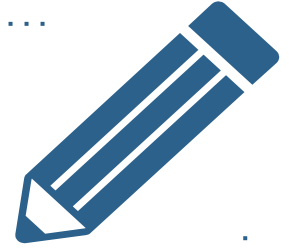




Accreditation Workshop



Join a Team

www.sais.org/signmeup

Hello!

I am Joanne Andruscavage

Director of Accreditation

joanne@sais.org

(678) 231-2908





Carole Weems

Accreditation and Survey Coordinator

carole@sais.org

(423) 645-8965

Today's Agenda



Mission

Process

Portal

Standards

Self Study & School Report

Visit

Final Thoughts



The Rules

- **Questions are good! Please ask.**
- **Confidential conversations**
- **Enjoy yourself!**

“ *The only thing an independent school is compared to is its mission.*

Never should an accreditation visit evaluate a school in comparison to another school. How well a school meets standards and adheres to best practice as it pursues its mission is the focus of an independent school accreditation.



Mission Driven

Data Informed



**Missions come in
many different
shapes and sizes.**

The Bold

To make the
world's information
universally
accessible and
useful



The Concise

The mission of the school is to enrich minds and inspire dreams





The Verbose

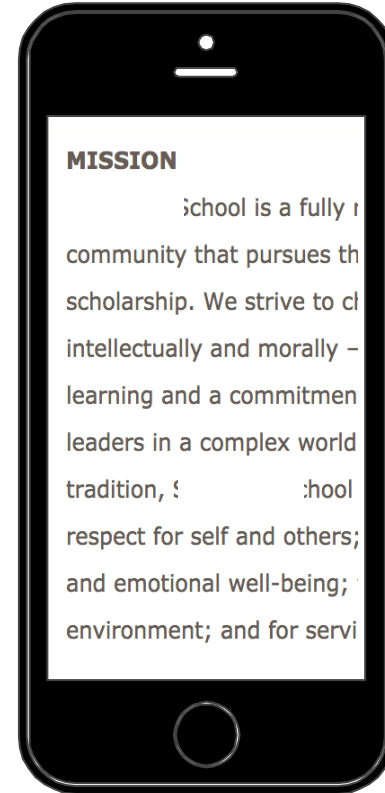
Adolescents today are inheriting a world with staggering challenges. To meet those challenges and solve ever more complex problems, our young men and women will need a strong sense of moral and ethical responsibility, tremendous creativity, inner strength, and the ability to work with each other in a global context. At The School, our mission is to re-define the high school experience by educating our students to be resourceful, clear, and flexible thinkers, capable of making profound and positive contributions to the fast-changing world they inherit.

The **mission** driven school



**Inspiring students to explore, create,
contribute and achieve.**

Your mission:

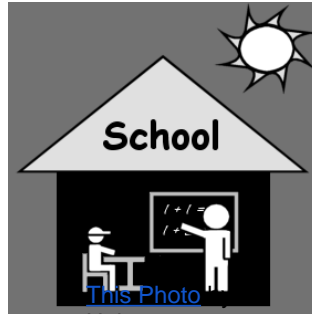




Your Mission Statement

What are the 3 most important words in this statement?

How do your operations reflect this mission?



This Photo

Unknown

Author is
licensed under

[CC BY-NC](#)

The mission we feel like we serve



**The mission of The School is to
educate the children of the
chronically anxious.**

The mission of SAIS is to strengthen member schools by providing high quality accreditation processes, comprehensive professional growth opportunities, and visionary leadership development programs.

www.sais.org/roundtables

Listservs (contact clay@sais.org)

