2020 – A Vision for Learning

Accreditation Seminar for Schools Hosting Visits in 2022
Objectives for the Program

- An overview of NEASC and CPS
- The 2020 Standards for Accreditation
- Assessing alignment to the Standards
- The Vision for Learning Accreditation Process
- Questions and Answers
Overview of NEASC and CPS
NEASC

- is the oldest regional educational accrediting association
- includes three Commissions that accredit PreK–16 schools
- accredits over 1,500 schools and colleges in six New England states and around the world
NEASC – Who we are...

Commission on Public Schools (CPS)
Commission on Independent Schools (CIS)
Commission on International Education (CIE)
New England Commission on Higher Education (NECHE)
Commission on Public Schools

Accredits over 725 elementary, middle, high, and career and technical/vocational schools and centers

Includes volunteer Commissioners from all six New England states

CPSS - 26 members
CPEMS - 6 members
CTCI - 9 members

Uses more than 1,200 volunteers each year
CPS Professional Staff

George Edwards
Director

Bruce Sievers
Associate Director

Alyson Geary
Deputy Director

Bill Wehrli
Associate Director

Kathy Montagano
Associate Director

Fran Kennedy
Associate Director
What are the major shifts in the new Accreditation Standards and process?
Shifting the emphasis from accountability to growth
Shifting our relationship with schools to become partners in school improvement
Shifting the emphasis of the Self-Reflection from simply demonstrating alignment to the Standards, to identifying priority areas for growth.
Ensuring that the Accreditation process is more authentic, real, and valuable for schools
2020 – A Vision for Learning

The Standards for Accreditation
2020 Standards for Accreditation

- Student Learning
- Learning Culture
- Professional Practices
- Learning Resources
- Learning Support
### 2020 Standards for Accreditation

<table>
<thead>
<tr>
<th>Standard 1</th>
<th><strong>LEARNING CULTURE</strong></th>
<th>Learning Culture promotes shared values and responsibility for achieving the school’s vision.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 2</td>
<td><strong>STUDENT LEARNING</strong></td>
<td>Student Learning practices maximize the impact of learning for each student.</td>
</tr>
<tr>
<td>Standard 3</td>
<td><strong>PROFESSIONAL PRACTICES</strong></td>
<td>Professional Practices ensure that practices and structures are in place to support and improve student learning.</td>
</tr>
<tr>
<td>Standard 4</td>
<td><strong>LEARNING SUPPORT</strong></td>
<td>Learning Support ensures that the school has appropriate systems to support student learning and well-being.</td>
</tr>
<tr>
<td>Standard 5</td>
<td><strong>LEARNING RESOURCES</strong></td>
<td>Learning Resources ensure that the school has the resources necessary to meet the learning needs of all students.</td>
</tr>
</tbody>
</table>
Principles and Descriptors

- Each Standard includes **Principles of Effective Practice** (Principles replace indicators in the former Standards)
- **Descriptors of Effective Practice** describe what each Principle looks like in practice in a school
- **32 principles** have replaced the previous **52 indicators**
1.1 The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.

<table>
<thead>
<tr>
<th>PRINCIPLES of Effective Practice</th>
<th>DESCRIPTORS of Effective Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school community:</td>
<td></td>
</tr>
<tr>
<td>• provides a physically, emotionally, and intellectually safe environment for learners and adults</td>
<td></td>
</tr>
<tr>
<td>• demonstrates a culture of learning focused on the strengths of both students and adults</td>
<td></td>
</tr>
<tr>
<td>• creates policies and protocols to define and support respectful treatment of all members of the school community</td>
<td></td>
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<tr>
<td>• ensures all learners are known and valued and have equitable access to a full range of school programs and services</td>
<td></td>
</tr>
<tr>
<td>• identifies learning gaps and social disparities and develops programs and initiatives to address them</td>
<td></td>
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<tr>
<td>• ensures individuality among all community members is a positive opportunity for extended learning and growth</td>
<td></td>
</tr>
<tr>
<td>• actively emphasizes and strengthens understanding of, and commitment to, equity and diversity</td>
<td></td>
</tr>
<tr>
<td>• supports a diversity of opinion and personal experience.</td>
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</tr>
</tbody>
</table>
Each Standard contains **Foundational Elements**

At a minimum, **Accredited schools must align with each of the Foundational Elements**

