you are encouraged to call the Commission's staff.

*Reflections on Standards of Quality* is copyrighted; however, schools using the protocol for accreditation by the Middle States Association may photocopy any of the materials

contained within this publication for use in its accreditation process. In addition, *Reflections on Standards of Quality* is available in electronic form. If you have additional questions regarding this document or how to conduct the self-study process, please feel free to contact:

**President**

**Middle States Association of Colleges and Schools**

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**Philadelphia, PA 19104**

**Phone: 215 662-5603**

**Fax: 215 662-0957**

**E-mail: [info@css-msa.org](mailto:info@css-msa.org)**

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# EXAMPLE

## SELF-ASSESSMENT OF A MIDDLE STATES STANDARD FOR ACCREDITATION

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### MIDDLE STATES STANDARD FOR ACCREDITATION 7:

#### HEALTH AND SAFETY

##### Overview

This section of the self-study focuses on broad health and safety issues that are important to schools in a contemporary society. Negative developments of recent years such as substance abuse, violence, and terrorism have increased awareness of the need for more sophisticated crisis management plans and training. Neighborhood safety, playground safety, and school security have risen to be major concerns.

The subcommittee will look closely both at the services provided for the preventive and emergency health needs of students and the school's procedures to deal effectively with potential catastrophic emergencies that could affect the entire school population. This section also examines discipline and codes of conduct as a means of establishing clear expectations for acceptable and appropriate behavior.

##### Key Definitions

- **Health Services** – Services designed to assist in protecting or improving student health and to secure information needed to assist in adapting school programs to the abilities of students. This may include both medical and dental services and can be preventive, positive intervention, or emergency in nature.
- **Health and Safety** – School-wide issues requiring plans to deal with injury and disease and with fire, tornado, bomb threats, violence, and other security concerns

as well as ways to *prevent* health and safety problems through effective planning and appropriate behavior management

### **Frequently Asked Questions**

*Our school has never had an incidence of violence or any other catastrophic problem. Do we really need to have crisis management plans?*

Thankfully, relatively few schools have actually had to deal with the devastation of a catastrophic event such as a fire, a tornado, or violence on the school grounds. This does not, however, mean that schools should avoid planning for the potential of such events. Good crisis management plans include ways to prevent catastrophes as well as to deal with such events in effective ways when we face them. Parents, the staff, and students need to know how to respond and react should emergencies arise. One hopes that a crisis management plan will never need to be used, but it is essential that such plans be in place prior to any emergency.

## **THE SELF-ASSESSMENT OF: THE HEALTH AND SAFETY STANDARD**

**Process Used to Complete this Section of the Self-Study:** *Describe how the school completed the self-assessment of the Health and Safety Standard.*

This assessment was completed via the following method(s) (describe all that apply):

a.) a subcommittee comprised of the following individuals:

<b>Committee Member's Name</b>	<b>Role in the School's Community (e.g. teacher, parent, student, etc.)</b>

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**\*\*NOTE:** Committee size and composition may vary depending upon the school’s size, the topic to be addressed, etc. If needed, add lines to the above chart.

b.) A survey.

<b>Name of Survey:</b>	
Total Number of Surveys Completed	
The results represent surveys completed by:	
▪ Students	
▪ Faculty and Staff	
▪ Administrators	
▪ Board Members	
▪ Business/Community Representative	
▪ Other	

c.) Other methods used to determine this assessment:

- 

**NOTE: The following includes only samples of the Indicators of Quality and the additional self-assessment requirements for this Standard.**

### **Self-Assessment of the Indicators of Quality**

**Instructions**

*The school must meet this Standard for Accreditation to be granted “Accreditation” by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the school meets the Standard. The school may indicate other types of evidence particular to the school in the “Other” section provided below. Rate the degree to which the school meets each Indicator by using the following scale:*

<b><i>Evidence This Indicator Describes Our School</i></b>	
1.	There is no evidence the Indicator describes our school
2.	There is limited evidence the Indicator describes our school

3. There is sufficient evidence the Indicator describes our school
4. There is exceptional evidence the Indicator describes our school
DK Do not know if this Indicator describes our school

*After rating each Indicator, describe the evidence or lack of evidence that can be observed in the school that supports the rating. Describe as much evidence as is appropriate to support the rating. If the evidence is in the form of documents and/or artifacts, be sure to include them in the listing of the Evidence to Support the Self-Assessment at the end of this section.*

### **Middle States Association Accreditation Standard 7: Health and Safety**

**The Standard:** A safe, orderly, and healthy environment for teaching and learning is provided. The school adheres to local, state, and federal government health and safety requirements. Health, safety, preventive/emergency procedures, and crisis management policies are clearly written, well documented, implemented, and updated regularly.

<b>MSA Indicator</b>	<b>Evidence of Adherence</b>
7.1 The school has satisfactory written procedures and functional equipment with which to communicate during fire and other emergencies, to summon assistance, and to evacuate the school's facilities.	1 2 3 4 DK

*Describe the evidence or lack of evidence that supports the rating for this Indicator:*

<b>MSA Indicator</b>	<b>Evidence of Adherence</b>
7.2 The school provides adequate health care at school functions that take place away from the school's premises.	1 2 3 4 DK

*Describe the evidence or lack of evidence that supports the rating for this Indicator:*

MSA Indicator	Evidence of Adherence
7.3 Appropriate training is provided for all staff members on how to implement emergency and crisis plans, handle accidents and illnesses, and prevent the spread of infectious diseases.	1 2 3 4 DK

*Describe the evidence or lack of evidence that supports the rating for this Indicator:*

7.15 Safe drinking water is available throughout the day for the staff and students.	1 2 3 4 DK
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*Describe the evidence or lack of evidence that supports the rating for this Indicator:*

### ***Indicator for Schools with Early Age Programs***

MSA Indicator	Evidence of Adherence
7.16 Care of infants is consistent with current professional practice, especially with respect to sleeping, bottle-feeding, diapering, sanitation, nurturing, and daily interactions.	1 2 3 4 DK

*Describe the evidence or lack of evidence that supports the rating for this Indicator:*

## **Self-Assessment of Other Issues Related to This Standard**

### **Instructions**

*The following requirements ask the school to provide a self-assessment of expectations for quality included in this Standard for Accreditation.*