Process

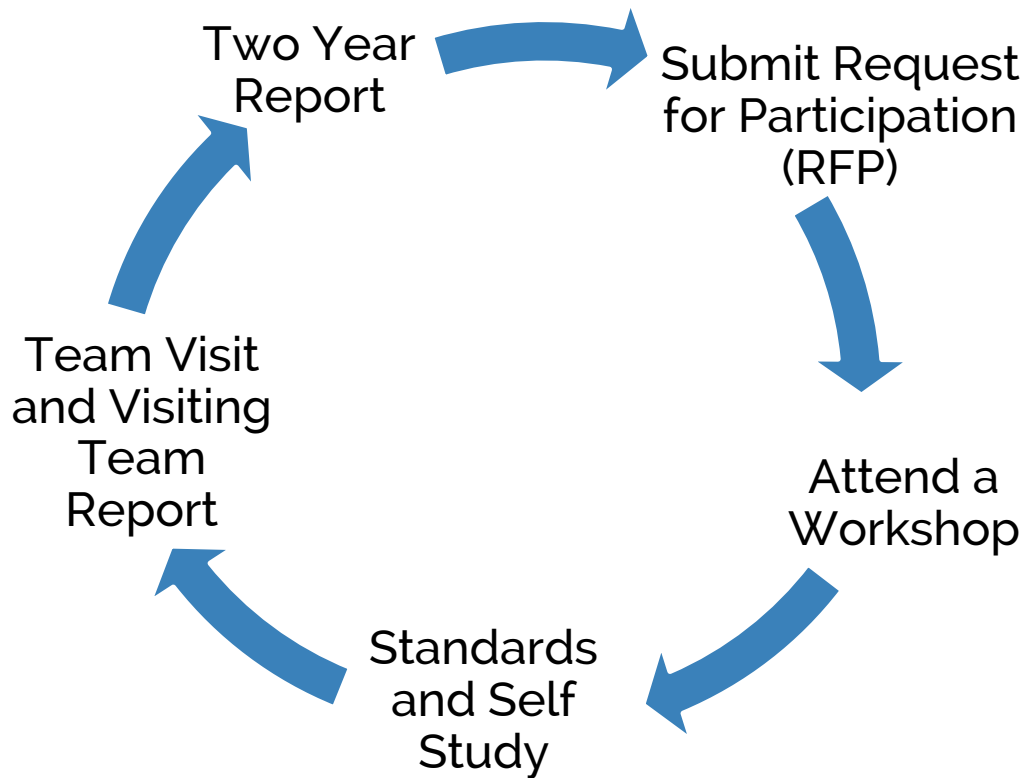


A fundamental belief –

school is for students

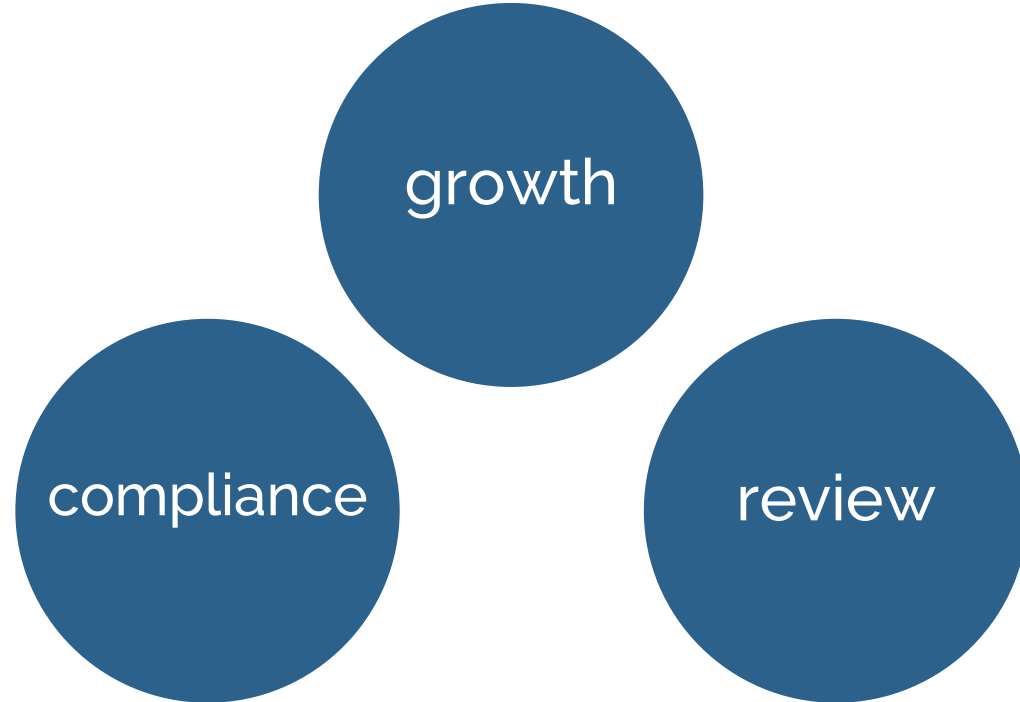
::

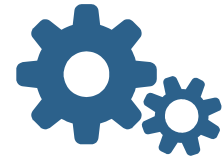
accreditation is for a school



The 5 Year Cycle of SAIS Accreditation

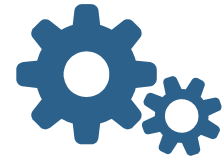
Three Circles of Accreditation





Accreditation Process Timeline Before the Visit





Accreditation Process Timeline

After the Visit

10
days

**Visit
Report**



30-90
days

**SAIS
Accreditation
Review
Committee
Decision**

The Pre-Visit: Compliance



- About 6-8 months prior to team visit
- Tour campus, decide on rooms for team and interviews
- Completed draft of responses to standards and indicators and evidence to chair for review in the SAIS Accreditation Portal (2 weeks before pre-visit)
- Discuss strategic goals and team composition

The Pre-Visit: Compliance



- Schedule visit: 2 ½ days (sample in guidebook)
- Complete SAIS Questionnaires (Appendix 7)
- Pre-visit confirmation completed by the chair



SAIS Questionnaires

1. Governance
2. Financial Sustainability
3. Student/Staff Safety and Wellness

Accreditation Guidebook- Appendix 7

Accreditation: Balance



Verify standards
compliance
<operations>

React to school
report
<growth mindset>

Accreditation: Pre-Visit Purpose



Verify standards
compliance
<operations>

React to school
report
<growth mindset>

Accreditation: Visit Purpose




Verify standards
compliance
<operations>

React to school
report
<growth mindset>

Portal



SAIS
Accreditation Portal



Username (usually your email):

Password: ([forgot your password?](#))

Submit


accportal.org



DASHBOARD SCHOOL & TEAM RESOURCES CHAIRS RESOURCES CHAIRS PRE-VISIT FORM SAIS

SAIS
serving and accrediting
INDEPENDENT SCHOOLS

Dashboard

 **My School**

Edit	School
Edit	SAIS, Atlanta, GA

SAIS Accreditation Portal: School Snapshot



School Snapshot

Note that SAIS highly recommends using Mozilla Firefox as the browser that works most seamlessly with the Portal.

[Click here for Section Instructions](#)

[Click here for the Portal Quick Reference Guide. \(revised 8/30/15\)](#)

Edit	Item	Last Edit	Status
Open	Mission	05-01-2018 10:56am	Mark Complete
Open	Brief History	08-10-2017 2:27pm	Mark Complete
Open	Leadership	08-10-2017 2:27pm	Mark Complete
Open	Self Study	05-01-2018 10:58am	Mark Complete
Open	Improvement	05-01-2018 10:58am	Mark Complete

School Snapshot



Mission What is the school's mission statement? How does it inform decision making in the school?

Brief History Give a brief history of the school and provide current school statistics (grade levels, number of students, and number of faculty/staff).

School Snapshot



Leadership What is the current leadership model?

How does it relate to the governance structure?

Self-Study Briefly describe the school's model of self-study.

Improvement What are the major areas of improvement?

Accreditation Portal: Snapshot



School Snapshot

Previous Reports

Mission

What is the school's mission statement? How does it inform decision making in the school?

6 words | [View archived versions \(5\)](#)

Rich text editor toolbar and content area. The toolbar includes options for bold, italic, underline, text color, background color, bulleted list, numbered list, link, unlink, and table. The content area contains the text: "The mission of The School is...|". The editor is powered by TinyMCE.

Standards for Accreditation



1 Mission

The school commits to a mission that leads to continuous improvement for teaching and learning.

2 Governance and Leadership

The school provides a governance, leadership, and organizational structure that promotes its mission.

3 Teaching and Learning

The school provides a curriculum and instructional methods that facilitate achievement of all students in support of its mission.

4 Stakeholder Communications and Relationships

The school develops and maintains effective communication and relationships to further its mission.

5 Resources and Support Systems

The school has the resources, services, and policies necessary to support its mission.

Standards & Indicators

Note that SAIS highly recommends using Mozilla Firefox as the browser that works most seamlessly with the Portal.

[Click here for Section Instructions](#)

[Click here for the Portal Quick Reference Guide. \(revised 8/30/15\)](#)

Click on the Open button to get started on a Standard. For each of the indicators, enter a narrative response that 1) indicates that your school is in compliance, 2) describes briefly how your school is in compliance 3) describes what evidence you will present to the team to demonstrate your compliance (note that you can use the file library to upload evidence and / or the hyperlink feature within each indicator to link directly to evidence or artifacts).

In each of the sections, the last "save" will overwrite the previous one - it is recommended that only one person work in a section at a time.

Please save your work often.

Use the "Mark Complete" buttons to track your progress. Use the "Print My Snapshot & Standards" button at the top of the page to see your report compiled as a pdf that you can save and email to others as needed. [This PDF format is exactly what your visiting team sees.](#)

NOTE that for almost all of the Indicators, a few sentences are sufficient:

- o **RESPOND:** provide an affirmative statement that you meet the indicator;
- o **DESCRIBE:** provide a brief description of how your school meets the indicator and how your school approaches the elements of the indicator ** note that you must address all elements of the indicator;
- o **SUPPORT:** provide your [best evidence](#) that demonstrates that you meet the indicator - your goal is to demonstrate compliance to a reasonable person, not overwhelm with minutiae! Use the Library and/or the hyperlink feature to upload or link evidence. -- NOTE that the Library is only listed at the end of each standard. Use the "Print My Snapshot & Standards" button to see what it looks like.
- o **NOTE:** each indicator has suggested evidence. Anything marked with an asterisk, if absent, may slow the accreditation process down. [Click here for the list of documents.](#)



Accreditation Portal: Standards



Standards & Indicators

Note that SAIS highly recommends using Mozilla Firefox as the browser that works most seamlessly with the Portal.