**Foundational Elements** represent essential building blocks for each Standard

Schools that are not yet aligned with the Foundational Elements are expected to **prioritize work to ensure alignment with those Elements**
Foundational Elements

- Safe Environment
- Intervention Strategies
- School Growth/Improvement Plan
- Written Curriculum
- Vision of the Graduate, Core Values and Beliefs
- School Site and Plant
- Written Curriculum
## Foundational Elements

<table>
<thead>
<tr>
<th>Standards for Accreditation</th>
<th>Foundational Elements</th>
</tr>
</thead>
</table>
| **Standard 1**<br>LEARNING CULTURE | The school community provides a safe environment.  
The school has a written document describing its core values, beliefs about learning, and vision of the graduate. |
| **Standard 2**<br>STUDENT LEARNING | There is a written curriculum in a consistent format for all courses in all departments across the school. |
| **Standard 3**<br>PROFESSIONAL PRACTICES | The school has a current school improvement/growth plan. |
| **Standard 4**<br>LEARNING SUPPORT | The school has intervention strategies designed to support learners. |
| **Standard 5**<br>LEARNING RESOURCES | The school site and plant support the delivery of curriculum, programs, and services. |
Activity:
Unpacking the Standards

At your table, take the Standard to which you are assigned, read and discuss it with your group, and answer the following questions on chart paper provided:

◦ What are 3 ideas that reflect research-based best practice?
◦ What are 2 observations you have about the Standard (themes, organization, key points) ?
◦ What question(s) (1 or more) do you have about this Standard?
Share what you found

- Each group shares their 3, 2, 1
  - 3 ideas that reflect research-based best practice
  - 2 observations you have about the Standard (themes, organization, key points)
  - 1 (or more) questions you have about this Standard

- What are your big takeaways about the 2020 Standards for Accreditation?
Key Themes in the 2020 Standards
A Vision of the Graduate
The school has a vision of the graduate that includes the attainment of transferrable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and parents on each learner’s progress in achieving this vision.

Standard 2, Principle 1
The point of school is not to get good at school. The point of school is **transfer** – being able to apply what is learned in school to new situations inside and especially outside of the classroom. -- Jay McTighe

### A Vision of the Graduate

- **Communicate**
- **Problem-Solve**
- **Innovate**
- **Collaborate**

### Knowledge & Understandings

- Discipline Based
- Essential
- Authentic
- Depth over Breadth

### Transferable Skills & Dispositions

- Flexibility
- Persistence
- Striving for Accuracy
- Empathy
A Culture of Teaching to...

...a Culture of Learning
In a Culture of Learning

- All students are learners
- The focus shifts to how learners learn rather than how teachers teach
- Learners have opportunities to make decisions about their learning
- Professional practices of educators are focused on how to support students
Conditions for Learning - Practices vs. Beliefs

*What do you see, and what are your beliefs?*

<table>
<thead>
<tr>
<th>Practices?</th>
<th>Beliefs?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Practices

- Sitting in rows
- Discrete curriculum
- One subject area focus
- No real world application
- Teacher controlled
- Someone else’s questions
- Standardized assessments
- Emphasis on grades
- No choice or agency
- Lack of relevance
- “Handing it in”
Beliefs

- Safe learning environment
- Personal investment
- Real world application
- Fun
- Relevant to students lives
- Real Audience
- Passion
- Teachers/mentors
- Feedback
- Autonomy and agency
- Cross-disciplines
Practices vs. Beliefs

- Sitting in rows
- Discrete curriculum
- One subject area focus
- No real world application
- Teacher controlled
- Someone else’s questions
- Standardized assessments
- Emphasis on grades
- No choice or agency
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- Safe learning environment
- Personal investment
- Real world application
- Fun
- Relevant to students lives
- Real Audience
- Passion
- Teachers/mentors
- Feedback
- Autonomy and agency
- Cross-disciplines

Attribution: Will Richardson
Students are active learners who have opportunities to lead their own learning.

**Standard 2, Principle 5**

Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.

**Standard 2, Principle 6**

Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

**Standard 2, Principle 9**
Developing a Growth Mindset
In a *growth mindset*, people believe that their most basic abilities can be developed through dedication and hard work – brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.