- 1. EMERGENCY AND CRISIS PLANS:** *Complete the following chart to indicate the school's emergency and crisis plans. Rate the effectiveness of the plans*

Type of Emergency/Crisis Plan	Effectiveness of Plans
	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory
	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory

*Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.*

**2. EMERGENCY DRILLS:** *Complete the following chart to indicate the type and frequency of emergency drills conducted. Rate the quality of the results of the drills.*

Type of Emergency Drill	Frequency of Drill	Quality of Drill
Fire	<input type="checkbox"/> Monthly <input type="checkbox"/> Semi-annually <input type="checkbox"/> Annually	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory
Natural Disaster (Severe Weather, Flooding, etc.)	<input type="checkbox"/> Monthly <input type="checkbox"/> Semi-annually <input type="checkbox"/> Annually	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory
Bomb Threat	<input type="checkbox"/> Monthly <input type="checkbox"/> Semi-annually <input type="checkbox"/> Annually	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory

*Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.*

**3. HEALTH AND SAFETY INSPECTION SCHEDULE:** Complete the following chart to indicate who conducts health and safety inspections. Identify the frequency and results of these inspections.

Type of Inspection	Conducted by	Frequency of Inspections	Results of Most Recent Inspection
Fire Alarm System		<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Semi-annually <input type="checkbox"/> Annually	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory
Food Services		<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Semi-annually <input type="checkbox"/> Annually	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory
Elevator(s)		<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Semi-annually <input type="checkbox"/> Annually	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory

*Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.*

**4. SUMMARY OF HEALTH SCREENINGS:** Complete the chart below to indicate the school's policy on examinations and screening for students.

Screening for	Conducted by	Frequency of Screening
Vision		<input type="checkbox"/> Annually <input type="checkbox"/> Grade level(s):
Hearing		<input type="checkbox"/> Annually <input type="checkbox"/> Grade level(s):
Dental		<input type="checkbox"/> Annually <input type="checkbox"/> Grade level(s):

*Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.*

**5. SUMMARY OF INNOCULATIONS:** *Complete the chart below to indicate the school’s requirements for inoculations for students.*

Inoculation for	When Required
	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory

*Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.*

**6. PROVISIONS FOR HEALTH AND SAFETY:** *In the chart below, rate the quality of the school’s provisions for the health and safety issues listed.*

Health and Safety Issue	Quality
Adequate health care services at all times.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory
Health care at school functions that take place away from the school’s premises.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory
Means to communicate internally in event of power failure of evacuation of building.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory

*Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.*

**7. HEALTH AND SAFETY STAFF:** *In the chart below, indicate staffing for health and safety. Rate the adequacy of the types and numbers of the staff.*

Type of Health and Safety Personnel	Number	Adequacy of Type and Number
Certified Nurse		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory
Nurse’s Assistant		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory

*Provide a description of corrective actions that need be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.*

**8. List the significant strengths of the school in the area of Health and Safety.**

**9. List the significant areas for improvement of the school in the area of Health and Safety.**

10. Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Health and Safety that should be included in the action plan in the Plan for Growth and Improvement (see Part V).

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## **Self-Assessment of the Standard for Accreditation**

### **Instructions**

*After a rating has been assigned for each of the Indicators of Quality and after considering those ratings in the aggregate, make a determination whether, based on the school community's self-assessment, the school meets or does not meet this Standard for Accreditation.*

- Our self-assessment is that our school meets this Standard for Accreditation
- Our self-assessment is that our school does not meet this Standard for Accreditation

## **Evidence to Support the Self-Assessment**

### **Instructions**

*In the Self-Assessment of the Indicators of Quality, the school was asked to identify the evidence that can be observed in the school to support the rating for each Indicator.*

*The school is expected to provide documents and artifacts that represent that evidence to the Visiting Team for examination during the Team's visit.*

*As a minimum, the Visiting Team will expect to review the following documents and artifacts related to this Standard for Accreditation:*

- Emergency and crisis plans

- Records of most recent health and safety inspections

**Additional Documents and Artifacts That Serve as Evidence to Support the Ratings for the Standard for Accreditation and the Indicators of Quality:**

*List below additional documents and artifacts that will be provided to the Visiting Team in the Team's workroom at the school that served as evidence for the rating of each Indicator in the self-assessment of the Indicators of Quality for this Standard.*



**EXAMPLE**  
**SELF-ASSESSMENT OF THE INDICATORS OF**  
**QUALITY FOR THE COMPONENTS OF THE**  
**EDUCATIONAL PROGRAM**

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**PART IV**

**SELF-ASSESSMENT OF ADHERENCE TO THE**  
**INDICATORS OF QUALITY FOR**  
**CURRICULUM, INSTRUCTION, AND ASSESSMENT**

**Overview**

As an educational institution, a school needs to give considerable attention to the quality and comprehensiveness of its curriculum as well as the effectiveness of the instructional pedagogy and assessment techniques used to ensure student success.

In Part III of the self-study, the school conducts a self-assessment of overall educational program using Standard 8: Educational Program, as the evaluative criteria. Also in Part III, the school conducts a self-assessment of its overall program for assessing student learning and using the data from assessment using Standard 9: Assessment and Evidence of Student Learning as the evaluative criteria.

In Part IV, the self-study focuses the school on an in-depth examination of the curriculum content, instructional methodology, and assessment practices for each curricular component of the educational program. Part IV requires the school to look more carefully at the conditions under which specific curriculum content is delivered and asks the school to describe what teachers and administrators contribute to the teaching and learning process.

Part IV is designed as a template for all the curricular components. Each curricular component should be examined separately and evaluated to ensure that the existing

educational program is consistent with and supportive of the school's statement of philosophy, mission, beliefs and objectives.

