DOCUMENT RESUME

ED 207 217 EA 014 006

AUTHOR Schmidt, Monica; And Others
TITLE School Accreditation. Booklets I through IX.
INSTITUTION Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE 81
NOTE 294p.

EDRS PRICE MF01/PC12 Plus Postage.
DESCRIPTORS *Accreditation (Institutions); Educational Environment; Elementary Secondary Education; *Evaluation Methods; Input Output Analysis; *Institutional Evaluation; Private Schools; Program Validation; Public Schools; Self Evaluation (Groups); State Standards

ABSTRACT

To help school staffs, students, parents, and community members understand and apply accreditation processes, ten booklets outline the new accreditation procedures adopted by the Washington State Board of Education for individual elementary and secondary schools. The booklets contain forms, checklists, and explanatory materials for two general types of accreditation, the self-study method and the shorter standards-only method. An introductory booklet describes accreditation models and the changes in state accreditation procedures. The following eight booklets discuss (1) factors promoting successful self-study methods, (2) the input/standards assessment model of self-study, (3) the process/outcomes analysis model of self-study, (4) school climate assessment, (5) the self-designed model of self-study, (6) validation of accreditation procedures, (7) standards-only accreditation of elementary schools, and (8) standards-only accreditation of secondary schools. Selected references and further supplementary materials are provided in the final booklet. (RW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED207217

I SCHOOL ACCREDITATION

INTRODUCTION AND GENERAL OVERVIEW

state superintendent of public instruction,
Dr. frank b. brouillet, superintendent,
tumwater, washington 98504

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

EA 014 006

SCHOOL ACCREDITATION

BOOKLET I
INTRODUCTION AND GENERAL OVERVIEW

WASHINGTON STATE BOARD OF EDUCATION
and
WASHINGTON STATE OFFICE OF THE
SUPERINTENDENT OF PUBLIC INSTRUCTION

1981

Monica Schmidt
Assistant Superintendent
Division of Instructional
and Professional Services

Kenneth Bumgarner
Assistant to Division Management
and Director of Program Accountability
Division of Instructional
and Professional Services

William Everhart
Supervisor, Program Accountability
and School Accreditation
Division of Instructional
and Professional Services

Dr. Frank B. Brouillet, State Superintendent of Public Instruction
7510 Armstrong Street SW, Tumwater, Washington 98504

STATE OF WASHINGTON

GRANT E. ANDERSON
ED ARMBRUSTER
LEE M. BAYLEY
(PRIVATE SCHOOL REPRESENTATIVE)
EDWARD DIAMOND D.V.M.
M. EUGENE HALL, M.D.
MARK E. HOEHNE
LEVY S. JOHNSTON
R. E. "TINY" JORGENSEN
WALTER M. LEWIS
ROGER M. LINCOLN
MAGGIE McCARTHY
ROBERT W. RANDALL O.D.
PHILIP B. SWAIN
DALE W. THOMPSON
OLLIE MAE WILSON

State Board of Education

DR. FRANK B. BROUILLET
PRESIDENT
GRANT L. ANDERSON
VICE PRESIDENT
DR. WM. RAY BROADHEAD
SECRETARY

OLYMPIA

MESSAGE FROM THE SUPERINTENDENT OF PUBLIC INSTRUCTION

At its March, 1981, meeting, the State Board of Education adopted a revised and expanded program of school accreditation. This adoption, under development since 1978, is the result of the cooperative efforts of members of the State Task Force for School Accreditation, staff members at schools and ESDs who participated in field test activities, SPI staff, and members of several ad hoc subcommittees. Continuing professional interest and dialogue also have contributed significantly to the development of this program.

All schools, public and private, including any grades, kindergarten through twelve, now may seek accredited status. Additionally, the availability of several optional procedures allows the selection of the method most appropriate for each participating school, thus providing for the differing needs among schools and their staffs.

As Superintendent of Public Instruction, I recommend these accreditation procedures as effective means of achieving planned program improvement at the individual school level. ESD and SPI staff will be working with all who express interest in studying and participating in these accreditation procedures. Those who seek to obtain accredited status through use of the State Board materials are encouraged to study, select, and plan carefully and to develop demanding targets of excellence toward which they can direct their energies. There is a potential of significant improvement that can be realized through judicious and effective application of this program.

Finally, on behalf of the State Board of Education, I wish to express sincere thanks to members of the State Task Force for School Accreditation and the field test participants whose names appear on the following pages. The cooperative leadership shown by these representatives of many diverse groups is most commendable, and their efforts are deeply appreciated.

Frank B. Brouillet

Frank B. Brouillet
President
State Board of Education

ERIC

STATE TASK FORCE FOR SCHOOL ACCREDITATION
COMMITTEE MEMBERS

Name	Organization Represented
Grant Anderson	State Board of Education
Edward Beardslee Helen Humbert, Alternate	Washington State Council for Curriculum Coordination
Betsy Brown Bob Pickles, Alternate	Washington Education Association
Walter Carsten, Task Force Chairperson	Washington Association of School Administrators
Dick Colombini	ESD Curriculum Committee
Donn Fountain	House Education Committee
Donna Smith Dorothy Roberts Joyce Henning	Washington Congress of Parents, Teachers, and Students
Richard Hodges	Washington Council of Deans & Directors of Education
Ted Knutsen	Washington State Association for Supervision and Curriculum Development
Doug McLain	Washington Federation of Teachers
Richard Neher	Association of Washington School Principals
Janet Nelson Larry Swift, Alternate	Washington State School Directors' Association
Joe Morton Garris Timmer	Washington Federation of Independent Schools
Ken Bumgarner William Everhart	Superintendent of Public Instruction

FIEED TEST PARTICIPANTS - 1979-80

Bethel School District	Dr. Donald Berger, Assistant Superintendent
Elk Plain Elementary and	Pat Vincent, Vice-Principal
Shining Mountain Elementary	
Kapowsin Elementary	Karl Bond, Principal
Evergreen School District	
Marrion Elementary	Calvin Getty, Principal
La Center School District	Dr. George Kontos, Superintendent
La Center Elementary	Doug Goodlett, Administrative Assistant,
La Center Junior-Senior High School	Instructional Services, ESD 112
Monroe School District	Harold Bakken, Director of Special Projects
Frank Wagner Elementary	Roy Harding, Principal
Mukilteo School District	Robert Rodenberger, Director of Curriculum
Explorer Elementary	Larry Ames, Principal
Omak School District	Carole Anderson, Administrative Assistant
East Omak Elementary	
North Omak Elementary	
Renton School District	Margaret Locke, Director of Elementary Education
Cascade Elementary	George McPherson, Principal
San Juan Island School District	Dr. Jerry Pipes, Superintendent
Friday Harbor Elementary	Cathie Mendonsa, Principal
Friday Harbor High School	Mike Vance, Principal
South Kitsap School District	
Orchard Heights Elementary	Largo Wales, Principal
Wapato School District	Walt Bigby, Administrative Assistant
Wapato Primary	Jim Devine, Principal
Central Elementary and	Jim Seamons, Principal
Parker Heights Elementary	
Wapato Intermediate	Bill Frazier, Principal
Wapato Junior High School	Bill Parker, Principal
Wapato High School	Harold Ott, Jr., Principal
Pace Alternative High School	Dennis Erikson, Principal

TASK FORCE SUBCOMMITTEE FOR DEVELOPMENT OF THE ELEMENTARY STANDARDS-ONLY PROCEDURE (C-300E)

Nancy Amundsen, teacher, Roy Elementary School
Bethel School District

Betsy Brown, teacher, Valhalla Elementary School
Federal Way School District

Bonna Strange, teacher, Capital High School
Olympia School District

Carol Hosman, principal, Cape Horn-Skye Elementary School, K-6
Washougal School District

Bruce Blaine, principal, East Olympia Elementary School, K-4
Tumwater School District

Ron May, principal, Byron Kibler Elementary School, K-3
Enumclaw School District

Margaret Jackson
ESD 189

TASK FORCE SUBCOMMITTEE FOR THE REVIEW AND REVISION OF THE C-300E AND C-300S FORMS

Betsy Brown, teacher, Valhalla Elementary School
Federal Way School District

Bonna Strange, teacher, Capital High School
Olympia School District

Joe Dargan, teacher, Sheridan Elementary School
Tacoma School District

Ron May, principal, Byron Kibler Elementary School
Enumclaw School District

Ron Van Horne, vice-principal, Cheney Junior High School
Cheney School District

Max Murray, principal, R. A. Long High School
Longview School District

Bob Close, assistant superintendent
Chehalis School District

Lucile Beckman, director
Seattle Country Day School

INTRODUCTION AND GENERAL OVERVIEW

BOOKLET I

Using This Booklet

Introduction and General Overview, Booklet I, serves the broad purpose of presenting the full range of the State Board of Education's Accreditation Program. In addition to an outline of the several accreditation procedures, it presents rationale for conducting an accreditation activity and for the number of recent changes in the accreditation processes.

This material is fundamental to an understanding and successful completion of any one of the State Board procedures. It should be studied and discussed during the preliminary stages of determining whether to participate in the accreditation process as well as when determining which specific method to use.

Should the decision be made to conduct a self-study, it then becomes critical that Booklet I.A. be used in addition to this booklet. Booklet I.A., Factors Promoting Successful Self-Study Practices, is a detailed extension of the introductory material.

ACCREDITATION MATERIALS

State Board/SPI accreditation procedures are described in the series of booklets listed below. Some inquiries may be satisfied by the information found in a single booklet; others may need information from several of the topical descriptions or from a complete set.

Each school district and each Educational Service District will receive a complete set of these booklets for reference and for use; additional copies should be reproduced at the district level.

I. Introduction and General Overview

I.A. Factors Promoting Successful Self-Study Processes

II. Input/Standards Assessment, I/SA; An Approach to Self-Study

III. Process/Outcomes Analysis, P/OA; An Approach to Self-Study
- Study Area I
- Study Area II (Booklet IV)
- Study Area III

IV. School Climate Assessment
- An integral part of the P/OA Model
- An optional supplement to the I/SA and S-D Models

V. Self-Designed Model, S-D; An Approach to Self-Study

VI. Validating the Self-Study, The Plan for Program Improvement, and Standards-Only School Report

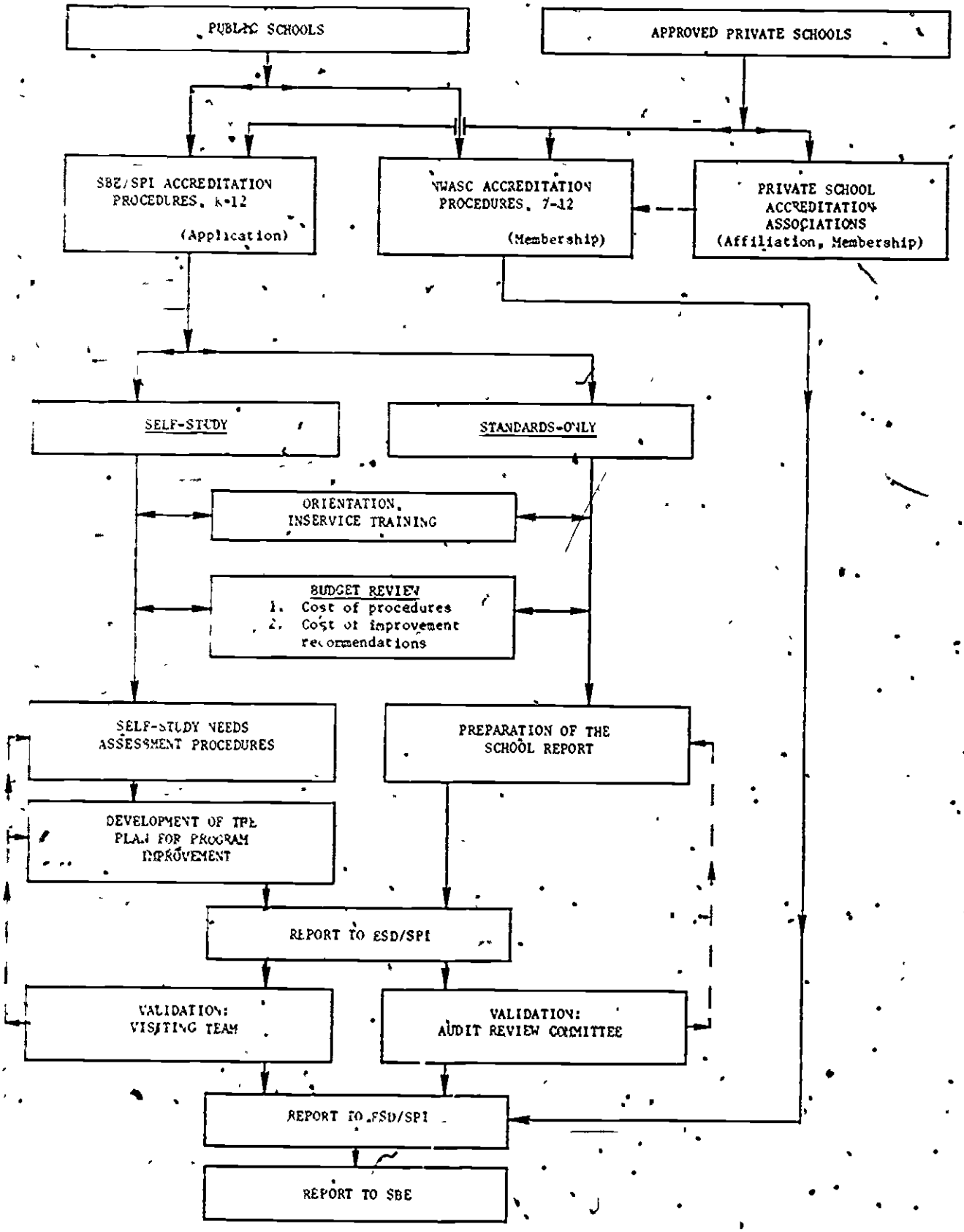
VII. Standards-Only, C-300E (Elementary)

VIII Standards-Only, C-300S (Secondary)

IX. Selected References; Supplementary Materials

ACCREDITATION PROCEDURES CHART

Steps to be taken in the State Board of Education accreditation procedures are shown in the chart below. Optional accreditation programs are available through the Northwest Association of Schools and Colleges and through the several private school accrediting associations, however, those procedures are not shown in equivalent detail.