[Click here for Section Instructions](#)

[Click here for the Portal Quick Reference Guide.](#) (revised 8/30/15)

Edit	Item	Last Edit	Status
Open	SAIS Standard 1: Mission	05-17-2018 11:12pm	Mark Complete
Open	SAIS Standard 2: Governance & Leadership	01-11-2018 1:13pm	Mark Complete
Open	SAIS Standard 3: Teaching & Learning	01-02-2017 10:39am	Mark Complete

Accreditation Portal: Indicator



SAIS Standards & Indicators Previous Reports

SAIS Standard 2: Governance & Leadership

The school provides a governance, leadership, and organizational structure that promotes its mission.

In an SAIS accredited school, trustees and administrators clearly understand their roles and are advocates for the school's mission, vision, and continuous improvement. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders.

Indicator 1::

Operates within the jurisdiction of a governance structure or civil authority and, when necessary, has a charter, license, or permit to operate within that jurisdiction.

Schools will operate independently with the necessary charter, license or permit as required by the relevant jurisdiction. Schools that function under the authority of another 501(C)(3) authority, such as an ecclesiastical bishop or national organization, or as a proprietary school must show the location of evidence that such authority has been delegated to the school.

Evidence may include:
By Laws
Articles of Incorporation
Copies of License or permits
Documents that show the authority of the governing Board

17 words | [View archived versions \(4\)](#)

Formats **B** *I* U

The school operates within the jurisdiction of a board of directors. The bylaws are available at sais.org/bylaws.

Accreditation Portal: File Library



Documents relative to Standard 2:

Use the file library to upload any documents relative to standard 2.

[Click here for documents](#)

Related Files: Documents relative to Standard 2

Add Files

Drag & Drop Files Here (Max size 25Mb)

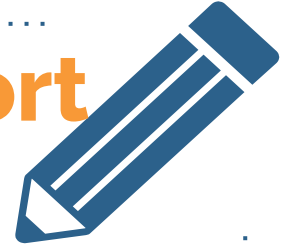
File Library

 2017-01-02-10:31_hotel-indigo---sais-heads-leadership-retreat-2017.pdf

Del Copy

X

Accreditation Portal: School Report



▶ School Report, Visit Schedule, Other Files

Note that SAIS highly recommends using Mozilla Firefox as the browser that works most seamlessly with the Portal.

[Click here for Section Instructions](#)

[Click here for the Portal Quick Reference Guide.](#) (revised 8/30/15)

After you have thoroughly studied yourself using a method you choose that is appropriate for your school and your mission, you will write a school report which addresses the Four Critical Questions of SAIS accreditation in relation to the goals you have realized as a result of your self study. Refer to the [SAIS Accreditation Guidebook](#) for more specific information.

When you are ready, upload your completed School Report using the File Library below. If your report is not a file but a link or an e-book, write instructions in a document with the link in it and upload that. You should also use this section to upload other information such as the visit schedule, hotel information, campus map, directions, etc.

How long should the School Report be? 20-100 pages is not uncommon although the number of pages isn't as significant as the content of those pages. Note that there is no need to embed your response to standards and indicators. The School Report is the detailed narrative description of what you have been doing since the last visit, how you studied yourself this time and engaged with your mission and your stakeholders, what you discovered about yourself, and the plans for improvement and tracking progress you created and are launching.

NOTE THAT YOU SHOULD UPLOAD EVIDENCE AND ARTIFACTS TO SUPPORT STANDARDS IN THE SPECIFIC STANDARD. THIS SECTION IS ONLY FOR YOUR SCHOOL REPORT AND ADDITIONAL FILES TO SUPPORT THE TEAM IN THEIR VISIT (directions, hotel information, campus map, visit schedule).

Upload Files

[Add Files](#)

Drag & Drop Files Here (Max size 25Mb)

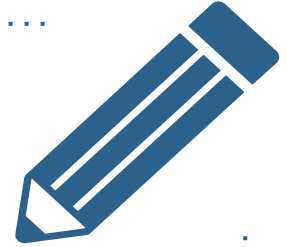
File Library

 2017-01-02-10:50_directions-to-school.docx

Del Copy

X

Accreditation Portal: School and Team Resources



The screenshot shows a web browser window displaying the SAIS Accreditation Portal. The page title is "Accreditation School and Team Resources". The SAIS logo is at the top left, with the tagline "serving and accrediting INDEPENDENT SCHOOLS". A navigation menu includes "About", "Accreditation", "Events", "Membership", "Directory", "Resources", and "Career Center". The main content area is titled "Accreditation School & Team Resources" and includes a note: "(note that Chair resources are accessible via the SAIS Accreditation Portal)". Under "GENERAL RESOURCES", there is a list of links: "Guidebook", "Accreditation Workshop Slides", "Documents and Documentation", "Portal Reference Guide", and "SAIS Pre-Visit Questionnaire". Under "THE VISITING TEAM", there is a list of links: "Team Training Video (at right)", "Sample Interview Questions and Strategy", "Interviewing Method from a Master", "Role of the Chair", "Role of the Team", "ACCREDITATION PORTAL", and "Suggested Reimbursement Form". There is a video player for "SAIS Accreditation Train..." with a play button and the text "Getting Ready to Serve an overview for visiting team members". At the bottom, there is a section "DO YOU WANT TO SIGN UP TO SERVE ON A TEAM?" with a link to "www.sais.org/SignMeUp" and a note to "Log in and keep your profile updated to make sure you're on the list to volunteer as a team member." Another section "GETTING YOUR SCHOOL READY FOR THE VISIT" includes links for "SAIS Value Narrative Surveys", "The Case Against Strategic Planning", and "Practical Policies on Accreditation Implementation".

SAIS Questionnaires

- Governance
- Financial Sustainability
- Student Safety

These include areas that will become part of the standards and indicators...probably by the time of your visit!



[This Photo](#) by Unknown Author is licensed under [CC BY-NC](#)



Brain Break

Standards for Accreditation



1 Mission

The school commits to a mission that leads to continuous improvement for teaching and learning.

2 Governance and Leadership

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3 Teaching and Learning

The school provides a curriculum and instructional methods that facilitate achievement of all students in support of its mission.

4 Stakeholder Communications and Relationships

The school develops and maintains effective communication and relationships to further its mission.

5 Resources and Support Systems

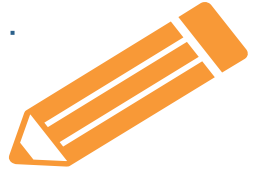
The school has the resources, services, and policies necessary to support its mission.

Standard 6: Virtual Education

The school's virtual learning, whether required by circumstance or offered outside of its regular in-person programming, aligns with its mission.

In an SAIS accredited school, any virtual learning offered is provided with the same attention to mission and quality as the rest of the school's program. SAIS schools aim to offer courses and opportunities that reflect the school's culture, care, vision, values and mission in all programs they provide, using whichever delivery mechanisms serve the students participating in these opportunities.

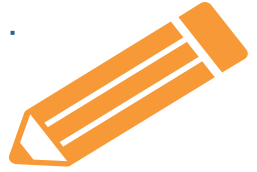
How to answer indicators



Respond

Affirmative response signaling compliance with indicator

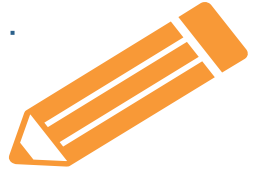
How to answer indicators



Describe

Clear and compelling description of the school's approach to the indicator and how the school believes it is in compliance.