For Part IV of the self-study, a subcommittee is formed for each curricular component of the educational program and responds to the items as they apply to their respective curricular component. The intent is to help a school study each curricular area from the point at which it is first introduced to students through its final level of study within the school. The self-study questions are aimed at examining the following areas related to each curricular area:

- vertical and horizontal articulation
- evidence of effective practices in curriculum, instruction, and assessment areas
- coherence and consistency of the curricular component with the philosophy, mission, beliefs, and objectives
- alignment of the curricular component with applicable state and national curriculum standards

NOTE: The selection of curricular components is the choice of the school but, at a minimum, all core areas should be studied. Section C, Part II requires the school to evaluate at least the following *NINE* content areas (if they are offered by the school):

- Art
- Computer Science – Technology
- English/Language Arts
- Foreign/World Languages/Languages Other Than English
- Health and Physical Education
- Mathematics
- Music
- Science
- Social Studies

Schools also have the option of including other curricular components in addition to these nine in the self-study.

Some schools may choose to conduct their self-study based on a conventional curricular component organization such as mathematics, science, English/language arts, physical education, and so on. Other schools may choose to separate curricular components such as art into sub-categories such as painting, sculpture, and photography. Still others may look for interdisciplinary connections such as the arts or the humanities.

The Steering Committee is encouraged to consider the size of the school, number of staff members, and the complexity of the organization in identifying which curricular components to evaluate and how to structure the curricular component subcommittees.

## **Key Definitions**

- **Educational Program** – The curriculum, instruction, and assessment processes within a school or school system
- **Component of the Educational Program** - a body of knowledge or field of study; often referred to as a subject area or discipline; usually offered as a series of courses (e.g., English/Language Arts, Mathematics, etc.)
- **Vertical Articulation** – The way in which learning experiences and skills at a given level form a foundation to support successful learning at the next higher level
- **Horizontal Articulation** – The integration of skills, learning, and experiences across various curricular components at the same level

## **Frequently Asked Questions**

*Should we separate curricular components by division/grade levels such as elementary language arts and secondary English?*

Again, this decision is up to the school. In most cases, however, schools seeking school-wide accreditation want to encourage communication and articulation across all grade levels, PK-12. Therefore, whenever possible, schools will want to examine curricular components in a way that fosters a more holistic examination of the component. Thus, in most cases, there will be one PK-12 self-study subcommittee for each of the curricular components studied. Obviously, these subcommittees should be comprised of representatives from all levels of the school organization.

**ASSESSMENT OF THE INDICATORS OF QUALITY  
FOR  
CURRICULUM, INSTRUCTION, AND ASSESSMENT  
IN THE  
  
COMPONENT OF THE EDUCATION PROGRAM**

**Process Used to Complete this Section of the Self-Study:** *List the school’s stakeholders who participated in the Self-Assessment of the Indicators of Quality for Curriculum, Instruction, and Assessment for this component of the education program.*

Committee Member’s Name	Role in the School’s Community (e.g. teacher, parent, student, etc.)

\*\*NOTE: Committee size and composition may vary depending upon the school’s size, the topic to be addressed, etc. If needed, add lines to the above chart.

**NOTE: The following includes only samples of the Indicators of Quality and the additional self-assessment requirements.**

**Self-Assessment of the Indicators of Quality**

**Instructions**

*The school must meet this Standard for Accreditation to be granted “Accreditation” by the Middle States Association. The Indicators of Quality for the Standard identify the*

*types of evidence that, when taken together, indicate whether the school meets the Standard. The school may indicate other types of evidence particular to the school in the "Other" section provided below. Rate the degree to which the school meets each Indicator by using the following scale:*

<i>Evidence This Indicator Describes Our School</i>
1. There is no evidence the Indicator describes our school
2. There is limited evidence the Indicator describes our school
3. There is sufficient evidence the Indicator describes our school
4. There is exceptional evidence the Indicator describes our school
DK Do not know if this Indicator describes our school

*After rating each Indicator, describe the evidence or lack of evidence that can be observed in the school that supports the rating. Describe as much evidence as is appropriate to support the rating. If the evidence is in the form of documents and/or artifacts, be sure to include them in the listing of the Evidence to Support the Self-Assessment at the end of this section.*

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## CURRICULUM INDICATORS OF QUALITY

MSA Indicator	Evidence of Adherence
CI.1. The development of the curriculum is based on a thorough assessment of the basic concepts, skills, and knowledge required of all students to fulfill the stated goals of the program.	1 2 3 4 DK

*Describe the evidence or lack of evidence that supports the rating for this Indicator:*

MSA Indicator	Evidence of Adherence
CI.2. The curriculum has established priorities, objectives, and goals for all courses and units within the program that are based on clearly defined expectations for all students.	1 2 3 4 DK

*Describe the evidence or lack of evidence that supports the rating for this Indicator:*

<b>MSA Indicator</b>	<b>Evidence of Adherence</b>
CI.3. The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment.	1 2 3 4 DK

*Describe the evidence or lack of evidence that supports the rating for this Indicator:*

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## INSTRUCTION INDICATORS OF QUALITY

<b>MSA Indicator</b>	<b>Evidence of Adherence</b>
II.1. A variety of teaching strategies and techniques is used to meet the needs of individual students in the curriculum.	1 2 3 4 DK

*Describe the evidence or lack of evidence that supports the rating for this Indicator:*

<b>MSA Indicator</b>	<b>Evidence of Adherence</b>
II.2. The scope and pacing of lessons in the curriculum are appropriate for the students.	1 2 3 4 DK

*Describe the evidence or lack of evidence that supports the rating for this Indicator:*

<b>MSA Indicator</b>	<b>Evidence of Adherence</b>
II.3. Provision is made for appropriate amounts of learning time for all aspects of the curriculum.	