-- Carol Dweck
<table>
<thead>
<tr>
<th>Fixed Mindset</th>
<th>Growth Mindset</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Something you are born with and static</td>
<td>Abilities</td>
</tr>
<tr>
<td></td>
<td>✓ Can be developed</td>
</tr>
<tr>
<td>✓ To be avoid because it could reveal a lack</td>
<td>Challenges</td>
</tr>
<tr>
<td></td>
<td>✓ To be embraced as an opportunity to grow</td>
</tr>
<tr>
<td>✓ Fruitless or worse</td>
<td>Effort</td>
</tr>
<tr>
<td></td>
<td>✓ A path to mastery</td>
</tr>
<tr>
<td>✓ Become defensive</td>
<td>Feedback</td>
</tr>
<tr>
<td></td>
<td>✓ To learn from and identify areas for improvement</td>
</tr>
<tr>
<td>✓ A threat</td>
<td>Success of Others</td>
</tr>
<tr>
<td></td>
<td>✓ Lessons and Inspiration</td>
</tr>
</tbody>
</table>
The school’s culture promotes intellectual risk taking and personal and professional growth.

Standard 1, Principle 5

Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support learning.

Standard 2, Principle 8

The school engages all stakeholders in the development and implementation of a school improvement/growth plan...

Standard 3, Principle 1
The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.

Standard 1, Principle 3

All students receive appropriate intervention strategies to support their academic, social, and emotional success.

Standard 4, Principle 1

The school has infrastructure and protocols in place to ensure effective responses in crisis situations.

Standard 5, Principle 5
Assessing Alignment to the Standards for Accreditation
Foundational Elements Rubric

- Rating: Meets or Does Not Meet
- The school assesses their own alignment and the Collaborative Conference team validates
Principles of Effective Practice Rubric

- A continuum of implementation for Principles of Effective Practice
- Schools self-assesses
New Accreditation Process

1. Provides opportunities for more sustained work with CPS over time
   - Differentiates the use of faculty members

2. Uses existing artifacts as evidence
   - Encourages integration of school/district priorities

3. Uses smaller visiting teams/cost less
   - Provides fewer overall recommendations that focus on stated areas for growth
New Accreditation Process

4. Preparation for the decennial visit begins 3 years before the Decennial Accreditation visit

5. The Decennial cycle begins in the fall of 2019 or spring of 2020

6. School spends 4–6 months on the Self-Reflection, develops and implements a school growth plan embedded in its current school improvement efforts prior to its Decennial Accreditation visit
Ten-Year Cycle for 2022 Protocol

- Self-Reflection 2019-2020
- Collaborative conference visit 2020
- Development and Implementation of Growth Plan 2020-2021
- Decennial visit 2022
- New/revised Growth Plan 2023
- Progress updates 2025-2028
- New cycle begins 2029

New cycle begins 2029

- Self-Reflection 2019-2020
- Collaborative conference visit 2020
- Development and Implementation of Growth Plan 2020-2021
- Decennial visit 2022
- New/revised Growth Plan 2023
- Progress updates 2025-2028

New cycle begins 2029
The Steering and Self-Reflection Committees
Accreditation Steering Committee

The steering committee:

- has oversight of the Accreditation process and determines how the Self-Reflection phase will progress


- is responsible for communicating consistently about the progress and next steps throughout the process to keep faculty and stakeholders informed and engaged

- Involves 3–8 members, one is the principal and two are faculty Accreditation Coordinators
## Budget Estimates

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Seminars</strong></td>
<td></td>
</tr>
<tr>
<td>Accreditation Seminar</td>
<td>$200</td>
</tr>
<tr>
<td>Evaluation Seminar</td>
<td>$200</td>
</tr>
<tr>
<td>Follow-Up Seminar</td>
<td>$200</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$600</td>
</tr>
<tr>
<td><strong>Collaborative Conference</strong></td>
<td></td>
</tr>
<tr>
<td>Cost of rooms (4 guests for 1 night)</td>
<td>$600</td>
</tr>
<tr>
<td>Cost of meals at hotel and school</td>
<td>$200</td>
</tr>
<tr>
<td>Travel expenses for team members</td>
<td>$400</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$1,200</td>
</tr>
</tbody>
</table>