How to answer indicators



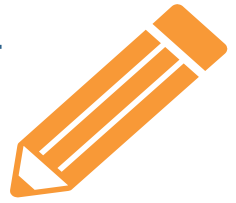
Support

Best evidence that the school meets the indicator

Policies artifacts manuals
audit inspection report
professional development reports, etc.

This should be your very best evidence - not everything you could produce.

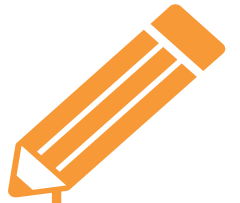
SAIS Accreditation Indicator 3.4



Implements curriculum based on clearly defined expectations for student learning.

SAIS Accreditation Indicator 3.4

Implements curriculum based on clearly defined expectations for student learning.



1 Respond

The school implements a curriculum based on clearly defined expectations for student learning.

SAIS Accreditation Indicator 3.4



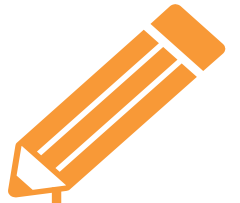
Implements curriculum based on clearly defined expectations for student learning.

Describe

The school designs curriculum to encourage students to reach their potential. The School aims to teach the "whole child" and as such provides a myriad of opportunities for students to discover and grow their unique talents and passions. The School's inquiry and constructivist-based instructional approach allows for individuals to connect to learning from their own level of understanding and experience as well as take the learning in a personal direction. Multiage classrooms require differentiation to meet each child at their current level and support their growth. The use of newly created Developmental Continua supports curriculum design and differentiation. Student goal-setting and student-led conference in grades 4-8 provide another opportunity for students to recognize and reach their potential. Our Middle Years students also participate in mini-courses each day in which they self-select 6-week courses from a variety of offerings. Finally, the After-School Enrichment Program (ASEP) is open to all students as a way to extend their learning and discover passions beyond the normal school day.

SAIS Accreditation Indicator 3.4

Implements curriculum based on clearly defined expectations for student learning.



Support

See the published curriculum and curriculum guides, the statement on learning, and samples of student work.

Example: Portrait of a Graduate

- Ascension Episcopal School, Lafayette LA
 - ❖ <https://www.ascensionbluegators.org/About/portrait-of-graduate>