DATED MATERIAL

Notice: The Standards-Only procedures, Booklets VII (C-300E) and VIII (C-300S) currently are being revised. The revised materials are to be presented to the State Board for July, 1981 adoption, allowing their use during the 1981-82 school year. Current copies of the C-300 forms are provided to illustrate the general format and type of information necessary to the completion of this process.

Schools interested in utilizing the C-300 Standards-Only procedure for the purpose of achieving accredited status should observe the following:

1. Use the C-300 forms (4/81 revision) as a planning guide only.

2. Complete the appropriate application and submit it to SPI prior to November 1, 1981. Revised copies of the forms will be distributed to early applicants immediately following printing in August, 1981, or upon receipt of application after that date.

3. Contact Bill Everhart, Supervisor, Program Accountability and School Accreditation, if you have any questions.

   Address: Superintendent of Public Instruction
   7510 Armstrong Street SW
   Tumwater, Wa. 98504

   Phone: (206) 753-6710
   SCAN 234-6710

BOOKLET I

TABLE OF CONTENTS

Authorization 1

Preliminary Considerations 1

Changing Concept of Accreditation 1

Budget Impact 2

Definition and Description 2

Purposes 3

Accreditation Models 4

Ratings, Effective Periods 4

Steps in Accreditation Processes 7

Summary 9

SCHOOL ACCREDITATION

INTRODUCTION AND GENERAL OVERVIEW

Authorization

The State Board of Education (SBE) is required to make available accreditation procedures to all schools in the state; the SBE, in turn, directs the Superintendent of Public Instruction (SPI) to develop and administer these procedures. The resultant SBE/SPI accreditation procedures have been designed to offer a systematic process of school program evaluation and improvement conducted by staff, students, parents, and community members. The procedures are applicable to all schools, K-12, in Washington State, and participation is voluntary.

The educational unit to which these accreditation procedures are applied is the individual school. The district shall authorize participation and shall receive a final report.

Preliminary Considerations

SBE/SPI self-study accreditation methods represent a departure from traditional inventory-style accreditation techniques. The reason for this is that the application of fixed standards is becoming increasingly difficult to justify. Reduced financial resources require careful analyses of program needs, and may require difficult choices. In spite of such constraints, opportunities remain for improvements in high-priority areas, with such priorities developed during planning activities. The problem, then, becomes one of planning for best utilization of limited resources, and to develop such plans in as accurate and coherent a manner as possible.

Participants in accreditation processes must approach their tasks with a somewhat different mindset than in the past; standards are evolving into guidelines, and absolute conformance to existing criteria may not be possible. Consideration must be given to all applicable standards in light of a thorough needs assessment, and the resulting plan for improvement will of necessity select from a variety of options. While this approach offers more latitude to the individual school and district, with such latitude goes the significant responsibility of making any plan for educational improvement one that is well thought out and one that closely meets the needs of the school.

The Changing Concept of Accreditation

Two forces - increasing financial restrictions and demands for improved accountability - have deeply affected the concept of accreditation. Definitions of the procedure have become extremely diverse, but one significant strand has become more and more apparent: accreditation is moving away from a traditional inventory assessment toward a program improvement process; the product is more frequently seen not as a rating, but as a plan and timeline for such program improvement. The concept of accreditation is expanding, and the procedures necessary to accommodate such expansion are becoming more diverse. The procedures contained within this set of materials represent an attempt to meet such diversity.

Budget Impact

Fiscal constraints must be considered during all phases of the accreditation process. Conducting a self-study and hosting a visiting team will draw upon limited resources, as will printing costs, release time, and extra pay for extra work. These costs must be considered in addition to the more obvious ones that represent the costs of the final plan for program improvement. Budget impact items can be categorized under two headings: 1) Costs of conducting the self-study and validation procedures, and, 2) Costs of implementing the plan for program improvement. Key questions to be answered before attempting a self-study may include:

1. Are there any discretionary funds available for school use?
2. Will the district apply additional funds toward the completion of the study?
3. Is reallocation of funds a possibility?
4. Will the district commit funds toward the implementation of the plan for program improvement?

These questions and others of similar importance must be addressed early in the study process, they dictate the necessity of an understanding of the difference between "needs" and "wants".

Accreditation - A Definition and Description

In responding to conceptual changes and an expanding array of accreditation procedures, the following definition and description of accreditation has evolved:

Accreditation is a process through which a determination is made concerning the [illegible] quality of education offered by a school.

The accreditation process will appraise the individual school's resources, preparation and performance in offering and/or delivering a comprehensive and effective educational program to the students whom it serves.

1. The accreditation self-study procedural models, applicable to all schools, include three components:
   - 1.1. A periodic comprehensive self-study or needs assessment conducted by the total school staff and selected community representatives.
   - 1.2. A school plan for program improvement derived from the self-study and modified (if necessary) by external validation.
   - 1.3. An external validation of the self-study activities and findings.

2. The C-300E and C-300S biennial reports (Standards for Accreditation) applicable to elementary and secondary schools, are available as options or as adjuncts to the self-study process.

3. The Northwest Association of Schools and Colleges provides alternate procedures for secondary schools in both the self-study and the annual report categories.

While this definition and description is specifically directed to the Washington State SBE/SPI accreditation procedures, it bears strong conceptual relationship to accreditation developments taking place in many other states.

Purposes

Several purposes may be served by an accreditation process, and additional purposes may be discovered or identified during accreditation activities. The list below presents five purposes and some components of each; other topical arrangements easily can be made. Detailed procedures are not listed, but are found in the specific accreditation models.

1. PURPOSE: To improve the general quality of the educational program at a school

   - Establish or review the school's philosophy and goals
   - Conduct a comprehensive needs assessment
   - Prioritize program objectives
   - Assess resources
   - Acknowledge constraints
   - Study program balance
   - Identify necessary resources, required procedures, and expected results
   - Extend/expand investigation of critical areas
   - Develop priorities for budget expenditures
   - Develop a comprehensive plan for program improvement

2. PURPOSE: To promote staff growth and commitment

   - Generate improved motivation
   - Involve total staff
   - Utilize input
   - Follow-through in correcting identified deficiencies

3. PURPOSE: To promote improved community awareness and sensitivity to school programs

   - Involve significant numbers of community members
   - Utilize their input
   - Maintain communication with them
   - Establish/re-establish credibility

4. PURPOSE: To provide a statement and/or measure of accountability

   - Assess the extent to which school practices reflect stated goals
   - Provide assurances of quality or of progress toward quality
   - Indicate a level of achievement and its subsequent accredited status

5. PURPOSE: To fulfill requirements

- Meet Revised Code of Washington and Washington Administrative Code requirements
- Meet Student Learning Objectives requirements
- Respond to established criteria
- Adapt criteria to site needs

SBE/SPI Accreditation Models

Two classifications and a supplemental activity provide a total of six accreditation models from which to choose:

1. Self-Study Models

   1.1. Input/Standards Assessment (I/SA), K-12

   I.2. Process/Outcomes Analysis (P/OA), K-12 (See 2.1., below)

   1.3. Self-Designed Model (S-D), K-12

2. Supplemental Activity

   2.1. School Climate Assessment, K-12
   (This activity is a required component of the P/OA Model, 1.2. above. It also may be ~~used~~ as the framework for a proposal for the S-D Model, 1.3., or as an optional supplement to the I/SA Model, 1.1.)

3. Standards-Only.

   3.1. C-300 Elementary (C-300E), K-6 or K-8 where 7th and 8th grades are self-contained.
   (The short form checklists presently are being made available due to the limitations placed on self-study participation. Since the C-300 models do not require self-study, and since accreditation emphasis is upon self-study procedures, the continued use of the checklist forms will be determined on a year-to-year basis.)

   3.2. C-300 Secondary (C-300S), 7-12.

Types of Accreditation Ratings and Effective Periods

1. Self-Study Models

   1.1. Standard Accreditation:

   Standard accreditation, 7 year, shall be granted to schools upon completion of the self-study activities and the submission of a copy of the resultant plan for program improvement, both of which must be endorsed by a validation procedure, such endorsement to substantiate school compliance with specific legal requirements, and also to certify professional acceptance of an improvement plan that will meet identified problems. An annual internal monitoring procedure and an assessment of progress toward goals shall be shown in the plan. The 7 year term is defined as beginning with the first day of school following the granting of accredited status,

continuing through 7 complete school years, expiring on the last day of school of the 7th year, and requires the completion of a subsequent self-study, plan and validation prior to the expiration of the 7th year: The 7 year recycle period is inclusive of any conditional or probationary periods. To participate during any given year, properly completed applications must be submitted prior to November 1st, and a position must be available on the limited participation list.

1.2. Conditional Accreditation:

If the validation process for the self-study procedures identifies minor omissions, inaccuracies or weaknesses in the self-study or the plan for program improvement, the school will be assigned a one year conditional accreditation status. Such status must be improved to standard accreditation by the following year or the school will face a further reduction to probationary status. The term "conditional accreditation" shall be supported by a validation report statement describing the precise conditions to be corrected.

1.3. Probationary Accreditation:

If the validation process for the self-study procedures identifies major omissions, inaccuracies, or weaknesses in the self-study, or if conditional accreditation requirements have not been met within a one year period, the school status will be reclassified as probationary. Probationary status is limited to a one year period. If upgraded accreditation status is not assured by the end of the one year period, the school will be reclassified as "unaccredited."

1.4. Unaccredited:

Unaccredited status is assigned to participating schools that fail to correct probationary accreditation status within the prescribed amount of time, and to participating schools that have drastic inadequacies or omissions in major required components or procedures.

2. Standards-Only Models (C-300E and C-300S)

2.1. Standard Accreditation:

Standard accreditation, 2 year, shall be granted to schools upon submission and approval of the C-300 standards-only accreditation document. Biennial renewal is required to maintain accredited status through continuing use of the C-300 procedure. C-300 submissions are due in the Program Accountability Office, SPI, on or before November 30. There are no limits on participation in the standards-only procedures.

2.2. Conditional Accreditation:

If the review process for the C-300 procedures identifies minor deviations, omissions or weaknesses in the conditions reported, the school may be assigned a one year conditional accreditation status. Such status must be improved to standard accreditation the following year or the school will face a further reduction to probationary status. The term "conditional accreditation" shall be supported by a review panel report statement describing the precise conditions to be corrected.

2.3. Probationary Accreditation:

If the review process for the C-300 procedures identifies major deviations, omissions or weaknesses in the conditions reported, or if conditional accreditation requirements are not met within one year, the school status will be reclassified as probationary. Probationary status is limited to a one year period. If upgraded accreditation status is not assured by the end of the one year period, the school will be reclassified as "unaccredited."

2.4. Unaccredited:

Unaccredited status is assigned to participating schools that fail to correct probationary accreditation status within the prescribed amount of time, and to participating schools that have drastic inadequacies or omissions in major standards.