	1 2 3 4 DK
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*Describe the evidence or lack of evidence that supports the rating for this Indicator:*

***Indicators for Schools That Provide Distance Education***

<b>MSA Indicator</b>	<b>Evidence of Adherence</b>
II.12. Student interaction (synchronous and asynchronous) with the faculty and other students is facilitated through a variety of means as an essential characteristic of the curriculum.	1 2 3 4 DK

*Describe the evidence or lack of evidence that supports the rating for this Indicator:*



**ASSESSMENT INDICATORS OF QUALITY**

<b>MSA Indicator</b>	<b>Evidence of Adherence</b>
AI.1. Assessment of student learning and performance is aligned with curriculum and instruction in the curriculum	1 2 3 4 DK

*Describe the evidence or lack of evidence that supports the rating for this Indicator:*

<b>MSA Indicator</b>	<b>Evidence of Adherence</b>
AI.2. A variety of methods for assessing student learning is used in the curriculum.	1 2 3 4 DK

*Describe the evidence or lack of evidence that supports the rating for this Indicator:*

MSA Indicator	Evidence of Adherence
AI.3. Assessment results in the curriculum are analyzed with appropriate frequency and rigor for: <ul style="list-style-type: none"> <li>a. individual students as they move through courses in the curriculum</li> <li>b. cohorts of students as they move through courses in the curriculum</li> <li>c. comparable (local, state, and national) groups outside of the school.</li> </ul>	1 2 3 4 DK

*Describe the evidence or lack of evidence that supports the rating for this Indicator:*

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## Self-Assessment of Other Issues Related to The Indicators of Quality

### Instructions

*The following requirements ask the school to provide additional information and self-assessments regarding the expectation for the Indicators of Quality.*

- CURRICULAR COMPONENT SUMMARY:** *On the chart below, summarize the course/program offerings for this component of the education program by completing each column as described.*

Grade Level: *Enter the grade level(s) at which each course/program in this curricular component is taught.*

Course Title: *List the course/program titles or topics taught (e.g. Language Arts, English, writing, journalism)*

Hours per Semester/Year: *Indicate the number of hours of instructional time devoted to each program/ course per semester/year.*

Grade Level (s)	Course Title	Hours per Semester/Year
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Grade Level (s)	Course Title	Hours per Semester/Year

- The instructional hours are reported for one academic year  
 The instructional hours are reported for one academic semester

2. Describe any gaps or omissions in the sequences of courses taught in this component of the educational program. Provide a description of proposed improvements and/or corrective actions that need to be taken. Include a description of actions that have been initiated or are formally planned.

DESCRIPTION:

CORRECTIVE ACTIONS NEEDED:

3. Describe any unnecessary repetitions in the sequences of courses taught in this component of the educational program. Provide a description of proposed improvements and/or corrective actions that need to be taken. Include a description of actions that have been initiated or are formally planned.

DESCRIPTION:

CORRECTIVE ACTIONS NEEDED:

4. **ASSESSMENT RESULTS:** *In the chart below, record the most recent assessment results related to this component of the education program. Include major assessment activities such as standardized assessments, state examinations, school-based common assessments, portfolio assessments, projects, etc.; do not include quizzes, daily homework assignments, etc.*

Name of Assessment/ Test	Area(s) Assessed	Level of Student Performance
		<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory

Name of Assessment/ Test	Area(s) Assessed	Level of Student Performance
		<input type="checkbox"/> Exceeds Expectations <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

CORRECTIVE ACTIONS NEEDED:

5. List the significant strengths of the school in this component of the educational program.
6. List the significant areas for improvement of the school in this component of the educational program.
7. Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to this component of the educational program.

## Evidence to Support the Self-Assessment

### Instructions

*In the Self-Assessment of the Indicators of Quality, the school was asked to identify the evidence that can be observed in the school to support the rating for each Indicator. The school is expected to provide documents and artifacts that represent that evidence to the Visiting Team for examination during the Team’s visit. As a minimum, the Visiting Team will expect to review the following documents and artifacts related to the Indicators of Quality:*

- Curriculum guides for each course in this component of the educational program
- Scope/sequence charts (showing vertical/horizontal articulation) for this component of the educational program

**Additional Documents and Artifacts That Serve as Evidence to Support the Ratings for the Indicators of Quality:**

*List below additional documents and artifacts that will be provided to the Visiting Team in the Team's workroom at the school that served as evidence for the rating of each Indicator in the self-assessment of the Indicators of Quality.*



# EXAMPLE MEASURABLE STUDENT AND ORGANIZATIONAL PERFORMANCE OBJECTIVES

## Student Performance Objectives

### *Example #1:*

By 2013, a graduate of All People High School will demonstrate an increased awareness and understanding of contemporary issues of peace and justice, as determined by:

- A) A five percentage points increase in the percentage of students participating actively in one or more school or community and civic group or activity with a peace and justice purpose.

Baseline Data: 2006-07

51.5% of all students participated actively in one or more group or activity

83% of all 12<sup>th</sup>-grade students participated actively in one or more group or activity

68% of all 11<sup>th</sup>-grade students participated actively in one or more group or activity

43% of all 10<sup>th</sup>-grade students participated actively in one or more group or activity

12% of all 9<sup>th</sup>-grade students participated actively in one or more group or activity

- B) A 10 percentage points increase in the percentage of students contributed 20 more hours of voluntary service to the community annually.

Baseline Data: 2006-2007

31% of all students contributed 20 or more hours

[Disaggregate as above or by other student sub-groups whose performance differs significantly from the mean. Baseline performance data and targeted five-year performance should be indicated for each sub-group.<sup>1</sup>]

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<sup>1</sup> Disaggregating student performance data of all types is extremely important to the growth and improvement process. When schools seek to change performance based on aggregate data of averages, they do not have a true picture of their students' performance, because averages do not portray accurately the range of student performance on any one assessment. Trying to change averages usually leads to "one size fits all" action plans, which seldom provide the desired results. By disaggregating data to determine if there are sub-groups of students whose performance differs significantly from the norm, the school is able to design actions that are specifically tailored for

- C) An increase of 41 percentage points in the percentage of students that demonstrate acceptable awareness and understanding of social justice issues by scoring 85% or above on the All People High School Peace and Justice Assessment.

Baseline Data: 2006-2007

39% of all students scored 85% or above on the Peace and Justice Assessment

[Disaggregate as above or by other student sub-groups whose performance differs significantly from the mean. Baseline performance data and targeted five-year performance should be indicated for each sub-group.]

- D) A decrease of xx percentage points in the percentage of students disciplined one or more times in the school year for infractions of the Code of Conduct related to respect for others and interpersonal relations.

Baseline Data: 2006-2007

21% of all students disciplined one or more times for infractions of the Code of Conduct related to respect for others and interpersonal relations

[Disaggregate as above or by other student sub-groups whose performance differs significantly from the mean. Baseline performance data and targeted five-year performance should be indicated for each sub-group.]

