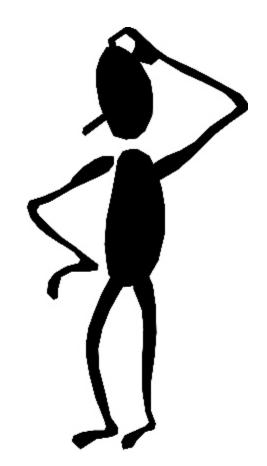
Self Assessment of the MSA-CESS Standards

Measuring your School's Organizational Capacity



What will you learn from this module?



- What the Standards for Accreditation are.
- Why the Standards are important.
- How to self-assess your school's adherence to the Standards.



What are the Standards for Accreditation

- The Middle States Standards for Accreditation are qualitative statements that reflect research- based best practices for schools.
- The Standards serve as the primary basis upon which the Commissions make accreditation decisions.

To be accredited a school must meet the 12 Middle States Standards for Accreditation.



What are the Standards for Accreditation?

- 1. Mission
- 2. Governance and Leadership
- 3. School Improvement Planning
- 4. Finances
- 5. Facilities
- 6. School Staff and Organization

- 7. Health and Safety
- 8. Educational Program
- Assessment and Evidence of Student Learning
- 10. Student Services
- 11. Student Life and Student Activities
- 12. Information Resources



How are the Standards presented in the self-study?

- Although the Standards are presented in different formats in each self-study template, the content and requirements are consistent through each protocol.
- Remember: All schools must meet the 12 Standards for Accreditation, regardless of protocol choice.



How are the templates different?

- In *Designing Our Future*, the Standards are embedded in various Descriptive Summaries which include data, questions, and self assessment of specific Standards related to a particular topic (For example the Descriptive Summary of School Leadership and Organization houses the Standards of Governance and Leadership and School Organization and Staff).
- In *Excellence By Design* the Standards are together in one section entitled the Profile of Organizational Capacity.



Structure of the Self Assessment in Self-Study Templates

- A Issues Related to the Standard
 - Data related to adherence to the standard
- B Adherence to the Indicators of Quality
 - Results from surveys related to the individual indicators
- C Self-assessment of adherence to the Standards
 - The school's determination that it meets the requirements of the standard
- D Implications for Planning
 - Listing of strengths and weaknesses in relation to the standard
- E Evidence
 - Specific evidence in relation to the standard that the visiting team will be looking for



Self assessment of the Standards

- Within the self-study process, the self assessment of the Standards determines a baseline of the school's current organizational capacity and ultimately guides the school in determining priorities for improvement.
- This self assessment can be accomplished by committees, completion of the Standards Surveys, or a combination of the two.



Middle States Standards Surveys

- MSA provides surveys for assessing each Standard and Indicator through Survey Monkey.
- There are three surveys available
 - Staff most inclusive (includes each indicator).
 - Parents/Community Members specific indicators.
 - Student specific indicators.
- These surveys are available in English and Spanish.

Contact the MSA office to have the surveys copied into your school's Survey Monkey account.



Who should complete the surveys?

- All Staff/Administrators the Planning Team should facilitate a way to ensure that all faculty complete the surveys.
- Students As many as is practical
- Parents As many as is practical
- Other:
 - Board Members
 - Community Stakeholders



Using Committees

- There are several possibilities for the use of committees in the self assessment of the Standards:
 - Planning Team analyzes results.
 - Committee per standard which reports out to the Planning Team.
 - Several Committees could be responsible for multiple Standards.
- Utilize focus groups. Those most knowledgeable about a standard should make the final assessment. i.e. the business office should work on the Finance Standard.
- Committees may self assess the standards through alternate means, however the vast majority utilize the surveys.
- Planning Team/Committees will complete sections A through E of each Standards section of the Self-Study Template.



What do we do with the results?

- The Planning Team or Committee:
 - Aggregate survey results or summarize committee feedback.
 - Input results into respective template sections (Standards Section B in the Self-Study Template).
 - Analyze comments from surveys or committees.
 - Input comments into template (Standards Section B in the Self-Study Template).
- Determine if the school meets each Standard (Standards Section C in the Self-Study Template).



Implications for Planning

- Using the data results, complete Section D (Implications for Planning) in the Self-Study Template for each Standard.
- Decide what actions could be taken immediately and rectify concerns (There is no need to wait if you discover issues that can be rectified immediately).
- Determine what long term actions should transfer into the school's Growth and Improvement Plan.



Evidence to Support Your Findings

- Each Standard section has a list of recommended evidence to support your findings.
- It is the role of the Planning Team/Committees to physically (or electronically) assemble these documents for review by the Visiting Team when on site at the school.
- The evidence collected should be listed in the Section E of the Self-Study Template.





- The quality of the responses to the surveys is more important than the quantity of the responses.
- Even negative results from the surveys can be used as an opportunity for improvement.
- The more accurate you are in the self-reflection, the more you will get out of the process.



Summary

The purpose of this module was to prepare you to begin the self assessment of the 12 MSA-CESS Standards

At this point you should be ready to:

- Distribute Standards surveys and/or organize Standards committees.
- Analyze surveys and/or Standards committee assessments.
- Plan the school's improvement using the survey results.



The full sequence of training modules are available at www.msa-cess.org

Starting the Accreditation Process **Steps to Accreditation** Selection of Protocol **Getting Started Foundation Documents** Self Assessment of Standards Self Assessment of Curriculum, Instruction, and Assessments Improvement Planning – Objectives Improvement Planning – Action Plans Preparing and Hosting a Visiting Team

After the Visit