Accreditation Handbook, pp. 23-24
## Decennial Accreditation Visit

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of rooms (8 visitors: 6 for 3 nights and 2 for 4 nights)</td>
<td>$3,900</td>
</tr>
<tr>
<td>Cost of conference room at the hotel (3 days)</td>
<td>$600</td>
</tr>
<tr>
<td>Cost of meals at hotel and school</td>
<td>$1,650</td>
</tr>
<tr>
<td>Travel expenses for team members</td>
<td>$1,500</td>
</tr>
<tr>
<td>CPS editor</td>
<td>$400</td>
</tr>
<tr>
<td>Equivalent of one year’s membership dues (will vary based on enrollment)</td>
<td>$3,365</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$11,415</strong></td>
</tr>
</tbody>
</table>
2020 NEASC Opinion Survey

Survey is required for parents, students, and faculty members

Based on the 2020 Standards for Accreditation

Provided free of charge from NEASC

Can be repeated annually or at any time the school desires
Self-Reflection Committee

The Self-Reflection Committee(s)

• will be representative of multiple stakeholders in the school community

• determines the extent to which the school is aligned to the Standards for Accreditation through a reflective process based on evidence
One Self-Reflection committee, made up of various members of the school community, reviews all the Standards.

Alternately, several smaller sub-committees can be formed to assist in completing the Self-Reflection.

The committee engages school faculty through the collection of evidence and asks for input and feedback.
# Self-Reflection Models

<table>
<thead>
<tr>
<th>Whole Faculty</th>
<th>One Committee</th>
<th>Multiple Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The whole faculty is separated into 5 committees and each committee gathers evidence and writes one report</td>
<td>• One Self-Reflection committee gathers evidence for all Standards and writes the entire report</td>
<td>• Multiple committees are formed with volunteers from the faculty and each committee gathers evidence and writes one report</td>
</tr>
</tbody>
</table>
Self-Reflection Committee

- Additional stakeholders to consult for information and feedback
  - faculty and support staff
  - central office administrators
  - school board/committee
  - students, parents, community members, business partners, college partners
School
Self-Reflection
The Self-Reflection process is designed to:

- evaluate the school’s alignment to the Standards for Accreditation through faculty reflection and evidence collection
- assist the school in discovering areas of growth within the Standards for Accreditation
- inform the school’s plan for growth to guide their school improvement efforts

Sample Self-Reflection Report: cpss.neasc.org
> for Visits in 2020 and beyond
  > Process
  > Additional Materials
Elements of the Self-Reflection

- Part 1 - Look Back
- Part 2 - Current Conditions (Standards Reflection)
- Part 3 - Capacity for Continuous Growth as a Learning Organization
- Part 4 - Goals and Vision for the Future
- Part 5 – Priority Areas for NEASC School Growth Plan

Self-Reflection Guide pp. 2-5
Activity:
Individual Reflection

Turn to pp. 2-3 of the Self-Reflection Guide

- Read steps A–F in Part 2 of the Self-Reflection
  - What clarifying questions do you have?
  - What might the completion of Step 2 look like in your school?
  - How will you collect evidence to determine alignment to the Principles?

- Share some ideas with the group
Part 1 – Look Back

- Provide a brief look back at recent milestones, improvements, and existing priorities for the school.
  - What goals have the school prioritized over the past 3–5 years?
  - From a whole-school perspective, what is the faculty/school most proud of? What are they most concerned about?
  - What has changed or improved related to the Standards for Accreditation since the last Decennial Accreditation Visit?
Part 2 – Current Conditions

- Assess and review the school’s current alignment to each Principle of Effective Practice in the Standards
- Collect evidence to help in this assessment
- Determine the school’s strengths and areas for growth in each Standard
- Include the faculty in providing evidence and giving feedback
Part 2 - Steps

- A – Unpack the Standards
- B – Collect Evidence
- C – Analyze Evidence and Make Determinations
- D – Write Narratives for Elements and Principles
- E – Identify Strengths and Areas for Growth for each Standard
- F – Faculty Review and Approval of Part 2

Self-Reflection Guide, pp. 2-3
Should be done first before Parts 3, 4, and 5 as this information from Parts 1 and 2 will inform the rest of the report.

Will include information from the faculty, including evidence of teaching practice and student work samples.