3. Non-Participating Schools

During the operation of voluntary accreditation procedures, schools may elect not to participate. Response to inquiries about any such school will indicate that it is a "Non-participating school" as is clearly distinct from an "unaccredited" school.

4. Summary of Ratings and Effective Periods

4.1. Standard accreditation, 7 year (self-study procedures)

4.2. Standard accreditation, 2 year (C-300 standards-only procedures)

4.3. Conditional accreditation, 1 year.

4.4. Probationary accreditation, 1 year

4.5. Unaccredited

4.6. Non-participating school

Steps in Accreditation Processes

1. Self-study

Each of the SBE/SPI self-study accreditation models requires the observance of the following 5 steps, each of which is described in greater detail in the individual procedural booklets. Diagrams and checklists are provided also.

STEP 1. Qualifying for participation - There are two requirements for an individual school to qualify for participation in an SBE/SPI self-study accreditation procedure. First, the school must be in a district that is either (a) in compliance with the Basic Education Allocation Entitlement Requirements, or (b) has obtained a waiver from all requirements where the district is found to be out of compliance. Second, the school must secure a position on the SBE/SPI Accreditation Self-Study Participants' List. There is a limit of 60 schools or 30 districts on the number of officially participating schools during a given year.

Both of these qualifying requirements are incorporated in the application form.

STEP 2. School compliance with Basic Education Act Requirements - While it is the DISTRICT that is subject to the Basic Education Allocation Entitlement Requirements, it is the SCHOOL that delivers the educational program. Step 2 determines school compliance with essentially the same requirements that apply to districts for Basic Education Allocation Entitlement funds. Since the delivery of a quality education program is closer to students at the school than at the district level, school compliance with Basic Education Allocation Entitlement Requirements is seen as a necessary step toward achieving accredited status. It is not implied here that all school deviations from district Basic Education Allocation Entitlement Requirements are necessarily inappropriate. What is required is that all deviations should be recognized and analyzed in terms of their implications for the school and the district.

Additionally, Step 2 appraises school compliance with the Supplemental Program Standards. Here, too, school deviations from standards are to be recognized and analyzed.

STEP 3. Comprehensive Self-Study - The most critical components of the SBE/SPI self-study accreditation procedures are the self-study activity and the plan for program improvement. The self-study must be thorough in the extreme, and will require a great amount of effort from everyone involved. When self-study teams are well organized and include representatives of the interested groups (staff, administration, students, parents and public), are given good questions to answer concerning the educational program, and have access to relevant information, the process is stimulating and has significant potential for improving the quality of education experienced by students. Self-study is a learning process; participants learn how and why a needs assessment is conducted. They experience the complexities of translating findings into action-based alternatives.

STEP 4. The Plan for Program Improvement - A plan for program improvement will result from the self-study. This document will present the prioritized goals that are the result of the self-study, will specify a goal schedule for the school for the period of accreditation, and will describe procedures to be followed during ongoing internal monitoring and evaluation.

STEP 5. Validation - Step 5 in the accreditation process is that of external validation. The school's compliance records, self-study activities, and plan for program improvement are analyzed by a validation visiting team composed of individuals external to the local school. This team then makes its recommendations to the school, with a copy going to SPI. Validation procedures are described in detail in Booklet VI.

2. Standards-only

To achieve accreditation rating through use of the SBE/SPI standards-only procedures (C-300E or C-300S), schools must observe the following four steps.

STEP 1. Qualifying for participation - In order for an individual school to qualify for participation in the SBE/SPI standards-only accreditation procedure, the school must be in a district that is in compliance with the Basic Education Allocation Entitlement Requirements. This qualification step is incorporated in the application form.

STEP 2. School compliance with Basic Education Act Requirements - While it is the DISTRICT that is subject to the Basic Education Allocation Entitlement Requirements, it is the SCHOOL that delivers the educational program. Step 2 determines school compliance with essentially the same requirements that apply to districts for Basic Education Allocation Entitlement funds. Since the delivery of a quality education program is closer to students at the school than at the district level, school compliance with Basic Education Allocation Entitlement Requirements is seen as a necessary step toward achieving accredited status. It is not implied here that all school deviations from district Basic Education Allocation Entitlement Requirements are necessarily inappropriate. What is required is that all deviations should be recognized and analyzed in terms of their implications for the school and the district.

Additionally, Step 2 appraises school compliance with the Supplemental Program Standards. Here, too, school deviations from standards are to be recognized and analyzed.

STEP 3. Completion of Form C-300 - In order to be considered for accreditation rating during any given year, a complete and correct school report (Form C-300) must be submitted to SPI on or before November 30.

STEP 4. Validation - Audit review committees will be convened during April and May and shall consider the C-300 school reports at that time. Their recommendations shall be presented to the State Board of Education for action during the July meeting, and subsequent ratings will become effective at that time.

Summary of Introductory Material

Once you have reviewed Booklet I, Introduction and General Overview, Booklet I.A, Factors Promoting Successful Self-Study Processes, (if applicable), AND the introductory material for the selected accreditation model, you should have a reasonably clear picture of how to proceed. As each of the outlined tasks carefully are addressed, a plan of operation should emerge, and the total project should come into focus. There is a distinct possibility that the introductory procedures - establishing the purpose, providing motivation, identifying leaders and key personnel, organizing the steering committee and subcommittees, and conducting the orientation - will require a greater amount of effort than will the actual survey, tallying and report-writing that is to follow. Neither series of tasks, however, should be taken lightly or receive superficial attention; a thorough approach to all steps enhances the probability of a successful accreditation procedure.

SCHOOL ACCREDITATION

BOOKLET I-A.
FACTORS PROMOTING SUCCESSFUL
SELF-STUDY PROCESSES

WASHINGTON STATE BOARD OF EDUCATION
and
WASHINGTON STATE OFFICE OF THE
SUPERINTENDENT OF PUBLIC INSTRUCTION

1981

Monica Schmidt
Assistant Superintendent
Division of Instructional
and Professional Services.

Kenneth Bumgarner
Assistant to Division Management
and Director of Program Accountability
Division of Instructional
and Professional Services

William Everhart
Supervisor, Program Accountability
and School Accreditation
Division of Instructional
and Professional Services

Dr. Frank B. Brouillet, State Superintendent of Public Instruction
7510 Armstrong Street SW, Tumwater, Washington 98504

STATE OF WASHINGTON

GRANT L. ANDERSON
ED ARMBRUSTER
LEE H. BAYLEY
(PRIVATE SCHOOL REPRESENTATIVE)
EDWARD DIAMOND, D.V.M.
H. EUGENE HALL, M.D.
MARIE E. HOEHNE
LEVY S. JOHNSTON
E. E. (PAT) JORGENSEN
WALTER H. LEWIS
ROGER H. LINCOLN
MAGGIE McCARTHY
ROBERT W. RANDALL, O.D.
PHILIP B. SWAIN
DALE W. THOMPSON
OLLIE MAE WILSON

State Board of Education

DR. FRANK B. BROUILLET
PRESIDENT
GRANT L. ANDERSON
VICE PRESIDENT
DR. WM. RAY BROADHEAD
SECRETARY

OLYMPIA

MESSAGE FROM THE SUPERINTENDENT OF PUBLIC INSTRUCTION

At its March, 1981, meeting, the State Board of Education adopted a revised and expanded program of school accreditation. This adoption, under development since 1978, is the result of the cooperative efforts of members of the State Task Force for School Accreditation, staff members at schools and ESDs who participated in field test activities, SPI staff, and members of several ad hoc subcommittees. Continuing professional interest and dialogue also have contributed significantly to the development of this program.

All schools, public and private, including any grades, kindergarten through twelve, now may seek accredited status. Additionally, the availability of several optional procedures allows the selection of the method most appropriate for each participating school, thus providing for the differing needs among schools and their staffs.

As Superintendent of Public Instruction, I recommend these accreditation procedures as effective means of achieving planned program improvement at the individual school level. ESD and SPI staff will be working with all who express interest in studying and participating in these accreditation procedures. Those who seek to obtain accredited status through use of the State Board materials are encouraged to study, select, and plan carefully and to develop demanding targets of excellence toward which they can direct their energies. There is a potential of significant improvement that can be realized through judicious and effective application of this program.

Finally, on behalf of the State Board of Education, I wish to express sincere thanks to members of the State Task Force for School Accreditation and the field test participants whose names appear on the following pages. The cooperative leadership shown by these representatives of many diverse groups is most commendable, and their efforts are deeply appreciated.

Frank B. Brouillet

Frank B. Brouillet
President
State Board of Education

STATE TASK FORCE FOR SCHOOL ACCREDITATION
COMMITTEE MEMBERS

Name	Organization Represented
Grant Anderson	State Board of Education
Edward Beardslee Helen Humbert, Alternate	Washington State Council for Curriculum Coordination
Betsy Brown Bob Pickles, Alternate	Washington Education Association
Walter Carsten, Task Force Chairperson	Washington Association of School Administrators
Dick Colombini	ESD Curriculum Committee
Donn Fountain	House Education Committee
Donna Smith Dorothy Roberts Joyce Henning	Washington Congress of Parents, Teachers, and Students
Richard Hodges	Washington Council of Deans & Directors of Education
Ted Knutsen	Washington State Association for Supervision and Curriculum Development
Doug McLain	Washington Federation of Teachers
Richard Heher	Association of Washington School Principals
Janet Nelson Larry Swift, Alternate	Washington State School Directors' Association
Joe Morton Garris Timmer	Washington Federation of Independent Schools
Ken Bumgarner William Everhart	Superintendent of Public Instruction

FIELD TEST PARTICIPANTS - 1979-80

Bethel School District	Dr. Donald Berger, Assistant Superintendent
Elk Plain Elementary and	Pat Vincent, Vice-Principal
Shining Mountain Elementary	
Kapowsin Elementary	Karl Bond, Principal
Evergreen School District	
Marmion Elementary	Calvin Getty, Principal
La Center School District	Dr. George Kontos, Superintendent
La Center Elementary	Doug Goodlett, Administrative Assistant,
La Center Junior-Senior High School	Instructional Services, ESD 112
Monroe School District	Harold Bakken, Director of Special Projects
Frank Wagner Elementary	Roy Harding, Principal
Mukilteo School District	Robert Rodenberger, Director of Curriculum
Explorer Elementary	Larry Ames, Principal
Omak School District	Carole Anderson, Administrative Assistant
East Omak Elementary	
North Omak Elementary	
Renton School District	Margaret Locke, Director of Elementary Education
Cascade Elementary	George McPherson, Principal
San Juan Island School District	Dr. Jerry Pipes, Superintendent
Friday Harbor Elementary	Cathie Mendonsa, Principal
Friday Harbor High School	Mike Vance, Principal
South Kitsap School District	
Orchard Heights Elementary	Largo Wales, Principal
Waptao School District	Walt Bigby, Administrative Assistant
Wapato Primary	Jim Devine, Principal
Central Elementary and	Jim Seamons, Principal
Parker Heights Elementary	
Wapato Intermediate	Bill Frazier, Principal
Wapato Junior High School	Bill Parker, Principal
Wapato High School	Harold Ott, Jr., Principal
Pace Alternative High School	Dennis Erikson, Principal

FACTORS PROMOTING SUCCESSFUL SELF-STUDY PROCESSES

BOOKLET I.A.

Using This Booklet

Factors Promoting Successful Self-Study Processes, Booklet I.A., is designed to assist the self-study coordinator and steering committee as they prepare for and conduct accreditation activities. This material builds upon the introductory information in Booklet I, Organization and General Overview, and is intended to provide suggestions for project management that will lead toward the most effective use possible of the selected self-study option.

Although the ideas contained in this booklet are suggestions rather than requirements, participant leaders are urged to be acutely aware of the potential dangers that are noted, and to make extensive use of the positive guidelines that are described. Use the material as you plan, as you orient workers to their roles, as you develop your proposals; if the full range of recommendations is followed carefully, the probability of your success is enhanced greatly.

State Board/SPI accreditation procedures are described in the series of booklets listed below. Some inquiries may be satisfied by the information found in a single booklet; others may need information from several of the topical descriptions or from a complete set.

Each school district and each Educational Service District will receive a complete set of these booklets for reference and for use; additional copies should be reproduced at the district level.