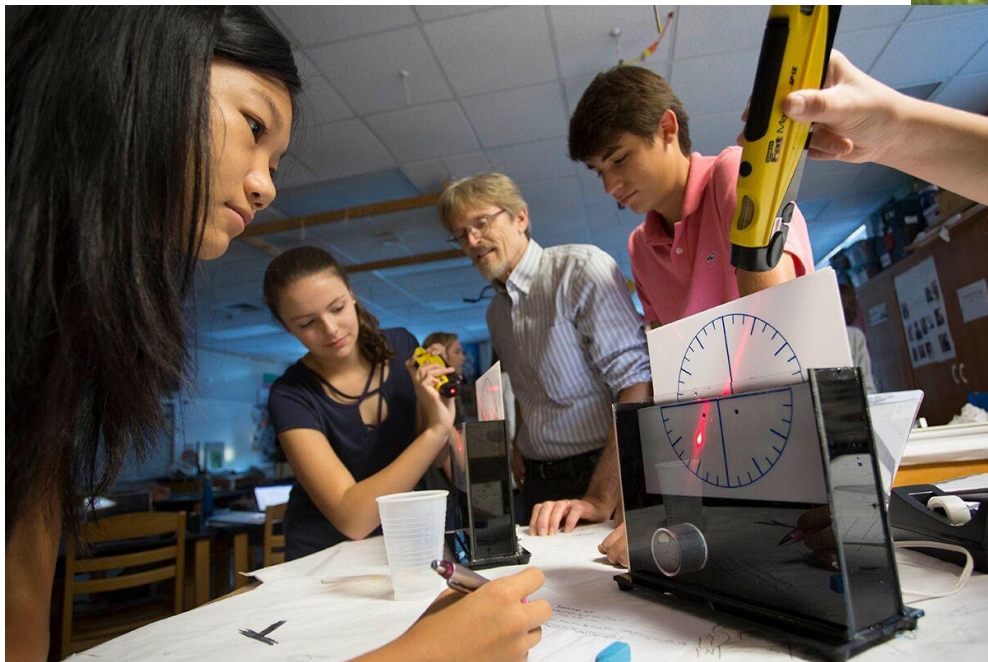
Creativity

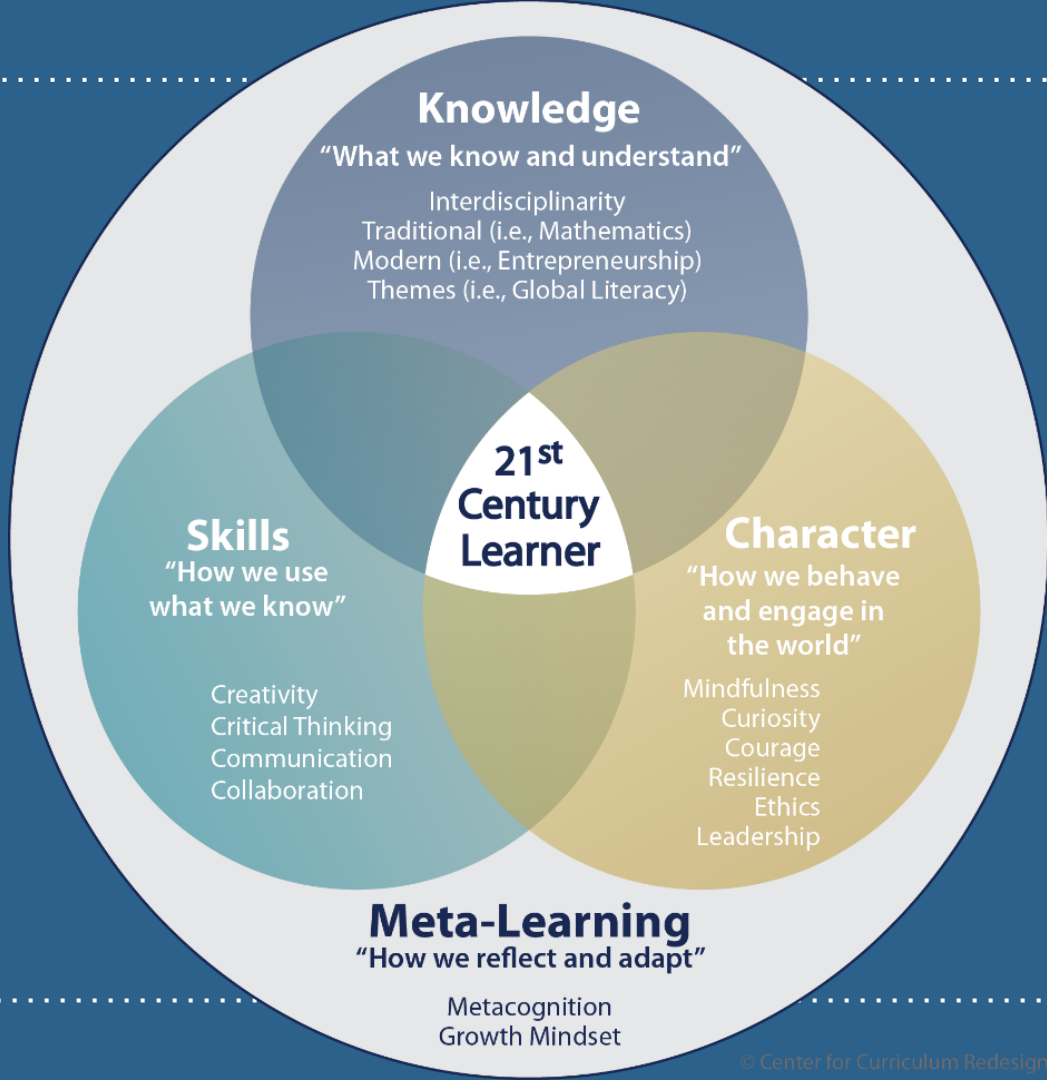


Collaboration



Problem Solving





Student Wellness

- Diversity, Inclusion, and Equity



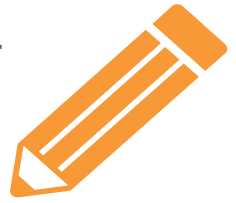
- Mental Health



- Child Protection



Standards Activity Instructions



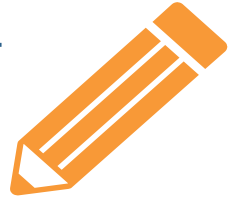
In your table group:

1 Your group will be assigned an indicator to answer.

2 Prepare to report to the other groups who will decide if your response is sufficient.

3 You will have seven minutes to prepare.

Standards Activity Instructions



1. **Governance and Leadership**
Indicator 2.9
3. **Teaching and Learning**
Indicator 3.13
5. **Resource and Support Systems**
Indicator 5.5

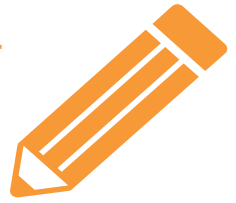
Respond Describe Support

Standards Activity

2. Governance and Leadership

Indicator 2.9

Assures that the governance structure clearly defines roles and responsibilities for board members and the head of school, and provides procedures for: orientation; continuous growth, renewal and training; and evaluation of both the board and the head of school.



Board Governance Videos



Is your board highly effective?

Introducing a short video series offering a deep dive into highly effective board governance. These will help keep your board on track or steer them in the right direction.

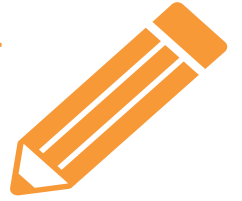
Topics include:

- Overview of Effective Boards
- Effective Board Rooms
- Board Actions/Handling Complaints
- Additional Situations/Case Studies



www.sais.org/boardvideos

Standards Activity

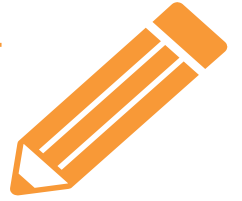


3. Teaching and Learning

Indicator 3.13

Uses assessment data for making decisions for continuous improvement of teaching and learning.

Standards Activity



5. Resources and Support Systems

Indicator 5.5

Implements an evaluation system that provides for the professional growth of all personnel.

SAIS History



1895 SACS
established

1903 MAIS
established

1953 SAIS
established

1986 MAIS
and SAIS merge

2001 SAIS
accreditation

Cooperative
agreements
accreditation

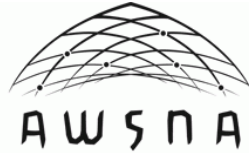
Dual
accreditation

AdvancED

International Council Advancing
Independent School Accreditation

ICAISA

Accreditation Partners



ASSOCIATION OF WALDORF
SCHOOLS OF NORTH AMERICA



Self-Study: The Process



why

what

how

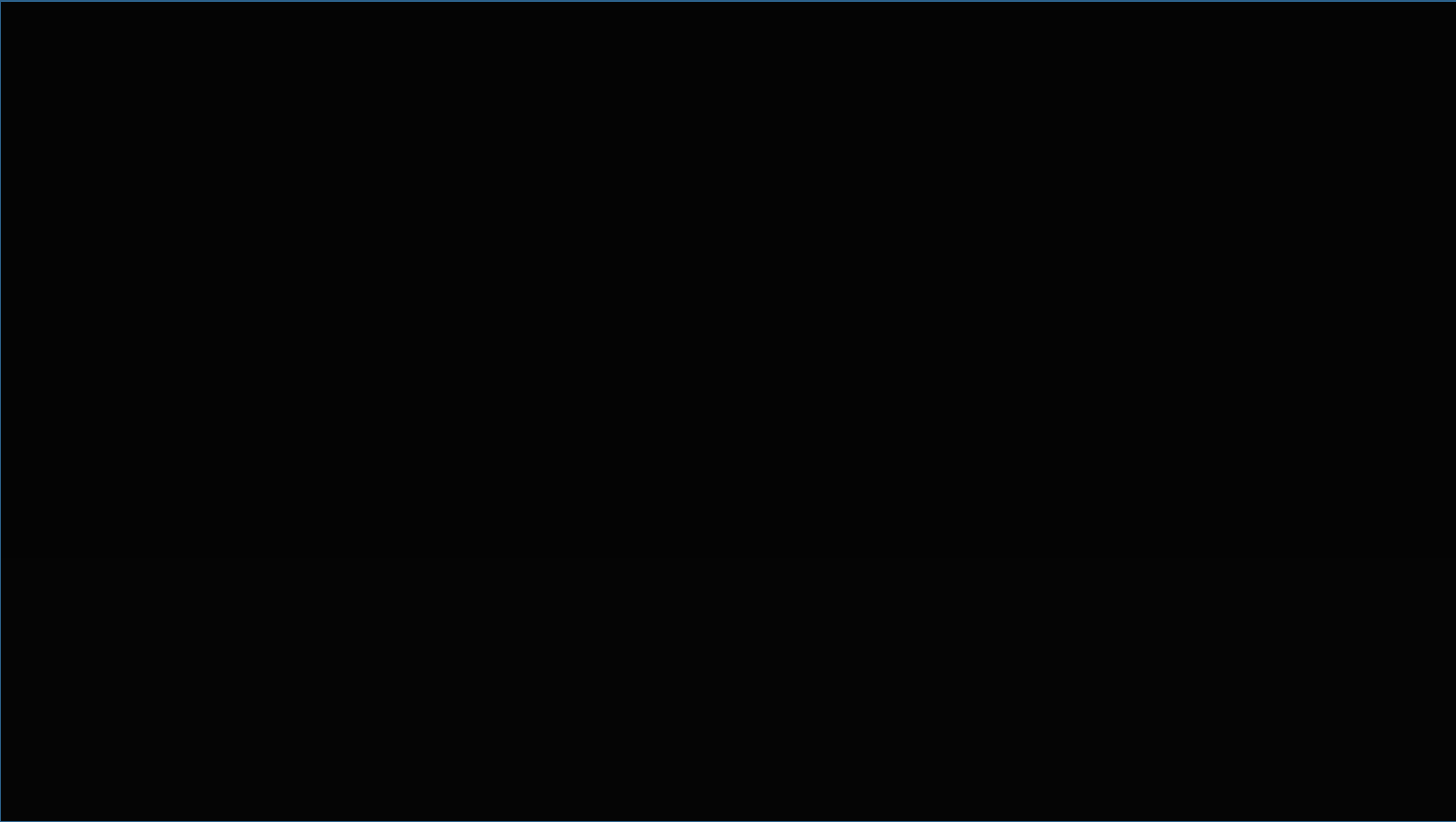
when

Why do we study ourselves?



