

COMPARISON OF MIDDLE STATES ACCREDITATION PROTOCOLS

This document is provided as a guide; consult your MSA staff liaison to fully explore the most appropriate protocol option for your respective school.

	<i>Designing Our Future (DOF)</i>	<i>Excellence by Design (ExBD)</i>
Recommended for	Schools seeking accreditation for the first time OR schools that have gone through significant changes	Schools seeking re-accreditation and all school systems
Focus	This protocol is designed to establish an initial baseline of a school's compliance with the twelve MSA standards. It requires a holistic review of the school's curriculum, instructional practices and assessment strategies. Prescriptive procedures are provided for the development of the structures and skills necessary for a culture of planning and continuous growth and improvement.	This protocol is designed to enhance a previous or current school improvement process with an emphasis on specific areas of improvement in student performance and organizational capacity. Prescriptive procedures are provided to ensure the maintenance of the MSA Standards and the nurturing and strengthening of the existing culture of continuous growth and improvement.
Components of the Self-Study Report	Self-assessment of all Curricular Areas	Self-assessment of those Curricular Areas pertaining to chosen student performance objectives
	<ul style="list-style-type: none"> • Foundation Documents (Mission, Beliefs/Core Values, Profile of Graduates) • Descriptive Summaries (School and Community, Student performance data) • Self-assessment of adherence to the 12 Middle States Standards • Plan for Growth and Improvement (establish 3-5 measurable performance objectives and action plans) 	
Stakeholder Involvement	Broad stakeholder involvement including staff, administration, students, parents, board members, and community members. Participation in self-study process through committees and surveys.	
Organizational Structure for the Process	<ul style="list-style-type: none"> • Planning Team • Subcommittees • Actions Teams/Implementation Teams 	
Timeline	Typically 12-18 months	
Visiting Team Structure	The number of team members is flexible and depends on several variables: size of school, range of programs, number of campuses, etc.	
Term of Accreditation	Accreditation for 7 years, with mid-term report due to MSA in 3 rd year and annual internal reviews of the Plan for Growth and Improvement and progress toward attaining established objectives.	