Faculty should have the opportunity to reflect on Part 1 to give feedback and vote on Part 2.
Evidence Collection

- Evidence is gathered from the faculty to draw conclusions about the school’s alignment to the Foundational Elements and the Principles
- Emphasis on existing evidence in the school, not creating evidence for the purpose of the Self-Reflection
- Evidence can be stored in the NEASC online portal

Self-Reflection Guide, pp. 6-34
Sample Evidence in Self-Reflection Guide

Principle 1.4 – The school community’s professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.

Possible evidence to consider:

• agendas of faculty meetings, professional development sessions, collaborative time, or workshops that educators have been involved in that support continuous improvement
• minutes of meetings, such as a data team or other groups that analyze data
• agendas and minutes from collaborative meetings, such as professional learning community (PLC) or other professional group meetings
• current research that has been read and/or implemented by the faculty
• other evidence/examples that demonstrate the school’s alignment to this Principle
Activity:
Evidence

- Use one of the artifacts provided to find evidence of one Principle from the Standards
- Use a sticky note to indicate which Principle
  - Write a sentence describing what the evidence reveals about the Principle. Hint: use the language of the Principle or Descriptor
- Share your finding with a table partner
Evidence
# NEASC CPS Opinion Survey

<table>
<thead>
<tr>
<th>Standard One, School Climate</th>
<th>All of the Time</th>
<th>Almost all of the time</th>
<th>Some of the Time</th>
<th>Once in a While</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>People treat students from different backgrounds with respect.</td>
<td>118 (24.6%)</td>
<td>225 (47.0%)</td>
<td>95 (19.8%)</td>
<td>35 (7.3%)</td>
<td>6 (1.3%)</td>
</tr>
<tr>
<td>People like me feel welcome.</td>
<td>145 (30.3%)</td>
<td>205 (42.8%)</td>
<td>84 (17.5%)</td>
<td>34 (7.1%)</td>
<td>11 (2.3%)</td>
</tr>
<tr>
<td>I treat the adults with respect, even if I don’t know them.</td>
<td>366 (76.4%)</td>
<td>79 (16.5%)</td>
<td>24 (5.0%)</td>
<td>4 (0.8%)</td>
<td>6 (1.3%)</td>
</tr>
<tr>
<td>I feel safe.</td>
<td>193 (40.3%)</td>
<td>159 (33.2%)</td>
<td>91 (19.0%)</td>
<td>26 (5.4%)</td>
<td>10 (2.1%)</td>
</tr>
<tr>
<td>I trust the teachers at this school, even if I don’t have them.</td>
<td>179 (37.4%)</td>
<td>150 (31.3%)</td>
<td>80 (16.7%)</td>
<td>45 (9.4%)</td>
<td>25 (5.2%)</td>
</tr>
<tr>
<td>I trust other students, even if I don't know them.</td>
<td>32 (6.7%)</td>
<td>108 (22.5%)</td>
<td>127 (26.5%)</td>
<td>131 (27.3%)</td>
<td>81 (16.9%)</td>
</tr>
</tbody>
</table>
Survey Data

- Add the totals for first two columns
- Add the totals for the last two columns
- Where are the highest and lowest values?
- What trends do you see?
- How are percentages distributed across all response options?
- What are the key findings? Identify potential areas of strength and need.
- For the most part, leave the middle category alone. However, if findings are not clear, that data can be helpful.

Source: Tripod Education Partners
Part 3 – Capacity for Growth

- Evaluate the school’s capacity for continuous growth and improvement as a learning organization using the 4Cs Framework:
  - Conceptual Understanding
  - Commitment
  - Competency
  - Capacity

The 4Cs can be a useful way to organize reflection on the school’s capacity for growth.

Self-Reflection Guide, pp. 3-4
Part 4 – Goals and Vision for the Future

- Based on the school’s vision of the graduate, describe the school’s short-term and long-term vision and goals
  - What goals does the school have for the next three to five years?
  - How do the school’s priorities impact the learning and well-being outcomes for students?
  - What district priorities/initiatives is the school responsible for?
Part 5 - Developing Priority Areas for Growth

- Based on the findings of the Self-Reflection Report, develop Priority Areas for Growth.

- Priority Areas are areas the school needs to address to be more fully aligned with the Standards.

- Priority Areas can also center around school and district initiatives.

- Three to five priorities should be identified, and at least one priority must relate to teaching and learning.