I. Introduction and General Overview

I:A. Factors Promoting Successful Self-Study Processes

II. Input/Standards Assessment, I/SA; An Approach to Self-Study

III. Process/Outcomes Analysis, P/OA; An Approach to Self-Study
- Study Area I
- Study Area II (Booklet IV)
- Study Area III

IV. School Climate Assessment
- An integral part of the P/OA Model
- An optional supplement to the I/SA and S-D Models

V. Self-Designed Model, S-D; An Approach to Self-Study

VI. Validating the Self-Study, The Plan for Program Improvement, and Standards-Only School Report

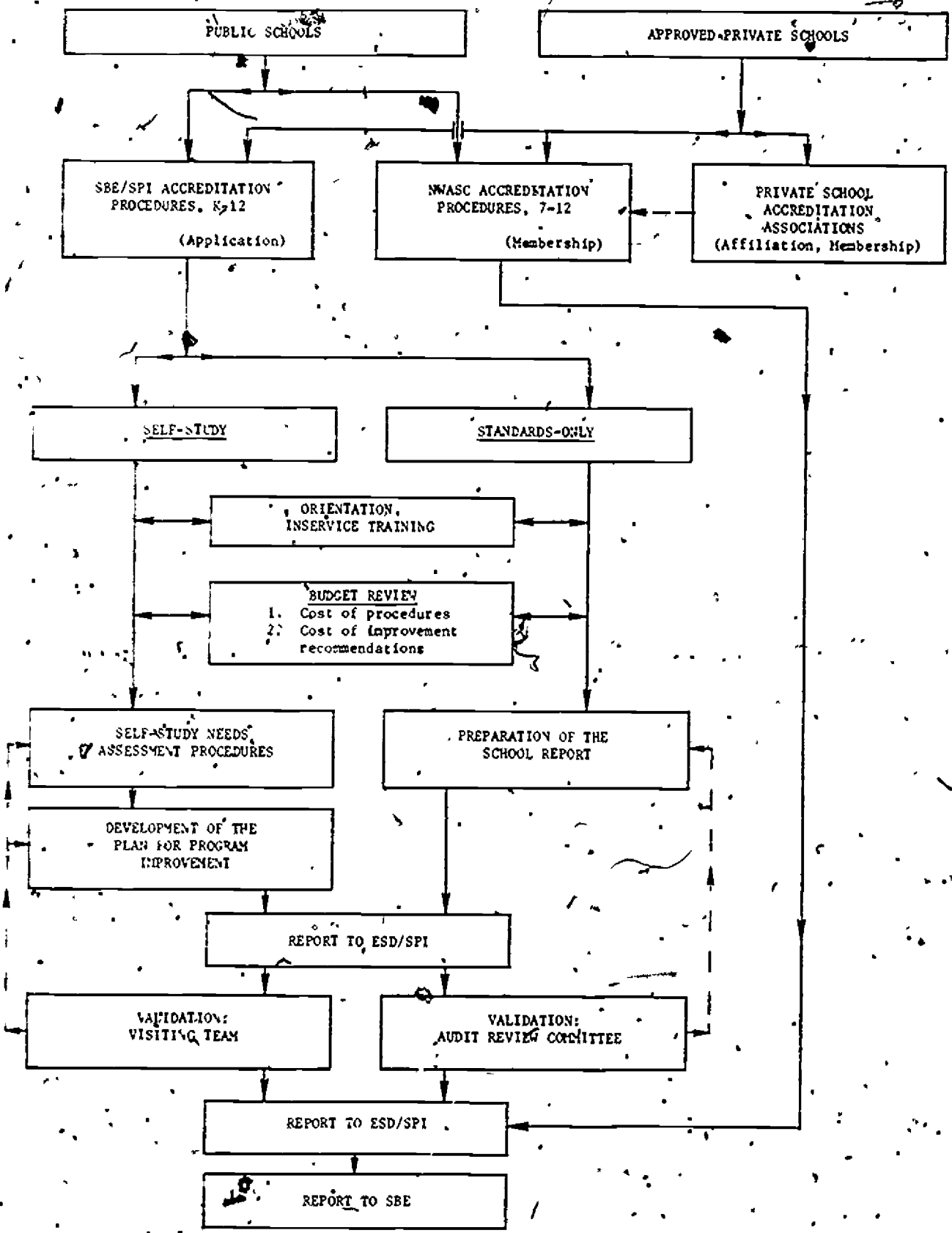
VII. Standards-Only, C-300E (Elementary)

VIII. Standards-Only, C-300S (Secondary)

IX. Selected References; Supplementary Materials

ACCREDITATION PROCEDURES CHART

Steps to be taken in the State Board of Education accreditation procedures are shown in the chart below. Optional accreditation programs are available through the Northwest Association of Schools and Colleges and through the several private school accrediting associations, however, those procedures are not shown in equivalent detail.



BOOKLET I.A.

TABLE OF CONTENTS

Characteristics of Successful Self-Study Processes 1

Procedural Focus and Steps 2

Leadership: A Critical Factor 3

Motivation: A Critical Factor 4

Selection of Process: A Critical Factor 5

The School Steering Committee 6

Study Area Subcommittees 8

The Plan for Program Improvement 11

Operational Suggestions Checklists 13

SCHOOL ACCREDITATION

FACTORS PROMOTING SUCCESSFUL SELF-STUDY PROCESSES

A variety of self-study processes have been used for many years as evaluation and needs-assessment devices. The success record, in terms of improved systems and productive change, has been mixed. There appears to be potential for improvement as a direct result of self-study, but only if procedures can be properly and effectively applied.

This booklet will focus on some elements and conditions that can, if properly addressed, improve the probability of conducting a successful self-study.

Desirable Characteristics and Necessary Procedures of Self-Study Accreditation Models

Since there is a strong emphasis and high value placed upon self-study as a means of attaining accredited status, the dynamics of self-study are of critical importance. Self-study and the subsequent adoption of a plan for program improvement are "people processes," and as such their success is highly dependent upon the perceptions of those involved. Since the procedures require wide participation - staff members, parents, older students, community members and visiting or reviewing professionals - straightforward, positive leadership is critical.

1. Characteristics of Successful Self-Study Processes:

   1.1. Internal motivation - A sense of need and purpose must be evident in those who will take part in the self-study and develop the plan. An imposed decision will usually generate resentment and result in a superficial plan bearing little relationship to actual needs.

   1.2. District level support - Support and commitment must be shown by the superintendent and board members; belief that the process is useful will enhance its effectiveness.

   1.3. Appropriate procedure and materials - The several possible models must be evaluated and the one selected for use must best fit the needs of the school.

   1.4. Goals - Past experience of the school in goal-definition and achievement should be evaluated.

   1.5. Participants - All staff, certificated and classified, and a representative cross-section of parents must be included as self-study participants; a cross-section of older students, selected community leaders, and consulting or visiting professional educators may be included.

1.6. Site leadership - Effective group processes, problem solving, and leadership are necessary. The building principal is the logical leader, but co-leadership should be considered where the principal would benefit from assistance.

1.7. Organizational structure and function - The assessment of the school's structure and function should identify problems clearly and should state proposed solutions in performance terms.

1.8. Growth - Observable improvement should occur both during and as a result of the self-study process.

1.9. Plan for program improvement - The plan should be readable and useful to staff, parents and other participants; it should become an operational part of the school program; it should contain an on-going evaluation process and should set reasonable expectations in terms of effort and finance.

Research has shown that with appropriate design, strong motivation and skilled leadership, ANY institution can have a useful self-study process (Kells and Kirkwood, 1979).

2. Procedural Focus for the Self-Study:

The procedures of the self-study should enable the participants to focus on three comprehensive components:

2.1. What are the school's goals and what are the current and desired levels of goal attainment?

2.2. Are the instructional programs and services consistent with the goals?

2.3. Are the school's resources sufficient to carry out the specified programs and services?

3. Procedural Steps for the Self-Study:

3.1. Preparation and Design

Establish:

Leadership
Internal motivation
A specific list of local needs

Select, adapt or design the study

3.2. Organization of the Study Process

Define tasks and roles
Establish a means for guiding the study
Select people; orient and train people
Obtain resources
Establish work groups
Define the sequence of events
Establish coordination and communication mechanisms

3.3. The Mechanics of the Study Process

Work with goals
Study input, environment, program, and process
Use survey instruments
Undertake goal achievement studies
Discuss results and prepare a useful report
Use the results; implement changes

4. Validation:

Attention also must be given to the validation process, performed by an outside team, and an annual internal review and update procedure that will establish a continuing cycle of evaluation and improvement.

Leadership: The First Critical Factor

A recent study of successful and unsuccessful accreditation procedures (Kells and Kirkwood, 1979) showed that strong, positive leadership is one of three factors that correlate strongly with perceived usefulness of self-study processes; the other two are internal motivation and an appropriately selected or designed method, the "correct model" for the individual school. The leader, this analysis showed, is most effective when s/he is enthusiastic about the possibilities of the self-study, and where the process is given a clear, high personal priority.

Selection of the leader, therefore, becomes a most critical task, and the obvious person, the principal, may not be the best choice. Careful consideration by the principal, district management, and the school steering committee must be given to the assignment of a person who fully believes that the process will be productive. In some cases interns, assistant principals or highly motivated teachers may provide the most positive and energetic leadership. Most often, however, the principal either will elect to be selected to provide this service, and by giving a high personal priority to the task should meet the needs of the program and persons involved. Co-leadership also may be considered, particularly where complementary skills and abilities would better serve the complex accreditation process.

In addition to a positive and involved leader, there is a need for active support from district administration and from the board of directors. If these commitments are clearly stated, the school's plan for program improvement more likely will receive serious attention, and will more probably become a part of the district's goals and objectives. Further, administrative and board support implies that certain resources will be made available in order to conduct the study and to implement the plan for program improvement. This commitment cannot be a blank check; there need to be accurate early estimates of probable costs. If such estimates can meet with general agreement from all sides, then the commitment, credibility, and good faith of all parties can be sustained.

Motivation: The Second Critical Factor

The second factor critical to perceived self-study success is the degree to which participants perceive the process as a function based upon internal needs and purposes, a self-study conducted as a response to outside agency requirements usually will receive indifferent attention and will yield superficial results. To establish effective motivation requires that the leader encourage all participants to take part in the process for the sake of the school and to forget any outside agency or purpose, required responses to an outside agency can and should be handled administratively. Participants must focus upon the process in the context of local needs and uses, not in terms of what they think some anonymous monitor might see.

Beyond the leader's role in motivation, and just as critical to the success of the project, are the supportive and persuasive efforts of members of the school steering committee and the chairpersons of the self-study subcommittees. To the greatest extent possible these persons should be a party to the decision to participate, their endorsement of an overall rationale is necessary, even if some individuals might differ on specific details of the process.

The three levels of site leadership - the overall coordinator, members of the steering committee, and subcommittee chairpersons - must organize an orientation and persuasion campaign to reach as many of the identified participants as possible with convincing reasons as to why they should participate in the self-study activities, and what it could mean for their school.

Some of the motivation methods that may be used by the project leadership could include:

1. Reports - upbeat or promotional in content and presentation - at faculty meetings.
2. A written report - well written - presented in the school bulletin or a special newsletter.
3. Outside motivational speaker.
4. Outside presenter who has conducted or participated in a successful accreditation process.
5. Inservice training workshops.
6. Consistent, continuing persuasion as the project is being developed.

7. Feedback of tentative results as quickly as they become available.
8. Periodic progress meetings both to report on activities and to solicit additional input from participants.

As each school and community proceeds with the development of accreditation procedures, further motivation activities may be defined. Whatever methods appear to promise greater effectiveness should be considered. Enthusiastic planning may well lead to the generation of more promotional ideas than can be used. If so, store the surplus away for future assessment activities.

Designing or Selecting the Study Process: The Third Critical Factor

Each successful self-study process, even successive ones at the same school, should be different in significant ways; circumstances and needs of a school or program change over time. As the leadership group defines the program-related study goals, they should maintain awareness of conditions and experiences unique to their situation, and evaluate carefully the types of questions necessary to assess those conditions. In this way they can make the best selection from the several self-study methods that are available. A brainstorming type of preliminary assessment may be helpful in setting some guidelines for model selection or for adaptation of materials.

Three elements should guide the design/selection process: an understanding of the general goals for any self-study, familiarity with the several models from which to choose, and an agenda of fairly specific site needs that are to be the target of this self-study.

At this stage the steering committee and such others as may be appropriate must select, develop, or adapt the specific model to be used. They also will need to finalize the points of emphasis, procedures, sequences, roles, responsibilities and expected outcomes. The following questions may provide help in establishing the design:

1. What is the assessment status of the school? Do any valid, current data bases exist that describe student performance, staff development, programs, resources, or goal achievement?

2. What is the assessment status of the district as it impacts the specific school site? What supportive and/or constraining conditions exist?