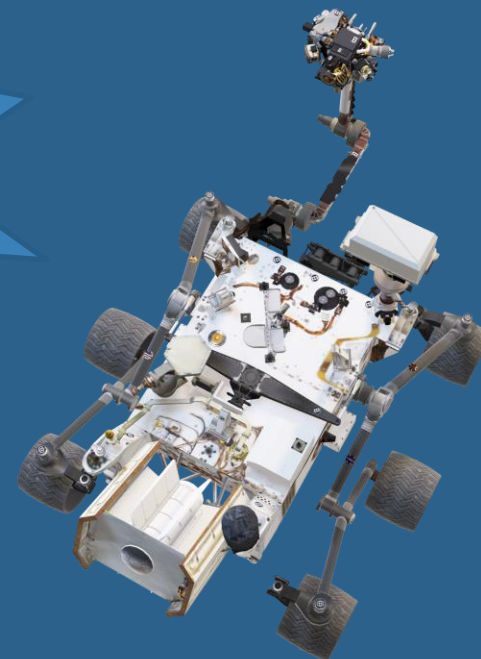
As **individuals** we strive to be lifelong learners.

As a **school** we must continually progress through growth and change.





Reimagine!



What is a self study?



- * **Mission driven**

- * **Self-reflective examination**

- * **Comprehensive**

- * **Inclusive and engaging**

stakeholders

How do we do it?



Your school's strategic planning process

Recognized self-study or design thinking model

Other: be creative but please talk to us



When should we start?

Cyclical

“You never arrive in the land of the done!”



Results of self-study

3-5 specific and meaningful areas of school improvement

”

“The immediate
eclipses the
important.”

Strategic Planning in Uncertain Times



- **More important than ever!**
- **What is your Value Proposition?**
- **Small bets to calibrate and validate big bets in the future.**
- **Gaging your innovation readiness.**
- **Moving from Endurance to Emergence**

Measuring Culture and Climate



Measuring Culture and Climate



Total Number completed Survey			
	Completed	Response Rate	Margin of Error
TOTAL	1020	40.9%	2.4%
Parents	396	37.5%	3.9%
Students	370	92.5%	1.4%
Faculty	119	90.8%	1.6%
Trustees	11	0%	0%
Alumni	124	30.6%	3.1%

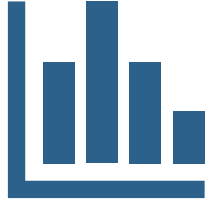
Parent 10: Promoter I love the community

Parent 10: Promoter I value the quality of education and the environment provided by the school.

Parent 10: Promoter I'm very happy with the academic rigor of the school and spiritual growth of my kids at the school.

PERFORMANCE	Extremely Well	Very Well	Well	Somewhat Well	Not Well
C&P: Academic Rigor	27%	48%	19%	4%	1%
C&P: Variety of Course Offerings	19%	40%	26%	10%	3%
C&P: Character Education	29%	41%	20%	7%	2%
C&P: Faith Based	55%	31%	10%	2%	1%

Data Gathering: Surveys



SAIS Value Narrative Survey

- Perception of Value VS Perception of Performance
- Net Promoter Score
- Benchmarked with other SAIS schools
- Survey options for parents, faculty, trustees, alumni, students (grades 6-12)
- www.sais.org/SurveyCenter



Please rate the **importance** you place on the following attributes:

Please rate how well your school **performs** on the following attributes:

Curriculum and Programs

- Academic rigor
- Variety of course offerings
- Character Education
- Faith based
- Preparatory (college/next level)
- Global Education
- Travel opportunities

Faculty

- Care and concern
- Inspirational and motivating
- Subject area expertise

Athletics

- Variety of offerings
- Quality of offerings
- Opportunity to participate

Fine Arts

- Variety of offerings
- Quality of offerings
- Opportunity to participate

Clubs and Other Co-curriculars

- Variety of offerings
- Quality of offerings
- Opportunity to participate

Safety

- Physical
- Emotional
- Spiritual

Diversity

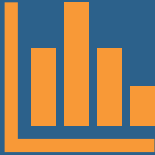
- Socioeconomic
- Cultural
- Religious

Technology

- Availability
- Current
- School provided

Mission Skills

- Creativity
- Ethics (Integrity)
- Curiosity (Intrinsic Motivation)
- Resilience
- Teamwork
- Time Management





On a scale of 1 to 10,
how likely are you
to recommend
the school?

Net Promoter Score



Detractors aka the threat

- Rate you from 0 - 6
- Require proactive outreach to mitigate brand damage
- Are not particularly satisfied by your product or service

Passives aka the uncommitted

- Rate you between 7 - 8
- Are susceptible to competitive offerings
- Are left out of the NPS calculation

Promoters aka your fans

- Rate you between 9 - 10
- Are loyal and likely to repurchase from you
- Fuel viral growth through word of mouth



Net Promoter Score Ranking by Stakeholder Group

	NPS	Promoter	Passive	Detractor	Number surveyed
Trustees	85	87.6%	9.6%	2.6%	1068
Faculty	65	73.3%	18.8%	7.8%	8007
Parents	58	68.7%	20.8%	10.3%	25619
Alumni	42	57.6%	25.9%	16.0%	13225
Students	25	46.5%	31.6%	21.7%	15765

Generic Method of Self Study



Surveys and Benchmarks

- High level analysis of what perceptions exist
- What does the school value
- Perception of how the school is performing

Generic Method of Self Study



Focus Groups

- On the key elements of the surveys and benchmarks
- To establish 3 to 5 clear areas of improvement for the school



Generic Method of Self Study

Study and work groups formed around the 3 to 5 clear areas

- Where is the school currently in regard to the study area? (Profile)
- Where does the school want to get to? (Vision)
- What are the strategies, tactics, and best practices that may be adopted by the school? (Plan)
- How will the school continue to monitor progress and demonstrate growth? (Results)



School Report

Four critical questions for each goal

1 Where is the school today?

A **profile** of the school's current status with respect to the selected institutional goal(s)

School Report

Four critical questions for each goal



2 Where does the school envision it will be in the future?

A **vision** for where the school wants to go relative to the institutional goal(s)

School Report

Four critical questions for each goal



3 What is the school's plan to get there?

A **plan** for achieving the desired outcomes of the institutional goal(s)

School Report

Four critical questions for each goal



- 4** What measures will the school use to chart its progress?
Measurable **results** that will demonstrate to the school its movement towards the selected institutional goal(s)

“

*The key to success will be
creating measurable
milestones for the journey.*

Committees



Compliance Committees

- Working on response to standards
- Gathering documents
- Skills and competencies
- Representation

Committees



Growth Committees

- Working on strategic, school-wide goals
- Size
- Skills and competencies
- Representation

Committees

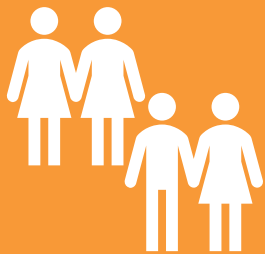


Steering Committee & Accreditation Coordinator

- Pull it all together
- Write report as one voice
- Coordinate logistics



**Who IS on your
committees?**



**Who IS NOT on your
committees?**

As members of the Porter-Gaud School community, we strive to develop learners...