Self-Reflection Guide, pp. 4-5
Activity:
Group Discussion

- After reviewing the elements in the Self-Reflection report, what stands out about this report and the process to complete it?
- Who might you involve in your Self-Reflection Committee?
- How will you involve your faculty, students, and parents in the process of the Self-Reflection?
Role of the Faculty in Accreditation

1. Participate in faculty discussions about alignment to the Standards

2. Provide evidence and feedback as needed for the Steering and Self-Reflection Committees

3. Review and approve Part 2 of the Self-Reflection Report
Role of the Faculty in Accreditation

4. Provide input into school-wide areas for growth

5. Provide input into the NEASC Growth Plan and participate in its implementation

6. Participate in the Collaborative Conference and Decennial Accreditation Visits
NEASC Online Portal

- Use as a tool throughout the Accreditation process
- Create portal accounts for as many faculty members as desired
- Write/upload the School Self-Reflection Report and the Summary Report, and Upload/link pertinent evidence electronically into the portal
- Generate the Self-Reflection Report and Summary Report automatically
NEASC Online Portal

- Portal address is [https://accportal.org/cpsvision](https://accportal.org/cpsvision)
- Log-in information will be provided by your liaison
Collaborative Conference Visit
Collaborative Conference Visit

- The Collaborative Conference focuses on:
  - school’s current conditions
  - reviewing the Self-Reflection
  - alignment to the Foundational Elements
  - validating the Priority Areas for Growth
  - other needed improvement areas to align to the Standards
Collaborative Conference Visit

Teams consist of 4 visitors for 2 days

Activities will include a school tour, classroom visits, and meetings with various stakeholders

Schools will be asked to suggest several dates
Collaborative Conference Schedule

*Turn to Accreditation Handbook, p. 36*

- **Day 1**
  - School tour
  - Meeting with the Self-Reflection Committee
  - Meetings with stakeholders
  - Classroom observations

- **Day 2**
  - Team debrief and writing time
  - Additional meetings as necessary
  - Team debrief with the principal
School Growth Plan
School Growth Plan

- The purpose is to outline a vision for continuous improvement

- The plan includes
  - priority areas identified through the Self-Reflection
  - school or district initiatives

- The plan can be similar to or integrated into an existing school improvement plan
School Growth Plan

- The school leadership team is responsible for the Growth Plan.
- The faculty should be provided an opportunity to give input on the proposed plan.
- The school has 18-24 months for initial implementation of their plan.
School Summary Report
School Summary Report

- Is prepared prior to the Decennial Accreditation Visit
- Includes an update on alignment to the Foundational Elements and progress made on the goals in the School Improvement Plan
- Asks schools to re-rate Principles for which they have moved on the continuum
- Gives schools an opportunity to begin planning for the Decennial Accreditation Visit
Decennial Accreditation Visit
Decennial Visit Goals

1. Assess the implementation of the School Growth Plan and provide targeted recommendations

2. Validate the school’s alignment to the Foundational Elements

3. Ensure the school has the capacity to be an effective learning organization
Decennial Visit Details

- In general, Decennial visit teams will be 6–8 visitors for 4 days
- Size of the team is determined by the size of the school and the scope of the Growth Plan
- No requirement for teacher interviews on Sunday
- The primary purpose will be to observe teaching and learning throughout the school
Visiting team chair will send a draft report to the school within 6 weeks of the visit.

The report is:

- shorter and more targeted than previous Decennial Reports
- contains detailed feedback on:
  - elements of the School Growth Plan
  - the school’s capacity for continual improvement
  - validation of the Foundational Elements
Accreditation Decision

- The Commission on Public Schools will review the Decennial Report and decide on Continued Accreditation for the school.
Revise the growth plan within one year of the Decennial Visit

Take into consideration the recommendations received in the Decennial Report

Submit the revised plan to CPS for review and comment
Follow-Up Reports

The school will:

- receive more information about the follow-up process following the Decennial visit
- report on the major recommendations from the Decennial visit and the implementation of the revised growth plan three years and six years after the submission of the plan
Timeline for 2022 schools
<table>
<thead>
<tr>
<th>Timeline</th>
<th>Spring 2022 Schools</th>
<th>Fall 2022 Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall/Winter 2019-2020</td>
<td>• Complete Self-Reflection</td>
<td></td>
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<tr>
<td>Winter/Spring 2020</td>
<td>• Host Collaborative Visit</td>
<td>• Complete Self-Reflection</td>
</tr>
<tr>
<td></td>
<td>• Develop Growth Plan</td>
<td></td>
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<tr>
<td>Fall/Winter 2020</td>
<td>• Implement Growth Plan</td>
<td>• Host Collaborative Visit</td>
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<td>• Develop Growth Plan</td>
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<tr>
<td>Winter/Spring 2021</td>
<td>• Implement Growth Plan</td>
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<tr>
<td>Fall/Winter 2021</td>
<td>• Implement Growth Plan</td>
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</tr>
<tr>
<td></td>
<td>• Write Summary Report</td>
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</tr>
<tr>
<td>Winter/Spring 2022</td>
<td>• Host Decennial Visit</td>
<td>• Implement Growth Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Write Summary Report</td>
</tr>
<tr>
<td>Fall/Winter 2022</td>
<td>• Update Growth Plan</td>
<td>• Host Decennial Visit</td>
</tr>
<tr>
<td>Winter/Spring 2023</td>
<td></td>
<td>• Update Growth Plan</td>
</tr>
</tbody>
</table>
Participate on Visiting Teams!

- **Identify members** of the professional staff to send out on visiting teams, who will:
  - Learn more about Accreditation and visits
  - Help colleagues from other schools in their improvement efforts

- **Login and add** their contact information to the *Annual Information Report (AIR)*
  - or -

- **Include their names** and contact information on your school’s *Decennial Visit Application*
Identify Some Volunteers Today

- Volunteer sheet in packet/hand in today
- Identify the two Accreditation Coordinators (or potential Accreditation Coordinators) and contact information
- Identify other Steering Committee Members and contact
- Include other key teacher leaders or building administrators who will be directly involved in your school’s Accreditation work
Ten-Year Cycle for 2022 Protocol

- Self-Reflection 2019-2020
- Collaborative conference visit 2020
- Development and Implementation of Growth Plan 2020-2021
- Decennial visit 2022
- New/revised Growth Plan 2023
- Progress updates 2025-2028
- New cycle begins 2029
- New cycle begins 2029
In Summary

- School is no longer required to assign all staff to a Standard Committee
- Self-Reflection process has been streamlined to 4–6 months
- Collaborative Conference Visit added to help schools apply their Self-Reflection to the development of a Growth Plan
- School is required to develop a Growth Plan as part of the Accreditation process
In Summary

- The Decennial Accreditation Visit is designed to increase focus on observing teaching and learning.
- Schools develop an improved Growth Plan based on the recommendations from the Decennial Visit Report.
- Schools report back to NEASC on the achievement of their goals at 3 years and 6 years.
Reflection ➔ Improvement

- **Step 1**
  Develop shared understanding

- **Step 2**
  Collect evidence

- **Step 3**
  Analyze evidence and form conclusions

- **Step 4**
  Identify strengths and areas for growth

- **Step 5**
  Select priorities

- **Step 6**
  Develop action plan

- **Step 7**
  Act!

Celebrate success!
Visit from your CPS Liaison

- Contact your CPS liaison to arrange your visit

- Visits will include:
  - Meeting with the principal/school leadership
  - 1 hour with steering committee
  - 1 hour with representatives of the Self-Reflection committee
  - 1 hour with the faculty
Welcome to CPSS!

The Committee on Public Secondary Schools (CPSS), one of the three branches of the NEASC Commission on Public Schools, is dedicated to ensuring, through accreditation, that all students experience an equitable quality education.

Here you will find a variety of valuable information provided to better prepare you for high school accreditation. We have included materials to familiarize you with the new accreditation process to be used by elementary, middle, and high schools which will host Elementary Accreditation Visits beginning in 2023. Also included are materials to guide you through the new 2023 EPS Standards, the 2011 EPS Standards, the Self-Study, and the Visit phases of the accreditation Cycle.

Process
A continuous cycle of improvement, growth, and partnership.

Standards
The foundation of the Accreditation process.

Get Started

Learn More

cpss.neasc.org
Upcoming NEASC Event...

NEASC Annual Conference and Showcase

December 5-6, 2019

Location: Burlington, MA

New Format: A combination of the former NEASC Annual Meeting and Conference and the CPS Showcase of Model School Programs
Thank you for your time and attention!

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.
COMMISSION ON PUBLIC SCHOOLS