3. What is the status of district goals as they are addressed at this school? Are these goals clearly stated? Are they internalized within the overall program? Where are they weakest and in need of improvement?

4. What has been the effect, if any, of staff turnover on the school program? Is there an effective orientation procedure that helps maintain program consistency and coherency?

5. What has been the school experience regarding the adoption of new or revised instructional programs? Has there been adequate follow-through?

6. What is the level of morale at the school? What implications does this have for participation in, timing and/or sequence of the study? (Note: If the school elects to use the School Climate Survey, the leadership team should be particularly sensitive to the timing of its use; otherwise morale peaks or valleys may have disproportionate impact on such a survey.)

7. Are the informal staff leaders in general agreement with the formal leadership?

8. Is the staff psychologically fresh or tired? Are they ready to undertake an intensive self-study effort? How can the design or type of study best suit their readiness?

9. Are there other major assessment and/or reporting responsibilities that the school must meet at this time? Can study procedures be combined to produce two or more sets of data? Does one task have top priority to the exclusion of others?

10. What modifications should be considered in terms of the size of the school and its complexity?. Should there be duplication of certain subcommittees in large schools to assure full participation? Should the timeline for small schools be extended to allow staff members the time to serve on several subcommittees?

The answers to these questions will help provide the background from which will come the design for the self-study process.

The School Steering Committee: Organization

The school Steering Committee will be involved in many activiites, and the skills needed to perform these tasks should help direct the selection of committee members. The composition of this key group will most frequently come into focus as preliminary plans are developed, and the selection process may range from a formal nominating procedure to an unstructured request for interested participants. While it probably is best to have this steering group involved in early planning efforts, some members may be appointed only after certain phases of the plans have been completed; a flexible time-frame for the creation of this committee may be the best strategy. The final membership list should be determined from the needs identified during the planning process and from the needs for broad representation on the committee.

When organizing the steering committee, ask the following questions:

1. Who are the natural leaders among staff, students, parents and community members?

2. Who are those most able to direct the work on specific subtasks?. (In this respect you may wish to include subcommittee chairpersons as members of the steering committee.)

3. Who are the informal leaders who can best function in supportive and/or resource roles?

4. How broad or complex must the committee be? How large can the group become and still maintain effectiveness?

5. What technical skills are needed in the group? Such areas as planning, organizing, research, writing, editorial, public presentation and others will need to be addressed, and competent persons assigned to the various tasks.

6. Can the persons under consideration for committee membership work well together? There must be a high degree of trust and tolerance among the members of the group, and care should be taken to establish and maintain cooperative and supportive work sessions.

The School Steering Committee: Function

The school steering committee is the central, unifying element in self-study and program improvement efforts. Its members must translate the procedural plans into the actual tasks, roles, structures and sequences of activity that will form the process.

One of the first items to be considered is to determine who will be assigned to each specific task. As specific assignments are being made, decisions should be reached also on whether tasks be given to groups or to individuals. The chairperson should bear in mind that some activities are better done by persons working alone, while groups generally are best at resolving complex questions or issues, at stimulating commitment through participation, and generating a wide range of solutions or new ideas. A mixture of concise, carefully described individual assignments and a series of properly sequenced work groups led by strong, well-trained leaders constitute the best approach.

With the foregoing points in mind, the steering committee should check-off on the following:

1. Define tasks.
2. Define work groups (subcommittees).
3. Define roles.
4. Assign liaison responsibilities.
5. Establish a timeline.
6. Select subcommittee chairpersons.
7. Prepare a task statement for each subcommittee.
8. Provide training.
9. Provide resources.
10. Maintain project communications.
11. Review and approve all survey instruments.
12. Monitor self-study progress.
13. Maintain regular progress reports to staff and to community.
14. Analyze subcommittee reports.
15. Draft the plan for program improvement.
16. Contribute to and support the validation activities.
17. Establish internal monitoring procedures for the plan for program improvement.

(Note: This list is similar in content to the chairpersons checklist, found in the self-study materials. While they serve two separate functions, planning and task completion, the lists are in many respects interchangeable.)

Study Area Subcommittees: Organization

In addition to the necessary detailed analyses resulting from studies of all segments of the school program, subcommittee work has further potential for organizational improvement including an increased level of staff participation

and increased staff member commitment to change. The reverse of these potential gains is the potential for problems: key skills necessary to effective operation of the subcommittees may be missing. Even where a self-study is well-designed, where staff is highly motivated, and where objectives are agreed upon by all, there may be a breakdown resulting from inattention to effective organization or absence of critical abilities. The most needed skills, hopefully represented in at least one member of each subcommittee, include problem solving ability, cooperation, clarification skills, proficiency in identifying alternatives, diplomacy, and the capability to identify solutions. The bottom-line description of an effective subcommittee is one whose members are carefully and properly selected, led by appropriately training chairpersons, and which includes at least some members who have the ability to promote cooperative group efforts.

Given the best efforts of the accreditation self-study chairperson and the school steering committee to organize effective subcommittees, the instructions for these groups become critical to the success of the total process. Rather than simply organizing the subcommittees and telling them to get on with it, several specific steps will enhance the probability of success; these steps may include:

1. Provide special training for all subcommittee members.

2. Promote trust and risk taking. This may be necessary only in larger schools where subcommittee members could include other-discipline staff members or parents who lack background information or do not know each other well. An informational review or a social activity could reduce the problems of reluctant participants.

3. Subcommittee chairpersons should plan carefully each meeting of their group.

4. Schedule meetings carefully and observe correct sequences. Avoid having subcommittees meet without distinct purpose. Some groups may require data from other groups' activities, and therefore may not need to participate during the early rounds of meetings.

5. Establish sets of attainable short term goals; participants need to see evidence of accomplishment.

6. Report regularly all significant and interesting results and activities.

7. Match skills and abilities to tasks as carefully as possible.

8. Express thanks and commendations frequently; public or professional recognition and a note in one's personnel folder can be very effective motivators.

Subcommittee Task Assignment: The Charge

The School steering Committee should prepare task assignments to be given to each subcommittee. This will serve to coordinate the accreditation activities and to provide structure to the subcommittee operations. Each subcommittee should, in turn, be allowed the flexibility to modify its task assignment in terms of changing needs and emphases.

The format of the task assignment is open; the school steering committee may develop whatever design they feel will be most helpful. Some components of the task assignment may include:

1. Define the fundamental relationship between each subcommittee's specific topic and the school's educational goals and objectives. In what ways is the specific topic supportive of these objectives? In what ways does it diverge?

2. Identify limits that must be observed by the study group. Include legal authorization, board regulations, administrative regulations, financial limitations, etc., where applicable.

3. Propose a suggested list of groups from whom data should be sought.

4. Anticipate future conditions and develop possible scenarios for future programs in the selected area of study.

5. Participate during the conducting of the broad-spectrum survey instrument, if applicable, and/or conduct a specialized survey designed to highlight the group's unique area of study.

6. Develop recommendations for the consideration of the school steering committee. Possible inclusions:

   - Suggestions for revision of school and/or district level goals and objectives.
   - A statement on the impact of community needs on school and program goals.
   - Reactions from persons or groups outside the immediate study group.
   - Prepared study-derived objectives that are stated in performance terms.
   - Proposed subcommittee objectives that can be reconciled with the work of other subcommittees; provincial views of one's area of specialty often are counter-productive.

Preparing the Plan for Program Improvement: The Importance of the Plan

The product of the self-study accreditation process is the Plan for Program Improvement; the successful completion of accreditation activity is the effective implementation of this plan. Thus, the preparation of the plan - at both the subcommittee report and the steering committee levels - is of critical importance.

Generally, a poor plan results from inadequate preplanning and lack of clear purpose in a self-study process. However, even superb preparation and preliminary work can be rendered ineffective if the resultant plan is hurried, superficial or misdirected. A useful plan must be carefully constructed. H. R. Kells, in his Self-Study Processes, 1980, describes some characteristics and causes of flawed reports and plans:

> ... one of the most prevalent weaknesses in self-study processes is the nature of the report prepared. At the worst, a report reflects a total preoccupation with the preparation of it - no study process is evident; just an activity to prepare a report. As one might expect, this malady is a concomitant of self-studies that are externally motivated. Somehow, the participants feel that they must produce a report to satisfy an outside agency, and they do not even seem to "see" their own institution as they do it. Lesser variants of the problem have faults in common with processes other than self-study. One is the massive tome syndrome. Perpetrators of this attack upon the paper mills of America believe that they will score points in proportion to the weight of the document. A too-long report may also be the result of an ineffective steering group - one unable or unwilling to cull, select, and edit as needed to achieve the goals of the process. The consequence in any case is a document, not unlike many unsuccessful master plan documents being used as bookends and doorstops, covered with dust, hard to lift, and unread by intended audiences.

Having noted that which should not occur, there are some guides toward producing an effective, readable report or plan. Again from Kells:

(1) The report should be clearly written and well organized. Readability is a very important attribute to strive for. It may make the difference for some readers. Some people discard or strongly discount a poorly written report.

(2) The report should be concise.

(3) The report should be focused on key issues. The important items should not be buried in masses of description or dozens of tables.

(4) The report should be a frank and balanced view of the total program. Both strengths and areas for improvement (and the strategies and commitments to change) should be included.

(5) The report should be useful for several audiences. A point often forgotten, a report that describes a school and its strengths and opportunities is very useful. If well written, the report could conceivably be used with the board of directors, with state agencies, with all staff members and student leaders, with community leaders, and with one or more accrediting agencies.

(6) If the report is to be used for accreditation purposes, it should include systematic reference to how the standards of the agency are met by the institution and how the definition of an accredited school is met.

While only part of the impact of a self-study process is expressed through the report or plan, clearly the long-range effectiveness and follow-up activities will depend significantly on the quality of this document.

In the final analysis, the written report, the plan for program improvement, serves a broad range of purposes. Among them it can:

1. Inform and educate members of the several interested groups.
2. Raise questions.
3. Describe key issues.
4. Provide a written record.
5. List the school's objectives for a specified period of time.
6. Indicate possible strategies to be used in accomplishing objectives.
7. Describe the ongoing project roles and responsibilites.
8. Suggest a timeline and periodic self-monitoring procedure.

Preparing the Plan for Program Improvement: Producing a Useful Plan

The following recommendations should be considered by the school steering committee if the attributes noted in the purposes listed in the preceding section are to be achieved.

1. The school steering committee must assume control over the final preparation of the plan. In asserting this control, committee members need to require the production of an integrated plan that includes the necessary points from the several subcommittee reports. The committee should avoid mere collections of the separate submissions. It is considered to be best practice to have one writer draft the final document, with culling, reorganizing, selecting, adding and polishing all being accomplished during steering committee editorial review activities.

2. The preliminary draft should be subject to further comment, either by written responses to circulated copies or from notes taken during open forum discussions concerning the draft

3. Avoid the temptation to overload the plan with supportive data and descriptions; the need is to produce a concise, readable plan. Background information should be made available IF REQUESTED, but the plan should center upon essential findings and recommendations.

4. Summarize the important points at the end of each section, and recap all such points in a final review.

5. Exercise control over the physical production of the plan through clear instructions to media production personnel; give these persons every assistance they may need.

6. Arrange for the proper distribution of copies of the final version of the plan.

Operational Suggestions Checklist: Resources

1. List all possible sources of assistance.

2. Provide help for the development of questionnaires.

3. Secure the services of a consultant.

4. Provide expanded bibliographies.

5. Include summaries of prior planning efforts.

6. Utilize data bank searches, if available.

Operational Suggestions Checklist: Meeting Announcements

1. Include scheduled meetings for purposes of orientation, motivation, sharing and comparison of preliminary findings, and presentation of reports. This schedule will be subject to changes.

Operational Suggestions Checklist: Deadlines

1. A school-wide timeline should be developed and publicized.
2. Specify survey and report deadlines.
3. Assist the school steering committee as necessary.

Operational Suggestions Checklist Implementation of the Plan for Program Improvement

1. Participate in reporting to staff and community.
2. Participate during internal monitoring procedures.

An understanding of the rationale and procedural background described in Booklet I, plus an effective application of the successful practices reviewed in this Booklet, I.A., should enable the leaders of an accreditation effort to apply successfully the specific accreditation model that has been selected.