### ***Example #2:***

By the year 2013, all students will meet Exemplar High School's meeting the standards for Academic Proficiency or Advanced Academic Proficiency in the core areas of mathematics, language arts, science, history, world languages, and computer science as demonstrated by:

#### 1.1 Mathematics

- 1.1.1 The percentage of all students attaining the Advanced or Proficient level in Mathematics will increase by 11.8 percentage points

Baseline Data: Year 2006-2007

44.2 percent of all students Advanced or Proficient in Mathematics

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and focused on the specific needs of each sub-group. Given that all schools have finite time, energy, and resources, they are more likely to achieve the results they seek by planning on the basis of disaggregated data.

- 1.1.1.1 The percentage of Caucasian students attaining the Advanced or Proficient level in Mathematics will increase by 18.4 percentage points  
Baseline Data: Year 2006-2007  
48.6 percent of Caucasian students Advanced or Proficient in Mathematics
- 1.1.1.2 The percentage of African-American students attaining the Advanced or Proficient level in Mathematics will increase by 32.4 percentage points  
Baseline Data: Year 2006-2007  
34.6 percent of African-American students Advanced or Proficient in Mathematics
- 1.1.1.3 The percentage of Hispanic students attaining the Advanced or Proficient level in Mathematics will increase by 40 percentage points  
Baseline Data: Year 2006-2007  
27 percent of Hispanic students Advanced or Proficient in Mathematics
- 1.1.1.4 The percentage of male students attaining the Advanced or Proficient level in Mathematics will increase by 23 percentage points  
Baseline Data: Year 2006-2007  
44 percent of male students Advanced or Proficient in Mathematics
- 1.1.1.5 The percentage of female students attaining the Advanced or Proficient level in Mathematics will increase by 23 percentage points  
Baseline Data: Year 2006-2007  
44 percent of female students Advanced or Proficient in Mathematics
- 1.1.1.6 The percentage of ELL students attaining the Advanced or Proficient level in Mathematics will increase by 67 percentage points  
Baseline Data: Year 2006-2007  
0 percent of ELL students Advanced or Proficient in Mathematics
- 1.1.1.7 The percentage of IEP students attaining the Advanced or Proficient level in Mathematics will increase by 49.5 percentage points  
Baseline Data: Year 2006-2007  
17.5 percent of IEP students Advanced or Proficient in Mathematics

1.1.1.8 The percentage of socio-economically disadvantaged students attaining the Advanced or Proficient level in Mathematics will increase by 32 percentage points  
Baseline Data: Year 2006-2007  
35 percent of socio-economically disadvantaged students Advanced or Proficient in Mathematics

1.1.2 Increase the mean score of improvement between pre and post tests in Mathematics by 10 percent  
Baseline Data: Year 2006-2007  
10 percent mean score indicating improvement between pre and post tests in Mathematics

[Disaggregate as above or by other student sub-groups whose performance differs significantly from the mean. Baseline performance data and targeted five-year performance should be indicated for each sub-group.]

1.1.3 An increase of 13 percentage points in the percentage of students scoring 600 or above on the SAT I mathematics assessment  
Baseline Data: Year 2007  
12% of all students scored 600 or above on the SAT I mathematics assessment

[Disaggregate as above or by other student sub-groups whose performance differs significantly from the mean. Baseline performance data and targeted five-year performance should be indicated for each sub-group.]

1.1.4 An increase of 11 percentage points in the percentage of students enrolled in and passing one or more Advanced Placement classes in Mathematics  
Baseline Data: Year 2006-2007  
9 percent of all students enrolled in and passed one or more Advanced Placement courses in mathematics

[Disaggregate as above or by other student sub-groups whose performance differs significantly from the mean. Baseline performance data and targeted five-year performance should be indicated for each sub-group.]

1.1.5 An increase of 22.7 percentage points in the percentage of students scoring 3 or above on Advanced Placement exams in Mathematics  
Baseline Data: Year 2006-2007

2.3 percent of all students scored 3 or better on Advanced Placement exams in Mathematics

[Disaggregate as above or by other student sub-groups whose performance differs significantly from the mean. Baseline performance data and targeted five-year performance should be indicated for each sub-group.]

- 1.1.6 An increase of 20 percentage points in the percentage of students enrolling in and passing one or more Honors level courses in Mathematics

Baseline Data: Year 2006-2007

20 percent of all students take and pass Academic classes in Mathematics

[Disaggregate as above or by other student sub-groups whose performance differs significantly from the mean. Baseline performance data and targeted five-year performance should be indicated for each sub-group.]

- 1.1.7 The percentage of students failing one or more courses in Mathematics will be reduced by 5.2 percent.

Baseline Data: Year 2006-2007

9.2 percent of all students failed one or more classes in Mathematics

[Disaggregate as above or by other student sub-groups whose performance differs significantly from the mean. Baseline performance data and targeted five-year performance should be indicated for each sub-group.]

## 1.2 Language Arts

- 1.1.2 The percentage of all students attaining the Advanced or Proficient level in Reading/Language Arts will increase by 11.8 percentage points

Baseline Data: Year 2006-2007

44.2 percent of all students Advanced or Proficient in Reading/Language Arts

- 1.1.2.1 The percentage of Caucasian students attaining the Advanced or Proficient level in Reading/Language Arts will increase by 18.4 percentage points

Baseline Data: Year 2006-2007

48.6 percent of Caucasian students Advanced or Proficient in Reading/Language Arts

- 1.1.2.2 The percentage of African-American students attaining the Advanced or Proficient level in Reading/Language Arts will increase by 32.4 percentage points  
Baseline Data: Year 2006-2007  
34.6 percent of African-American students Advanced or Proficient in Reading/Language Arts
- 1.1.2.3 The percentage of Hispanic students attaining the Advanced or Proficient level in Reading/Language Arts will increase by 40 percentage points  
Baseline Data: Year 2006-2007  
27 percent of Hispanic students Advanced or Proficient in Reading/Language Arts
- 1.1.2.4 The percentage of male students attaining the Advanced or Proficient level in Reading/Language Arts will increase by 23 percentage points  
Baseline Data: Year 2006-2007  
44 percent of male students Advanced or Proficient in Reading/Language Arts
- 1.1.2.5 The percentage of female students attaining the Advanced or Proficient level in Reading/Language Arts will increase by 23 percentage points  
Baseline Data: Year 2006-2007  
44 percent of female students Advanced or Proficient in Reading/Language Arts
- 1.1.2.6 The percentage of ELL students attaining the Advanced or Proficient level in Reading/Language Arts will increase by 67 percentage points  
Baseline Data: Year 2006-2007  
0 percent of ELL students Advanced or Proficient in Reading/Language Arts
- 1.1.2.7 The percentage of IEP students attaining the Advanced or Proficient level in Reading/Language Arts will increase by 49.5 percentage points  
Baseline Data: Year 2006-2007  
17.5 percent of IEP students Advanced or Proficient in Reading/Language Arts