Vision of a Learner

who analyze, contextualize, and evaluate information to build a foundation of essential knowledge that informs their worldview

who can think across disciplines to generate ideas, build upon existing ones, and imagine new ways to approach problems

who discover and develop their passions through exploration, inquiry, and creative expression

Discerning Thinkers

Engaged Learners

Flexible Problem Solvers

who strive to build, nourish, and sustain healthy minds, bodies, and spirits as they seek purpose and face challenges in life

who are well-informed about current events, inquisitive about other cultures, aware of global challenges, and mindful of their impact in an interconnected world

Globally-Oriented Citizens

Resilient Individuals

who carefully consider how their words, actions, thoughts, and habits shape their character and affect their community and environment

who listen openly and speak respectfully, seek to understand diverse perspectives, and suspend judgment as they work towards shared goals

Empathetic Collaborators

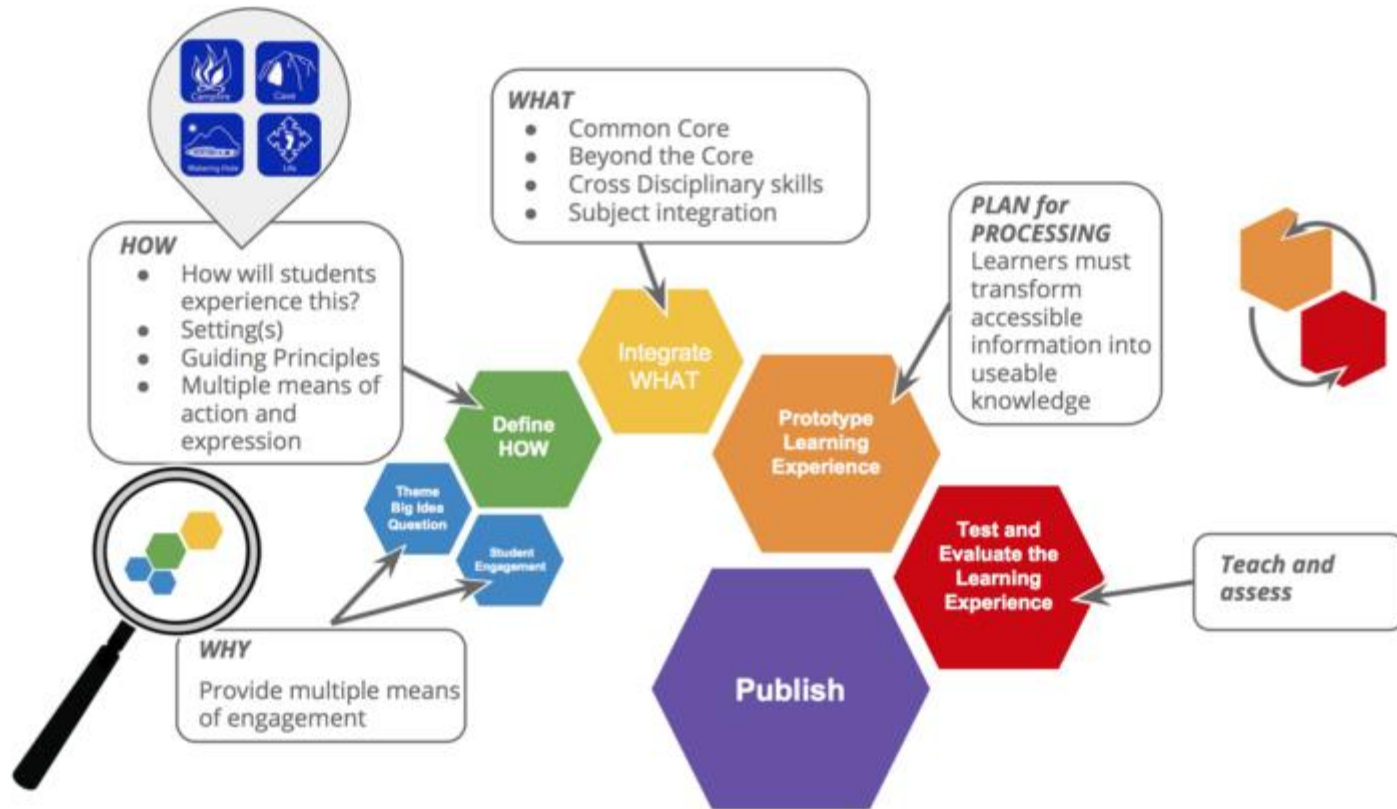
Ethical Decision-Makers

who can express their ideas clearly and reach an audience effectively through the judicious use of language, visuals, nonverbal communication, and tone

Thoughtful Communicators



Instructional Design for Learning



"The goal of education in the 21st century is not simply the mastery of content knowledge or use of new technologies. It is the **mastery of the learning process**. Education should help turn novice learners into expert learners—individuals who want to learn, who know how to learn strategically, and who, in their own highly individual and flexible ways, are well prepared for a lifetime of learning." CAST (2011). *Universal Design for Learning Guidelines version 2.0*. Wakefield, MA



School Report Sample

Introduction

- Welcome letter from head of school
- Deeper look at school history
- Narrative on the self-study process
- Executive update of the last few years, progress on goals or responses to previous recommendations
- Expanded student statistics



School Report Sample

Goal 1

- **Profile of Goal 1:** How did this goal materialize? Where is the school now with this goal?
- **Vision for Goal 1:** Where does the school want to go with this goal?
- **Plan for Goal 1:** How does the school propose achieving the goal?
- **Results for Goal 1:** What measurements will the school use to measure progress?