SCHOOL ACCREDITATION

BOOKLET II
INPUT/STANDARDS ASSESSMENT
AN APPROACH TO SELF-STUDY

WASHINGTON STATE BOARD OF EDUCATION
and
WASHINGTON STATE OFFICE OF THE
SUPERINTENDENT OF PUBLIC INSTRUCTION

1981

Monica Schmidt
Assistant Superintendent
Division of Instructional
and Professional Services

Kenneth Bumgarner
Assistant to Division Management
and Director of Program Accountability
Division of Instructional
and Professional Services

William Everhart
Supervisor, Program Accountability
and School Accreditation
Division of Instructional
and Professional Services

Dr. Frank B. Brouillet, State Superintendent of Public Instruction
7510 Armstrong Street SW, Tumwater, Washington 98504

STATE OF WASHINGTON

GRANT L. ANDERSON
BO ARMBRUSTER
LEE H. BAYLEY
(PRIVATE SCHOOL REPRESENTATIVE)
EDWARD DIAMOND, D.V.M.
H. EUGENE HALL, M.D.
ANNE E. HOEHNE
LEVY S. JOHNSTON
E. E. "TINY" JORGENSEN
WALTER M. LEWIS
ROGER H. LINCOLN
MADGE McCARTHY
ROBERT W. RANDALL, O.D.
PHILIP E. SWAIN
DALE W. THOMPSON
OLLIE MAE WILSON

State Board of Education

OLYMPIA

DR. FRANK B. BROUILLET
PRESIDENT
GRANT L. ANDERSON
VICE PRESIDENT
DR. WM. RAY BROADHEAD
SECRETARY

MESSAGE FROM THE SUPERINTENDENT OF PUBLIC INSTRUCTION

At its March, 1981, meeting, the State Board of Education adopted a revised and expanded program of school accreditation. This adoption, under development since 1978, is the result of the cooperative efforts of members of the State Task Force for School Accreditation, staff members at schools and ESDs who participated in field test activities, SPI staff, and members of several ad hoc subcommittees. Continuing professional interest and dialogue also have contributed significantly to the development of this program.

All schools, public and private, including any grades, kindergarten through twelve, now may seek accredited status. Additionally, the availability of several optional procedures allows the selection of the method most appropriate for each participating school, thus providing for the differing needs among schools and their staffs.

As Superintendent of Public Instruction, I recommend these accreditation procedures as effective means of achieving planned program improvement at the individual school level. ESD and SPI staff will be working with all who express interest in studying and participating in these accreditation procedures. Those who seek to obtain accredited status through use of the State Board materials are encouraged to study, select, and plan carefully and to develop demanding targets of excellence toward which they can direct their energies. There is a potential of significant improvement that can be realized through judicious and effective application of this program.

Finally, on behalf of the State Board of Education, I wish to express sincere thanks to members of the State Task Force for School Accreditation and the field test participants whose names appear on the following pages. The cooperative leadership shown by these representatives of many diverse groups is most commendable, and their efforts are deeply appreciated.

Frank B. Brouillet

Frank B. Brouillet
President
State Board of Education

STATE TASK FORCE FOR SCHOOL ACCREDITATION
COMMITTEE MEMBERS

Name	Organization Represented
Grant Anderson	State Board of Education
Edward Beardslee Helen Humbert, Alternate	Washington State Council for Curriculum Coordination
Betsy Brown Bob Pickles, Alternate	Washington Education Association
Walter Carsten, Task Force Chairperson	Washington Association of School Administrators
Dick Colombini	ESD Curriculum Committee
Donn Fountain	House Education Committee
Donna Smith Dorothy Roberts Joyce Henning	Washington Congress of Parents, Teachers, and Students
Richard Hodges	Washington Council of Deans & Directors of Education
Ted Knutsen	Washington State Aasociation for Supervision and Curriculum Development
Doug McLain	Washington Federation of Teachers
Richard NeHer	Association of Washington School Principals
Janet Nelson Larry Swift, Alternate	Washington State School Directors' Association
Joe Morton Garris Timmer	Washington Federation of Independent Schools
Ken Bumgarner William Everhart	Superintendent of Public Instruction

FIELD TEST PARTICIPANTS - 1979-80

Bethel School District	Dr. Donald Berger, Assistant Superintendent
Elk Plain Elementary and	Pat Vincent, Vice-Principal
Shining Mountain Elementary	
Kapowsin Elementary	Karl Bond, Principal
Evergreen School District	
Marrion Elementary	Calvin Getty, Principal
La Center School District	Dr. George Kontos, Superintendent
La Center Elementary	Doug Goodlet, Administrative Assistant;
La Center Junior-Senior High School	Instructional Services, ESD 112
Monroe School District	Harold Bakken, Director of Special Projects
Frank Wagner Elementary	Roy Harding, Principal
Mukilteo School District	Robert Rodenberger, Director of Curriculum
Explorer Elementary	Larry Ames, Principal
Omak School District	Carole Anderson, Administrative Assistant
East Omak Elementary	
North Omak Elementary	
Renton School District	Margaret Locke, Director of Elementary Education
Cascade Elementary	George McPherson, Principal
San Juan Island School District	Dr. Jerry Pipes, Superintendent
Friday Harbor Elementary	Cathie Mendonsa, Principal
Friday Harbor High School	Mike Vance, Principal
South Kitsap School District	
Orchard Heights Elementary	Largo Wales, Principal
Waptao School District	Walt Bigby, Administrative Assistant
Wapato Primary	Jim Devine, Principal
Central Elementary and	Jim Seamons, Principal
Parker Heights Elementary	
Wapato Intermediate	Bill Frazier, Principal
Wapato Junior High School	Bill Parker, Principal
Wapato High School	Harold Ott, Jr., Principal
Pace Alternative High School	Dennis Erikson, Principal

Using This Booklet

This booklet, Input/Standards Assessment, is one of three self-study methods available through the State Board of Education's accreditation program.

School staffs that elect to use this self-study procedure should maintain an emphasis on resources--the "inputs"--that are provided for their program, and the effect that these resources have on perceived success or lack of success of the educational program. Additionally, resource standards are to be evaluated as to their appropriateness. In cases where neither the school nor the district has established sets of resource standards or guidelines, the self-study participants are called upon to adopt, adapt or design such standards.

The survey forms that are included are designed to provide broad coverage of the areas of investigation. They do not, however, establish quantified standards in that statements of such specificity are most appropriately a local function. The development of expanded sets of statements also may be necessary, particularly in areas of perceived need.

Finally, the use of Booklet IV, School Climate, as an optional addition to the material in Booklet II. A study of climate may prove valuable in clarifying and supporting the needs that are identified and incorporated in the plan for program improvement.

It is important to remember that participation in the State Board self-studies procedures is subject to an annual limit, and that when participation has been authorized that attendance at an implementation workshop is recommended.

State Board/SPI accreditation procedures are described in the series of booklets listed below. Some inquiries may be satisfied by the information found in a single booklet; others may need information from several of the topical descriptions or from a complete set.

Each school district and each Educational Service District will receive a complete set of these booklets for reference and for use; additional copies should be reproduced at the district level.

I. Introduction and General Overview

I.A. Factors Promoting Successful Self-Study Processes

II. Input/Standards Assessment, I/SA; An Approach to Self-Study

III. Process/Outcomes Analysis, P/OA; An Approach to Self-Study
- Study Area I
- Study Area II (Booklet IV)
- Study Area III

IV. School Climate Assessment
- An integral part of the P/OA Model
- An optional supplement to the I/SA and S-D Models

V. Self-Designed Model, S-D; An Approach to Self-Study

VI. Validating the Self-Study, The Plan for Program Improvement, and Standards-Only School Report

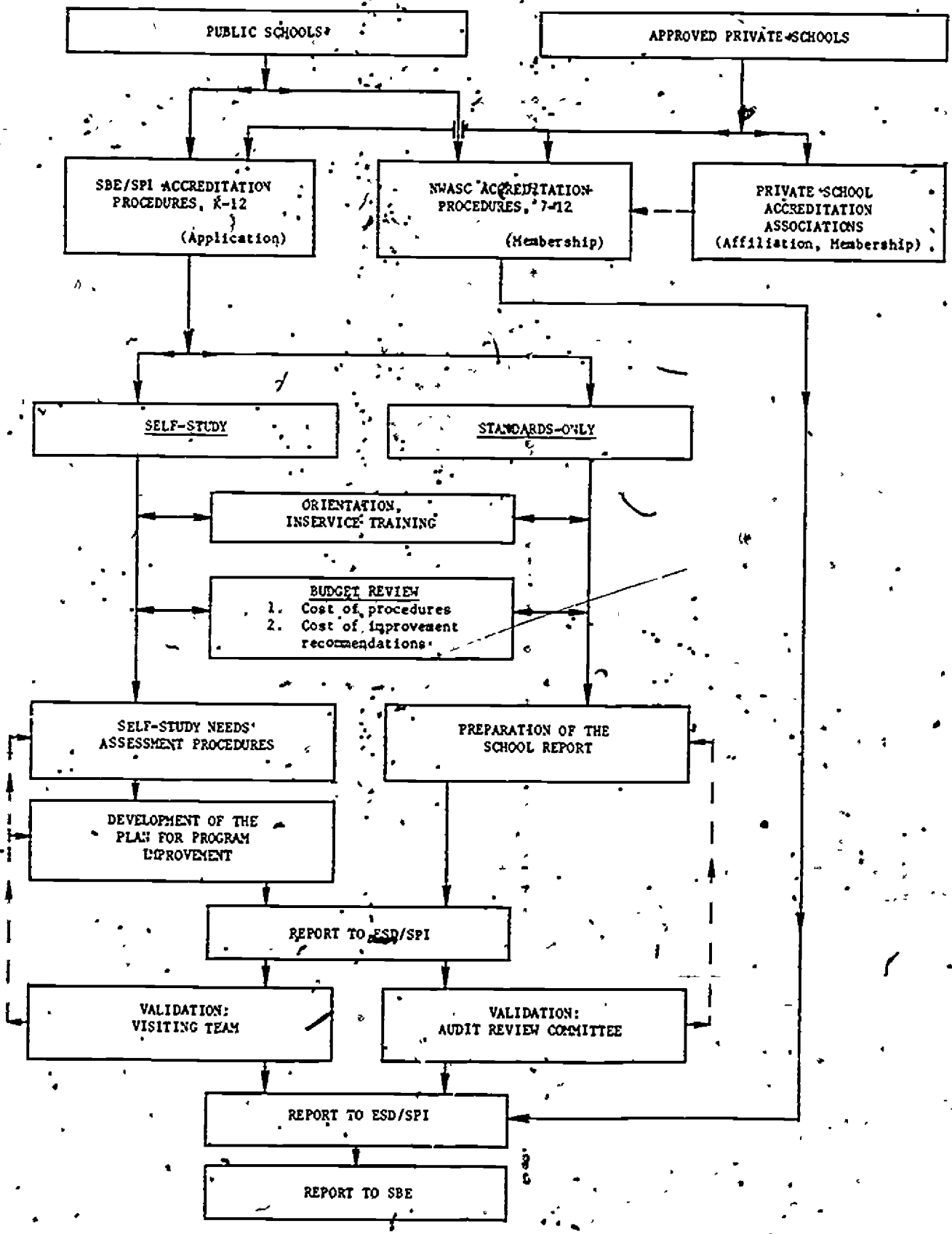
VII. Standards-Only, C-300E (Elementary)

VIII. Standards-Only, C-300S (Secondary)

IX. Selected References; Supplementary Materials

ACCREDITATION PROCEDURES CHART

Steps to be taken in the State Board of Education accreditation procedures are shown in the chart below. Optional accreditation programs are available through the Northwest Association of Schools and Colleges and through the several private school accrediting associations, however, those procedures are not shown in equivalent detail.



BOOKLET II

TABLE OF CONTENTS

Introduction 1

Steering Committee; Subcommittees 2

Standards 3

Areas of Investigation 4

Survey Questionnaire Development 5

Chairperson's Checklist 6

Rating Scales 7

Setting Priorities 9

Survey Response Form Instructions 11

Program Standards Rating Scale 12

Staffing Standards Rating Scale 17

Service Standards Rating Scale 21

Textbooks, Materials, Supplies and Equipment Standards Rating Scale 28

Facilities Standards Rating Scale 32

Rating Scale Analysis 37

Summary Sheet 38

SCHOOL ACCREDITATION

INPUT/STANDARDS ASSESSMENT MODEL

Introduction

The Input/Standards Assessment Model (I/SA) is one of several methods available for use in conducting a self-study. The results of these survey activities will be expressed in a Plan for Program Improvement which provides a set of objectives to be attained during the accreditation rating period.

Booklet I, Introduction and General Overview, and Booklet I.A., Factors Promoting Successful Self-Study Procedures, respectively, present the rationale for a set of alternative accreditation procedures, and describe the characteristics of effective self-study, general procedures, types of ratings, organization, selection of method, leadership, committee work and preparation of the report.