1.1.2.8 The percentage of socio-economically disadvantaged students attaining the Advanced or Proficient level in Reading/Language Arts will increase by 32 percentage points  
Baseline Data: Year 2006-2007  
35 percent of socio-economically disadvantaged students Advanced or Proficient in Reading/Language Arts

1.1.5 Increase the mean score of improvement between pre and post tests in Reading/Language Arts by 10 percent  
Baseline Data: Year 2006-2007  
10 percent mean score indicating improvement between pre and post tests in Reading/Language Arts

[Disaggregate as above or by other student sub-groups whose performance differs significantly from the mean. Baseline performance data and targeted five-year performance should be indicated for each sub-group.]

1.1.6 An increase of 13 percentage points in the percentage of students scoring 600 or above on the SAT I Critical Reading assessment  
Baseline Data: Year 2007  
12% of all students scored 600 or above on the SAT I Critical Reading assessment

[Disaggregate as above or by other student sub-groups whose performance differs significantly from the mean. Baseline performance data and targeted five-year performance should be indicated for each sub-group.]

1.1.7 An increase of 23 percentage points in the percentage of students scoring 600 or above on the SAT I Writing assessment  
Baseline Data: Year 2007  
22% of all students scored 600 or above on the SAT I Writing assessment

[Disaggregate as above or by other student sub-groups whose performance differs significantly from the mean. Baseline performance data and targeted five-year performance should be indicated for each sub-group.]

1.1.8 An increase of 11 percentage points in the percentage of students enrolled in and passing one or more Advanced Placement classes in English  
Baseline Data: Year 2006-2007

9 percent of all students enrolled in and passed one or more Advanced Placement courses in English

[Disaggregate as above or by other student sub-groups whose performance differs significantly from the mean. Baseline performance data and targeted five-year performance should be indicated for each sub-group.]

- 1.1.7 An increase of 22.7 percentage points in the percentage of students scoring 3 or above on Advanced Placement exams in English

Baseline Data: Year 2006-2007

2.3 percent of all students scored 3 or better on Advanced Placement exams in English

[Disaggregate as above or by other student sub-groups whose performance differs significantly from the mean. Baseline performance data and targeted five-year performance should be indicated for each sub-group.]

- 1.1.8 An increase of 20 percentage points in the percentage of students enrolling in and passing one or more Honors level courses in English/Language Arts

Baseline Data: Year 2006-2007

20 percent of all students take and pass Academic classes in English/Language Arts

[Disaggregate as above or by other student sub-groups whose performance differs significantly from the mean. Baseline performance data and targeted five-year performance should be indicated for each sub-group.]

- 1.1.7 The percent of students failing one or more courses in English/Language Arts will be reduced by 5.2 percentage points.

Baseline Data: Year 2006-2007

9.2 percent of all students failed one or more classes in English/Language Arts

[Disaggregate as above or by other student sub-groups whose performance differs significantly from the mean. Baseline performance data and targeted five-year performance should be indicated for each sub-group.]

### 1.3 Science

- 1.3.1 An increase of 18 percentage points in the mean score of improvement between pre and post tests in Science

Baseline Data: Year 2006-2007

32 percent mean score indicating improvement between pre and post tests in science.

[Disaggregate as above or by other student sub-groups whose performance differs significantly from the mean. Baseline performance data and targeted five-year performance should be indicated for each sub-group.]

- 1.3.2 An increase of 12 percentage points in the percentage of students enrolling in and passing one or more Advanced Placement classes in Science

Baseline Data: Year 2006-2007

8 percent of all students enrolled in and passed one or more Advanced Placement courses in Science

[Disaggregate as above or by other student sub-groups whose performance differs significantly from the mean. Baseline performance data and targeted five-year performance should be indicated for each sub-group.]

- 1.3.3 An increase of 15 percentage points in the percentage of students scoring 3 or above on Advanced Placement exams in Science

Baseline Data: Year 2006-2007

0 percent of all students scored 3 or better on Advanced Placement exams in Science

[Disaggregate as above or by other student sub-groups whose performance differs significantly from the mean. Baseline performance data and targeted five-year performance should be indicated for each sub-group.]

- 1.3.4 An increase of 19 percentage points in the percentage of students enrolling in and passing one or more Honors level courses in Science

Baseline Data: Year 2006-2007

61 percent of all students enrolled in and passed one or more Honors level courses in Science

[Disaggregate as above or by other student sub-groups whose performance differs significantly from the mean. Baseline performance data and targeted five-year performance should be indicated for each sub-group.]

- 1.3.5 A 2.6 percentage points decrease in the percentage of students failing courses in Science

Baseline Data: Year 2006-2007

4.4 percent of all students failed courses in Science

[Disaggregate as above or by other student sub-groups whose performance differs significantly from the mean. Baseline performance data and targeted five-year performance should be indicated for each sub-group.]

## 1.4 World Languages

- 1.4.1 An increase of 10.6 percentage points in the percentage of student enrolling in and passing one or more Advanced Placement courses in the World Languages

Baseline Data: Year 2006-2007

1.4 percent of all students enrolled in passed one or more Advanced Placement courses in the World Languages

[Disaggregate as above or by other student sub-groups whose performance differs significantly from the mean. Baseline performance data and targeted five-year performance should be indicated for each sub-group.]

- 1.4.2 An increase of 10 percentage points in the percentage of students scoring 3 or above on Advanced Placement exams in the World Languages

Baseline Data: Year 2006-2007

.46 percent of all students scored 3 or better on Advanced Placement exams in World Languages

[Disaggregate as above or by other student sub-groups whose performance differs significantly from the mean. Baseline performance data and targeted five-year performance should be indicated for each sub-group.]