School Report Sample

Goal 2...3...4

- Repeat as necessary
- Same format as Goal 1



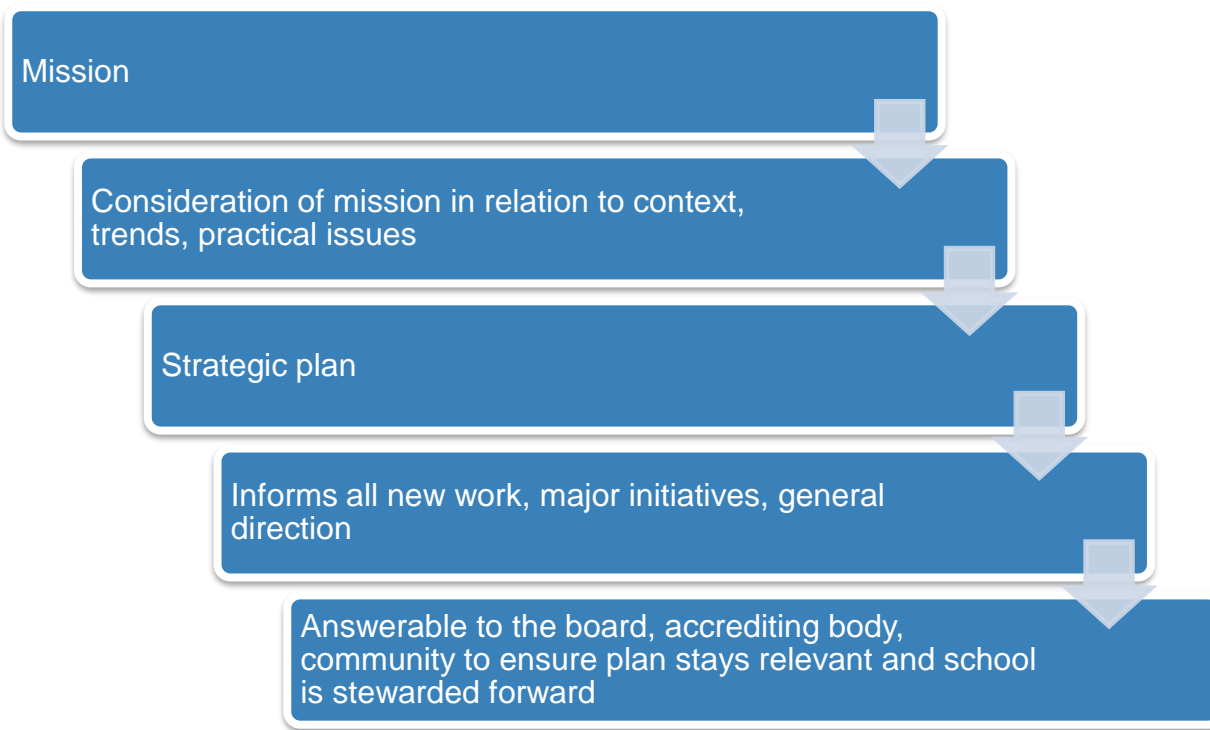
School Report Sample

Conclusions and Summary

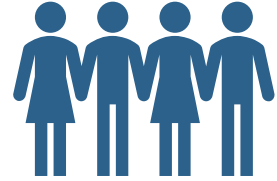
- **Benefits of reaching these goals**
- **Broad challenges or barriers that could prevent the school from achieving the stated goals**



Big Picture: Plotting the School's Course

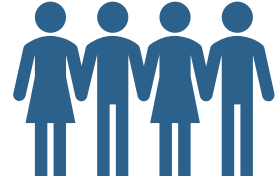


Preparing for the Team



- Special dietary needs or restrictions
- Travel assistance, parking instructions
- Hotel accommodations
- Emergency contact info

Preparing for the Team



- Name badges
- Team meeting room, interview space
- Technology
- Team room resources
 - Student Work! Yearbooks, newsletters, admissions materials
 - Pens, pencils, paper
 - Coffee, soft drinks, water, snacks



Team Visit

- **Chair and Team Members**
- **Confidentiality**
- **Data Collection**
 - Interviews not inquisitions
 - Sample questions
 - Observations: ethos, not teaching
 - Artifacts
- **Confirmation of school's efforts**
- **Costs**
- **Post visit survey**

Visiting Team Portal



Accreditation Visit Report

Note that SAIS highly recommends using Mozilla Firefox as the browser that works most seamlessly with the Portal.

[Click here for Visit Report Instructions](#)

[CLICK HERE FOR THE PORTAL QUICK REFERENCE GUIDE.](#) (revised 8/30/15)

Click on the Open button to get started on a section. The Visiting Team Chair and Team Members have access to write and edit in all sections of the Visiting Team Report. In each of the sections, the last "save" will overwrite the previous one - therefore only one team member can actively edit a section at a time - however, others can view in real time as edits are made. **Please save your work often.**

Use the Resources links at the top right for tips on writing the report.

Three general guidelines for recommendations:

- Have you been clear in what the school should consider?
- Have you left enough space for the school to address the recommendation in their own way and according to their own beliefs and mission?
- Does the recommendation impact many if not all constituents?

[Click here for a list of commonly used words](#)

[Click here for the Report Writing Guide](#)

[Click here for a Sample Visit Report](#)



Visiting Team Report Sections



Accreditation Visit Report

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[CLICK HERE FOR THE PORTAL QUICK REFERENCE GUIDE.](#) *(revised 8/30/15)*

View	Item	Last Edit	Status
View	SAIS PreVisit Report	05-01-2018 11:08am	
View	Introduction	01-17-2018 3:48pm	
View	Area 1	05-17-2018 11:29pm	
View	Area 2	09-09-2016 2:37pm	

Visiting Team Report Sections



Area 4

In the Goal Title box, enter the name of the strategic vision or goal you are responding to - this information should be in the school snapshot or in the school report.

Briefly describe the school's approach to the goal - where did it come from, what plans have they made to address the goal, how will they assess it?

Provide commendations and recommendations in a bulleted list - the introduction ("The team commends the school for the following:" or "The team recommends the school consider the following:") is already in the final report, so so all you have to do is add a list starting with an uppercase letter, ending each line with a semicolon, and ending the list with a period.

NOTE that any section you leave blank will not generate into the final report. So, for example, if there are only three goals, just leave the rest blank.

Title

Description

Commendations

The visiting team commends the school for the following:

Recommendations

The visiting team recommends that the school consider the following:

SAIS Two-Year Report



Part I

- Continued compliance with standards

SAIS Two-Year Report



Part II

- **Progress made toward the vision and goals outlined in your school report**
 - List major goals and examples of progress made toward each

SAIS Two-Year Report



Part III

- List each recommendation made by the visiting team and any action taken

Key Ideas



Authenticity and Engagement

- A school must be authentically engaged in the accreditation process.

Key Ideas



Journeys and Destinations

- Accreditation is a process for demonstrating the shared educational journey which a school is on. Education is not about the destination, but about the path we help students discover.

Key Ideas



Accreditation is a balance of
compliance and growth.
Don't shortchange the
growth!

“ *The only thing an independent school is compared to is its mission.*

Never should an accreditation visit evaluate a school in comparison to another school. How well a school meets standards and adheres to best practice as it pursues its mission is the focus of an independent school accreditation.



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Thanks!

Any questions?

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Accreditation Workshop

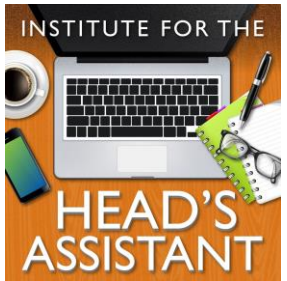
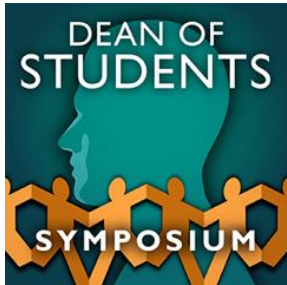


Credits

Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by [SlidesCarnival](#)
- Photographs by [Unsplash](#)

ADMINISTRATIVE LEADERSHIP INSTITUTE



SAIS {HeadLines}   
May 2018 | Vol. 3

School Nurses Offer a Dose of Good Health

 By *Christina Mirens, SAIS*
Some people might think that employing a nurse on a school campus is an extravagant expense. With data showing growing health issues among young people - from allergies to diabetes to asthma - and the valuable services that nurses can provide, many school leaders would scarcely consider eliminating the job from their staff.

[Read More](#)

Eight Tips for Selecting a College Major and Career

By *Bryan Rutledge, Director of College Counseling, Woodward Academy, College Park, GA*
Advice on college majors, careers, and leading a productive life is everywhere, and we all have our favorite words of wisdom. Recently, I read these by Howard Thurman: "Don't ask what the world needs. Ask what makes you come alive and go do it."



sais.org/events