This model, Input/Standards Assessment, includes an analysis of standards for program, staffing, service, materials, and facilities as a basis for evaluating the quality of the educational program. Included are processes designed to insure the participation of staff, parents, students and community members in determining the extent to which the school provides appropriate program services to students.

This model sets forth procedures that focus on (1) a balanced school program that allows flexibility within the curriculum, (2) a description of a balanced school staff, (3) a broad definition of school services that should be available to all students, (4) an analysis of the existing facilities, equipment and materials, (5) an assurance that participants in the accreditation process represent the groups that comprise the local educational community, and (6) an interrelationship between the district and the school.

Collecting data will require some imagination and creativity from the persons organizing and directing the study. Skills in the areas of analysis, synthesis and evaluation will be required in order to make the data meaningful and useful.

These directions include both required and suggested activities. The accreditation coordinator and the steering committee should make use of not only this introductory section, but will gain improved effectiveness through intensive use of the suggestions in Booklet I.A. Committee workers and others who are administering the questionnaire should make use of this introductory section. Those who are survey respondents only should receive the survey form(s) without these instructions.

Steering Committee and Subcommittee Membership

The School Steering Committee, whose responsibilities are described in Booklet I, and whose effective organization and function is analyzed in Booklet I.A., shall be organized with the following representative membership:

Required Members:
- Administrator, District or School
- Building Principal
- Two Teachers
- Two Parents
- Once Classified Employee
- One Student Representative (Grades 7 and above)

Supplemental Members (optional):
- Board Member
- Teacher(s)
- Parent(s)
- Classified Employee(s)
- Community Representative(s) (non-parent)
- Student Representative(s) (Grades K-12)
- Consulting Specialist (ESD, SPI, colleges/universities, other districts, etc.)

Avoid overly large committees; groups of more than 10 to 12 members become unwieldy, and there is a danger that the entire process will bog down.

Subcommittee membership is determined largely by the type of subcommittees that are to be used. Subject area and grade level arrangements seem quite self-explanatory, yet there is a need for input from persons outside a specific department or grade level. Guidelines for membership are not as precise as with the steering committee.

Necessary Members:
- Two Topic/Subject/Grade Level Specialists (Teachers, etc.)
- One Parent
- One Classified Employee
- One Student (Grades 7 and above)

Supplemental Members:
- Administrator(s) (school, district)
- Teacher(s) (other areas/levels)
- Parent(s)
- Classified Employee(s)
- Student(s) (Grades K-12)
- Community Member(s) (non-parent)
- Consulting Specialist (ESD, SPI, colleges/universities, other districts, etc.)

Variations in steering committee and subcommittee structure may be necessary. Requests for such variance should accompany the application, along with reason(s) for the request and an explanation of how a fully representative membership will be maintained.

Suggestions for Subcommittee Chairpersons and Members

1. Read and discuss thoroughly all pertinent sections of the accreditation materials to gain an understanding of the purposes of the process and the manner in which the several components relate to the process.

2. Carefully study the forms you will be using to provide your input into the accreditation report; modify the format whenever necessary or helpful, being certain that such modification is cleared with the school steering committee.

3. A chairperson should coordinate the subcommittee's activities.

4. List all of the tasks assigned/assumed by your subcommittee.

5. Assign the various tasks to individuals on the subcommittee in order to get adequate coverage and to reduce duplication.

6. Determine how and when each task is to be completed; develop a timeline.

7. Arrange for the committee to meet and discuss findings prior to completing your final report.

8. Be prepared to abstain from responding to any of the questionnaire items when you find that you can draw no valid conclusions.

Standards

The Input/Standards Assessment Model consists of an analysis of resources invested in the school program; staff, service activities, materials and facilities. Schools find it helpful when this analysis is compared with an established set of standards that has been adopted or developed by the school or district. The degree to which the school meets such standards will reflect its successes; the areas where standards are not being met will be expressed as goals and objectives in the emerging plan for program improvement. The combined effect of a statement of success and plans for improvement will provide the basis for evaluation of the quality of the educational program.

Specific standards have been developed by a number of professional organizations, public education agencies and independent evaluative associations. Many school districts establish standards relative to Student Learning Objectives (SLOs) or other performance criteria. Schools needing to establish such standards may draw from these and similar sources. Booklet IX, Selected References and Supplementary Materials, lists a number of such resources.

Needs Assessment

As noted earlier in this model, self-study is divided into five sections with suggested areas of investigation.

School Functions	Suggested Areas of Investigation
Instruction	Planning (philosophy, goals, objectives, Student Learning Objectives, evaluation) Course offerings (by subject area or grade level) Quality and Improvement Student Activities
Staffing	Staff preparation and improvement Staffing assignments Teacher loads
Services	Pupil personnel Administration Records
Materials/Resources	Instructional media Textbooks Supplies
Facilities	Teaching stations Support facilities Equipment

The School Steering Committee will determine the precise list of study topics. For each of these topics a subcommittee is needed to carry out the analysis and to prepare a summary report. The final subcommittee reports should be preceded by draft versions reviewed for additional input by all appropriate school groups involved in the self-study process.

Participants in the self-study process should be qualified to make judgments that are based on experience, direct observations, training, participation or any combination thereof; unknowledgeable opinions or responses may invalidate the findings of the self-study.

The Survey Questionnaire

Once organized, each subcommittee will act upon its charge from the school steering committee. The first task will be to assist in the development, adaptation or adoption of a survey instrument. Once this questionnaire is in final form and the target population is identified, the actual survey process can begin.

Several potential problems should be anticipated during the development of the survey, and plans should be developed to correct or adjust procedures whenever necessary. Of the problems, four are most critical:

1. Confusion over target groups. The steering committee should be certain that any single group is not subjected to more than one questionnaire. Parent's responses can be obtained on one fairly detailed form, and data then can be directed to appropriate subcommittees.

2. Inadequate information. If a given subcommittee receives little data, their recommendations may lack validity; each subcommittee should be actively involved in developing questionnaires to avoid oversights of this type.

3. Poor returns. Regardless of whether the school is conducting a total population survey or a random sampling procedure, the problem of poor returns is one of two most frequently mentioned difficulties. The steering committee and others should study carefully various methods designed to improve the rate of return.

4. Tallying overload. The most frequently mentioned problem found in survey procedures is the extreme amount of time needed to tally results. Carefully designed survey forms can simplify the process, and volunteer help should be sought: parents, older students, retirees, etc.

There may be other problems associated with the survey procedures. Try to anticipate and plan for as many as possible during the development and definition process; they won't all go away, but their impact should be reduced effectively.

Chairperson's Checklist

Use of the following checklist is optional; it is presented as an example of a management tool that may aid in the conduct of an effective self-study and school plan development process. This list, or one similar to it, can be used as a completion check, and by adding dates also may serve as a timeline. Starred items should be observed carefully, they represent reporting requirements.

Booklet II

SCHOOL STEERING COMMITTEE
Chairperson's Checklist

School _____ Date Completed _____

Steering Committee Chairperson _____

Chairperson's Position _____

Date Completed	Item No.	Activity
_____	1.	Board of directors authorizes/approves accreditation activity.
_____	2.	School/district budget review; identify financial resources and constraints.
_____	3.	Board or district administration delegates the administrative leadership of the accreditation activity.
_____	4.	Inservice participation by accreditation leadership and others.
_____	5.	Informational copies of the Accreditation Procedures are secured, duplicated and distributed.
_____	6.*	Application is submitted to SPI; participation approved.
_____	7.*	A School Steering Committee is selected. (Attach list showing names and representation.)
_____	8.*	A school plan and timeline for conducting the self-study is developed by the School Steering Committee. (Attach copy.)
_____	9.*	Subcommittees are selected and are assigned specific self-study tasks. (Attach list of subcommittee members and their representation.)
_____	10.*	Each subcommittee advises the steering committee on the selection of instrument(s) and priority-setting procedure(s) to be utilized.
_____	11.	Subcommittees' data-gathering processes are conducted.
_____	12.	Subcommittees' priority-setting activities are conducted.
_____	13.	Subcommittees' reports are submitted to the School Steering Committee.
_____	14.*	The School Steering Committee has completed the plan for program improvement, including an implementation and self-monitoring timeline. (Attach copy.)
_____	15.*	Program improvement implementation and follow-up responsibilities have been assigned to staff members. (Attach copy.)
_____	16.*	Copies of the final plan/report are prepared for distribution.
_____	17.	Dissemination of the final plan/report is completed.
_____	18.	External validation procedure is conducted.
_____	19.	Reports of self-study, findings, plan for program improvement, and validation findings are made to the board of directors and to the community.
_____	20.	State Board of Education action is reported to the board of directors, staff and community.

*Required Procedures

Rating Scales

Once a comprehensive list of questions, standards or statements has been developed or adopted, the school steering committee should decide how simple or how complex the rating scales are to be; the variations that are possible should be analyzed carefully. If different surveys are being given to each subgroup (e.g. teachers, parents, students, classified employees, community members, etc.) the degree of difficulty can be geared to the target group. However, if a single questionnaire is being used with all groups to be surveyed, the language and marking system will need to be relatively easy to comprehend.

The following samples are intended only to offer suggested courses of action. Participants may utilize one of these formats, or, if for any reason all are deemed inadequate or inappropriate, may develop assessment procedures of their own and submit them to SPI for approval. None of the forms provided are as comprehensive as a more detailed study might require; in some areas of serious concern it will prove helpful to extend the analysis through the use of expanded or supplemental rating scales. Participants may identify many more advantages or disadvantages than those noted. The objective should be a rating scale procedure that offers the best information obtained in the simplest manner.

1. Comment or Anecdotal Response

Not recommended; very difficult to evaluate; very difficult for respondents to use. Gives voluminous information when thoroughly filled out, but is usually impossible to quantify.

> SAMPLE:
>
> 16. How would you improve the school's communications to parents?

2. Highest Priority Response

Directions require that each respondent check up to n areas as critical problems to be dealt with immediately. Can be an easy and effective procedure; may provide only superficial information.

> SAMPLE:
>
> _____16. School communications with parents.

3. Three-Point Rating Scale

Each item is checked as Superior, Acceptable or Unacceptable, +, ✓, or -; Wow!, Ho-Hum or Yuk!; or some other series of three. Items receiving low ratings then become the subject of a priority listing and generate an objective to be achieved.

SAMPLE:

_____ Good

_____ OK 16. School communications with parents.

_____ Poor

4. Five-Point Rating Scale

More common than the three-point scale, provides finer degrees of evaluation. A decision must be made whether to seek solutions only on those items receiving the lowest rating or the lowest two ratings. A built-in priority system may be based on numerical ratings. (See next section, Setting Priorities.)

SAMPLE:

(+) 5 4 3 2 1 (-) 16. School communications with parents.

Other five-point possibilities: A, B, C, D, F; O, A, S, N, U (representing Outstanding, Above Average, Satisfactory, Needs Improvement, and Unacceptable); etc.

5. Continua

Allows respondents to place marks between numbers. It is of questionable value in that the results usually are translated into numerals on a five-point scale anyway. Another problem with its use is seen when respondents mark a range response rather than a point, thus complicating the tallying process.

SAMPLE:

16. School communication with parents.

(+) ——————————— (-)

6. Discrepancy Analysis

Provides a comparison between the importance of an item and the degree of successful attainment; numerical priorities are established during the tallying of responses. The double entry that this method requires increases the complexity of the process and decreases the return rate. Respondents often feel overwhelmed by a double-column response form, and may refuse to participate or only provide guesswork responses. A good statistical system IF respondents can become motivated sufficiently to provide a reasonable return rate.

Importance	SAMPLE:	Success
(+) 5 4 3 2 1 (-)	16. School Communications with parents.	(+) 5 4 3 2 1 (-)

Many other rating procedures exist, and more could be invented. The suggested survey return form included in this booklet is presented with a five-point scale, which can be modified if such change seems desirable.

CAUTION

Do not use the same symbol for non-answers and for lowest-rating; if "Not Applicable," "Don't Know," "No Opinion," etc. are to be included in the scale, use a different unrelated symbol.

Setting Priorities

As with rating scales, there are numerous methods of setting priorities, some reasonably precise, some less so. Essentially, to set a list of priorities is to establish a weighted series of goals or objectives derived - hopefully - from a thorough needs assessment process. And, as a general rule, the greater the involvement in identifying needs and ordering objectives, the greater will be the commitment to participate in the improvement process.