- 1.4.3 A increase of 22 percentage points in the percentage of students enrolling in and passing one or more Honors level courses in World Languages

Baseline Data: Year 2006-2007

23 percent of all students enrolled in and passed one or more Honors level courses in World Languages

[Disaggregate as above or by other student sub-groups whose performance differs significantly from the mean. Baseline performance data and targeted five-year performance should be indicated for each sub-group.]

- 1.4.4 A decrease of 3 percentage points in the percentage of students failing courses in World Languages

Baseline Data: Year 2006-2007

4 percent of all students who taking World Languages fail a course in World Languages

[Disaggregate as above or by other student sub-groups whose performance differs significantly from the mean. Baseline performance data and targeted five-year performance should be indicated for each sub-group.]

## 1.5 History

- 1.5.1 An increase of 9.6 percentage points in the percentage of students enrolling in and passing one or more Advanced Placement courses in History

Baseline Data: Year 2006-2007

6.4 percent of all students enrolled in and passed one or more Advanced Placement courses in History

[Disaggregate as above or by other student sub-groups whose performance differs significantly from the mean. Baseline performance data and targeted five-year performance should be indicated for each sub-group.]

- 1.5.2 An increase of 18 percentage points in the percentage of students scoring 3 or above on Advanced Placement exams in History

Baseline Data: Year 2006-2007

2 percent of all students scored 3 or better on Advanced Placement exams in History

[Disaggregate as above or by other student sub-groups whose performance differs significantly from the mean. Baseline performance data and targeted five-year performance should be indicated for each sub-group.]

- 1.5.3 An increase of 13 percentage points in the percentage of students enrolling in and passing one or more Honors level courses in History

Baseline Data: Year 2006-2007

32 percent of students enrolled in and passed one or more Honors level courses in History

[Disaggregate as above or by other student sub-groups whose performance differs significantly from the mean. Baseline performance data and targeted five-year performance should be indicated for each sub-group.]

- 1.5.4 A 2.2 percentage points decrease in the percentage of students failing courses in History

Baseline Data: Year 2006-2007

3.2 percent of all students failed courses in History

[Disaggregate as above or by other student sub-groups whose performance differs significantly from the mean. Baseline performance data and targeted five-year performance should be indicated for each sub-group.]

## 1.6 Computer Science

- 1.6.1 An increase of 8.2 percentage points in the percentage of students enrolling in and passing one or more Advanced Placement courses in Computer Science

Baseline Data: Year 2006-2007

1.8 percent of all students enrolled in and passed one or more Advanced Placement courses in Computer Science

[Disaggregate as above or by other student sub-groups whose performance differs significantly from the mean. Baseline performance data and targeted five-year performance should be indicated for each sub-group.]

- 1.6.2 An increase of 18.2 percentage points in the percentage of students scoring 3 or above on Advanced Placement exams in Computer Science

Baseline Data: Year 2006-2007

1.8 percent of all students scored 3 or better on Advanced Placement exams in Computer Science

[Disaggregate as above or by other student sub-groups whose performance differs significantly from the mean. Baseline performance data and targeted five-year performance should be indicated for each sub-group.]

- 1.6.3 An increase of 8.7 percentage points in the percentage of students enrolling in and passing one or more courses in Computer Science

Baseline Data: Year 2006-2007

6.3 percent of all students take and pass classes in Computer Science

[Disaggregate as above or by other student sub-groups whose performance differs significantly from the mean. Baseline performance data and targeted five-year performance should be indicated for each sub-group.]

## Organizational Improvement Objectives

### *Example #1:*

By the year 2013, Mountaintop Day School will improve fund-raising activities as measured by:

- a.) increasing giving to the Annual Fund to \$100,000 per year.  
Baseline: 2007  
\$ 23, 345 = Annual Fund giving
- b.) increasing the number of gifts to the Annual Fund by 100%  
Baseline: 2007  
79 = number of gifts to the Annual Fund
- c.) increasing the percentage of parents of current students contributing to the annual Fund to 25%  
Baseline: 2007  
12% = percentage of parents of current students contributing to the Annual fund
- d.) increasing the percentage of parents of former students contributing to the annual Fund to 35%  
Baseline: 2007  
7% = percentage of parents of former students contributing to the Annual fund
- e.) increasing the percentage of alumni contributing to the Annual Fund to 40%  
Baseline: 2007  
18% = percentage of alumni contributing to the Annual fund
- f.) increasing the number of successful grants achieved to 10 per year  
Baseline: 2007  
2 = number of successful grants achieved
- g.) increasing the amount of grant funding received to \$40,000 per year.  
Baseline: 2007  
\$5000 = amount of grant funding received

**Example #2:**

By the year 2013, Happy Valley School District will improve the quality and amount of its communications with its stakeholders as measured by:

- a.) publishing a newsletter 10 times a year for all households in the school's community

Baseline Year: 2007

2 = number of newsletters published

- b.) increasing the number of new visitors to the district's website by 200%

Baseline Year: 2007

430 = number of new visitors to the district's website

- c.) increasing the total number of visits to the district's website within the school year by 300%

Baseline Year: 2007

1012 = total number of visits to the district's website within the school year

- d.) increasing the number of presentations made annually by district staff to community groups by 500%

Baseline Year: 2007

3 = number of presentations by the district's staff to community groups

- e.) a 20 percentage point increase in the percentage of parent and community members rating the district's communication efforts as satisfactory or excellent on the Happy Valley School District's Communication Survey

Baseline Year: 2007

23% = percentage of parent and community members rating the district's communication efforts as satisfactory or excellent

## COMPARISON OF ELEMENTS OF MSA SELF-STUDY AND ACCREDITATION PROTOCOLS

	<i>Accreditation for Growth</i>	<i>Excellence by Design</i>	<i>Reflections on Standards of Quality</i>
<b>FOCUS</b>	<ul style="list-style-type: none"> <li>▪ Setting measurable objectives and developing action plans to grow and improve areas of student performance</li> <li>▪ Meeting the 12 Middle States Standards for Accreditation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Establishing an ethic of planning for growth and improvement in student performance</li> <li>▪ Setting measurable objectives and developing action plans to 1) grow and improve areas of student performance and 2) improve the organization's capacity to achieve the levels of student performance it desires</li> <li>▪ Developing an understanding of the antecedents for the current levels of performance and capacity</li> <li>▪ Meeting the 12 Middle States Standards for Accreditation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Meeting the 12 Middle States Standards for Accreditation</li> <li>▪ Meeting the Middle States Indicators of Quality for Curriculum, Instruction, and Assessment for each curricular area</li> <li>▪ Planning for improvement in student performance and organizational capacity</li> </ul>
<b>STAKEHOLDER INVOLVEMENT IN SELF-STUDY AND PLANNING</b>	<ul style="list-style-type: none"> <li>▪ Broad stakeholder involvement including the staff, administration, students, parents, the board, community members, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Broad stakeholder involvement including the staff, administration, students, parents, the board, community members, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Primarily staff driven with some involvement of the governance</li> <li>▪ Other stakeholder such as parents and students may be included.</li> </ul>

	<i>Accreditation for Growth</i>	<i>Excellence by Design</i>	<i>Reflections on Standards of Quality</i>
<b>STRUCTURE OF SELF-STUDY AND PLANNING PROCESS</b>	<ul style="list-style-type: none"> <li>▪ Stakeholder Planning Team</li> <li>▪ Action Plan Teams (optional)</li> <li>▪ Implementation Teams (optional)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Stakeholder Planning Team</li> <li>▪ Action Plan Teams (optional)</li> <li>▪ Implementation Teams (optional)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Steering Committee</li> <li>▪ Subcommittee for each MSA Standard</li> <li>▪ Subcommittee for each curricular area</li> <li>▪ Subcommittee to develop improvement plan</li> </ul>
<b>COMPONENTS OF THE PROTOCOL</b>	<ul style="list-style-type: none"> <li>▪ Planning Process</li> <li>▪ Plan for Growth and Improvement, including: <ul style="list-style-type: none"> <li>○ Mission</li> <li>○ Beliefs</li> <li>○ Profile of Graduates</li> <li>○ Measurable objectives</li> <li>○ Action Plans</li> </ul> </li> <li>▪ Self-Assessment of Adherence to MSA Standards</li> </ul>	<ul style="list-style-type: none"> <li>▪ Planning Process</li> <li>▪ Context of the School</li> <li>▪ Profile of the Community</li> <li>▪ Profile of Student Performance</li> <li>▪ Profile of Organizational Capacity (results of Self-Assessment of Adherence to MSA Standards)</li> <li>▪ Plan for Growth and Improvement, including: <ul style="list-style-type: none"> <li>○ Mission</li> <li>○ Beliefs</li> <li>○ Profile of Graduates</li> <li>○ Measurable objectives</li> <li>○ Self-Assessment of Adherence to Indicators of Quality for Curriculum, Instruction, and Assessment</li> <li>○ Gap Analysis/Analysis of Root Causes</li> <li>○ Action Plans</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Three, four, or five measurable objectives</li> <li>▪ Action plans</li> <li>▪ Self-Assessment of Adherence to MSA Standards</li> </ul>

	<i>Accreditation for Growth</i>	<i>Excellence by Design</i>	<i>Reflections on Standards of Quality</i>
<b>MEASURABLE OBJECTIVES</b>	<ul style="list-style-type: none"> <li>▪ Two, three, or four measurable objectives for areas of student performance identified as priorities for growth and improvement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Three, four, or five measurable objectives for areas identified as priorities for growth and improvement in: <ul style="list-style-type: none"> <li>○ Student performance (minimum of two)</li> <li>○ Organizational capacity (optional)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Three, four, or five measurable objectives for areas identified as priorities for growth and improvement in: <ul style="list-style-type: none"> <li>○ Student performance (minimum of two)</li> </ul> </li> <li>▪ Organizational capacity (optional)</li> </ul>
<b>MEASURABILITY</b>	<ul style="list-style-type: none"> <li>▪ All objectives must be measurable using multiple assessments</li> </ul>	<ul style="list-style-type: none"> <li>▪ All objectives must be measurable using multiple assessments</li> </ul>	<ul style="list-style-type: none"> <li>▪ All objectives must be measurable and should use multiple assessments</li> </ul>
<b>TECHNICAL REVIEW</b>	<ul style="list-style-type: none"> <li>▪ All objectives must be reviewed by MSA staff and determined to meet the MSA technical criteria</li> </ul>	<ul style="list-style-type: none"> <li>▪ All objectives must be reviewed by MSA staff and determined to meet the MSA technical criteria</li> </ul>	<ul style="list-style-type: none"> <li>▪ All objectives must be reviewed by MSA staff and determined to meet the MSA technical criteria</li> </ul>
<b>EXTERNAL PEER EVALUATION</b>	<ul style="list-style-type: none"> <li>▪ Validation Team onsite visit (typically five members).</li> <li>▪ Visit of three and one-half days</li> </ul>	<ul style="list-style-type: none"> <li>▪ Validation Team onsite visit (typically five members).</li> <li>▪ Visit of three and one-half days</li> </ul>	<ul style="list-style-type: none"> <li>▪ Visiting Team onsite visit (typically 10-15 members).</li> <li>▪ Visit of three and one-half days</li> </ul>
<b>TERM OF ACCREDITATION</b>	<ul style="list-style-type: none"> <li>▪ Seven years</li> </ul>	<ul style="list-style-type: none"> <li>▪ Seven years</li> </ul>	<ul style="list-style-type: none"> <li>▪ Seven years (effective with schools entering self-study on or after September 1, 2008).</li> </ul>
<b>ACCREDITATION MAINTENANCE</b>	<ul style="list-style-type: none"> <li>▪ Mid-Term Report in third year of accreditation</li> <li>▪ Mid-Term Visit as determined by MSA staff or requested by school</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mid-Term Report in third year of accreditation</li> <li>▪ Mid-Term Visit as determined by MSA staff or requested by school</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mid-Term Report in third year of accreditation</li> <li>▪ Mid-Term Visit as determined by MSA staff or requested by school</li> </ul>