As noted in the preceding section on Rating Scales, numerically scoring the survey items can result in priorities derived by simple cumulative weighting. The three and five-point scales and the discrepancy analysis scale can be used in this manner. An unranked laundry list of needs that is obtained during survey procedures can be rated in a follow-up activity. Participants may be required to select the most critical problems, arranging the list in order of importance.

Less mechanical means also may be used to set priorities. Since most study subcommittees will be reasonably small, consensus through discussion is a procedure that might prove acceptably productive. Groups should begin always, however, with the data obtained in a broadly based, thorough survey. Listing priorities from informal observation only risks the adoption of objectives that will die of non-support.

Several additional points need to be kept in mind:

1. The subcommittee report, listing prioritized objectives, is narrowly drawn within the parameters of the charge to the group. Members must be encouraged to be accepting and supportive of the final schoolwide plan for program improvement that will be drawn from all subcommittee reports.

2. In drawing up its list of objectives, the subcommittee may find it instructive to recommend an apportionment of resources. This approach will help the school steering committee think in terms of several viable objectives being sought simultaneously, thus avoiding a sequential checklist.

3. The subcommittee should present to the school steering committee a report that contains a limited number of objectives, as effectively supported as is possible. Avoid long lists and the diluting effect of too many goals.

4. The process of needs identification frequently results in a report that is composed wholly of negative conditions in need of correction. The tone of such material can be depressing to some readers or participants. It is quite proper, and may prove beneficial to overall morale conditions to cite those tasks and programs that the school does very well. This strategy may provide an improved balance to the subcommittee and steering committee reports.

SCHOOL ACCREDITATION

INPUT/STANDARDS ASSESSMENT

Survey Response Forms

Return to: _____ By: _____
Date

Subcommittee Title: _____

This form submitted by: (Check one of the following, then circle the same Participant Code number at the upper left corner on the first page of each rating scale.)

1. ____ Student
2. ____ Parent
3. ____ Community Resident
4. ____ Board Member
5. ____ Teacher
6. ____ Support Personnel, Certificated
7. ____ Aide
8. ____ Administrator/Supervisor
9. ____ Classified Employee
10. ____ Other (Specify) _____

INSTRUCTIONS

These rating scales provide a way to evaluate the impact of individual areas on the total school program. It is not necessarily the purpose of the questionnaire to render individual quality judgments on the items but to consider the impact of the items on the total school program. Please observe the following values when completing this form:

X: No Opinion: does not apply.
1. Very Low: wholly unacceptable; needs to be developed.
2. Low: unacceptable; needs major modification.
3. Acceptable: may need minor modification.
4. Commendable: not presently in need of modification.
5. Exemplary: may be recommended as a model practice.

Booklet II

SCHOOL ACCREDITATION

INPUT/STANDARDS ASSESSMENT

I. PROGRAM STANDARDS RATING SCALE

Participant Code: (circle)
1 2 3 4 5
6 7 8 9 10

Note: Some of the items that follow will not be applicable to the grade level(s) and/or subject area(s) being studied. In such cases circle "X", no opinion.

Rating (circle)	No.	Statement of Desirable Program Characteristics
X 1 2 3 4 5	(1)	A written philosophy of education has been established either as part of the district philosophy or separately for the local school.
X 1 2 3 4 5	(2)	Educational program objectives have been developed. (Other than SLOs)
X 1 2 3 4 5	(3)	The philosophy and objectives are reviewed regularly.
X 1 2 3 4 5	(4)	A student handbook (manual, brochure, etc.) which describes the school's program and operation is available to all students and parents.
X 1 2 3 4 5	(5)	The total educational program meets the individual needs, interests and abilities of all students.
X 1 2 3 4 5	(6)	There is an effective developmental beginning reading program. (Elementary)
X 1 2 3 4 5	(7)	The continuing reading instructional program is comprehensive, sequential and effective.
X 1 2 3 4 5	(8)	There is an effective developmental beginning mathematics program. (Elementary)
X 1 2 3 4 5	(9)	The continuing mathematics instructional program is comprehensive, sequential and effective.
X 1 2 3 4 5	(10)	There is an effective developmental beginning language arts program. (Elementary)

No opinion
Very Low
Low
Acceptable
Commendable
Exemplary

Rating (circle)	No.	Statement of Desirable Program Characteristics
X 1 2 3 4 5	(11)	The continuing language arts instructional program is comprehensive, sequential and effective.
X 1 2 3 4 5	(12)	Significant opportunities are provided for extended creative use of language arts skills.
X 1 2 3 4 5	(13)	There is a comprehensive, sequential and effective instructional program of social studies knowledge and skills.
X 1 2 3 4 5	(14)	There is a comprehensive, sequential and effective instructional program of science knowledge and skills.
X 1 2 3 4 5	(15)	Significant opportunities are provided for extended activities of scientific observation, analyses and experimentation.
X 1 2 3 4 5	(16)	There is an effective developmental beginning music program. (Elementary)
X 1 2 3 4 5	(17)	The continuing music instructional program is comprehensive, sequential and effective.
X 1 2 3 4 5	(18)	Significant opportunities are provided for extended participation in musical performance activities.
X 1 2 3 4 5	(19)	There is an effective developmental beginning art program. (Elementary)
X 1 2 3 4 5	(20)	The continuing art instruction program is comprehensive, sequential and effective.
X 1 2 3 4 5	(21)	Significant opportunities are provided for extended participation in art display, show and/or competition activities.
X 1 2 3 4 5	(22)	There is a comprehensive, sequential and effective instructional program of health knowledge and skills.
X 1 2 3 4 5	(23)	There is an effective developmental beginning physical education program. (Elementary)
X 1 2 3 4 5	(24)	The developmental physical education program includes a sequential perceptual-motor training component. (Elementary)

No opinion
Very Low
Low
Acceptable
Commendable
Exemplary

Rating (circle)	No.	Statement of Desirable Program Characteristics

No opinion
Very Low
Low
Acceptable
Commendable
Exemplary

X 1 2 3 4 5	(25)	The continuing physical education program is comprehensive, sequential and effective.
X 1 2 3 4 5	(26)	Significant opportunities are provided for extended participation in team sports and in individual physical education activities.
X 1 2 3 4 5	(27)	There is a comprehensive, sequential and effective instructional program in foreign language(s). List foreign language(s) taught and number of years in each sequence: _____ _____ _____ _____ _____ _____ _____ _____
X 1 2 3 4 5	(28)	There is a three year (or more) sequence of foreign language instruction.
X 1 2 3 4 5	(29)	Procedures have been developed for assessing student needs for remediation.
X 1 2 3 4 5	(30)	Remedial instruction is available in all areas where student needs become identified.
X 1 2 3 4 5	(31)	Remedial instruction is beneficially and effectively applied.
X 1 2 3 4 5	(32)	There is a comprehensive, sequential and effective industrial arts instructional program.
X 1 2 3 4 5	(33)	There is a comprehensive, sequential and effective home and family life education program.
X 1 2 3 4 5	(34)	There is a comprehensive, sequential and effective program of instruction in business and office education.
X 1 2 3 4 5	(35)	There is a comprehensive and effective marketing and distributive education program.

Rating (Circle)	No.	Statement of Desirable Program Characteristics
X 1 2 3 4 5	(36)	There is a comprehensive, sequential and effective health occupations program.
X 1 2 3 4 5	(37)	There is a comprehensive, sequential and effective diversified occupations program.
X 1 2 3 4 5	(38)	There is a comprehensive, sequential and effective agriculture program.
X 1 2 3 4 5	(39)	There is a comprehensive, sequential and effective trade and industrial program.
X 1 2 3 4 5	(40)	There is an established procedure for infusing career education and orientation into all subject areas.
X 1 2 3 4 5	(41)	There is a comprehensive, sequential and integrated program of high school traffic safety education. (Secondary)
X 1 2 3 4 5	(42)	There is a comprehensive and effective program of traffic safety at all grade levels.
X 1 2 3 4 5	(43)	There is an established procedure for articulating subject area objectives between/among schools which share student populations (i.e. elementary to junior high, junior high to high school.)
X 1 2 3 4 5	(44)	Programs in feeder schools are well articulated with the programs of the schools at the next level.
X 1 2 3 4 5	(45)	Student and parent follow-up surveys (or other means of evaluation) are conducted at each school level.
X 1 2 3 4 5	(46)	(Secondary) Dropout surveys are conducted periodically, and findings are incorporated into program planning activities.
X 1 2 3 4 5	(47)	(Secondary) A survey of graduates is conducted periodically to assess college/university progress, work force membership, armed forces membership and such other data as may provide useful information for program planning activities.

Proceed to I. Program Standards Rating Scale Supplement sheet.

Booklet II

SCHOOL ACCREDITATION

INPUT/STANDARDS ASSESSMENT

I. PROGRAM STANDARDS RATING SCALE - SUPPLEMENT

Program characteristits not included in the preceding 47 items may be added in the section below; trouble spots also may be augmented by extending a list of more detailed and precise characteristics, then rating them.

Rating (Circle)	No.	Statement of Desirable Program Characteristics
X 1 2 3 4 5	(1)	
X 1 2 3 4 5	(2)	
X 1 2 3 4 5	(3)	
X 1 2 3 4 5	(4)	
X 1 2 3 4 5	(5)	

No opinion
Very Low
Low
Acceptable
Commendable
Exemplary

(Append additional pages using this format if more space is needed.)

SCHOOL ACCREDITATION

INPUT/STANDARDS ASSESSMENT

II. STAFFING STANDARDS RATING SCALE

Participant Code: (circle)
1 2 3 4 5
6 7 8 9 10

Note: Some of the items that follow will not be applicable to the grade level(s) and/or subject area(s) being studied. In such cases circle "X", no opinion.

Rating (circle)	No.	Statement of Staffing Need
X 1 2 3 4 5	(1)	Teachers are assigned to subjects and/or grade levels in accordance with their training, competency and experience.
X 1 2 3 4 5	(2)	The teaching staff's combined training, competency and experience provides thorough content coverage for all aspects of the instructional program.
X 1 2 3 4 5	(3)	Teachers demonstrate the ability to provide a variety of teaching strategies and techniques in the presentation of the instructional program.
X 1 2 3 4 5	(4)	Teachers have access to a relevant and effective inservice training program.
X 1 2 3 4 5	(5)	Teachers participate in appropriate inservice training activities.
X 1 2 3 4 5	(6)	Teachers are observed regularly by the person(s) responsible for their evaluation.
X 1 2 3 4 5	(7)	The administrative staff of the school is sufficient in number to provide necessary administrative and supervision services.
X 1 2 3 4 5	(8)	The school administrator's(s') training, competency and experience is applicable to the school's level of instruction and organizational pattern.
X 1 2 3 4 5	(9)	The school administrator(s) has/have access to relevant and effective inservice training activities.
X 1 2 3 4 5	(10)	The school administrator(s) participate(s) in appropriate inservice training activities.

No opinion
Very Low
Low
Acceptable
Commendable
Exemplary

Rating (Circle)	No.	Statement of Staffing Need

No opinion
Very Low
Low
Acceptable
Commendable
Exemplary

X 1 2 3 4 5	(11)	School administrators are evaluated periodically.
X 1 2 3 4 5	(12)	The learning resource center is sufficiently staffed to allow the full operation of the center as an integral part of the school's instructional program.
X 1 2 3 4 5	(13)	Learning resources staff members possess the skills, training and experience necessary to provide the full range of services required of a learning resource center.
X 1 2 3 4 5	(14)	Learning resources staff have access to relevant and effective inservice training activities.
X 1 2 3 4 5	(15)	Learning resources staff participate in appropriate inservice training activities.
X 1 2 3 4 5	(16)	Guidance and counseling personnel are assigned to the school in sufficient number to meet the identified and emerging needs of the student population.
X 1 2 3 4 5	(17)	Guidance and counseling personnel have the training and skills necessary to meet pupil counseling needs.
X 1 2 3 4 5	(18)	Guidance and counseling staff have access to relevant inservice training activities.
X 1 2 3 4 5	(19)	Guidance and counseling staff participate in appropriate inservice training activities.
X 1 2 3 4 5	(20)	Clerical personnel are assigned to the school in sufficient number to provide necessary office coverage and appropriate handling of all required tasks.
X 1 2 3 4 5	(21)	Clerical personnel possess the skills, training and experience necessary to provide efficient, effective service.
X 1 2 3 4 5	(22)	Cafeteria personnel possess the skills, training and experience necessary to provide efficient food service operating procedures, and nutritious, appetizing meals.

Rating (Circle)	No.	Statement of Staffing Need

No opinion
Very Low
Low
Acceptable
Commendable
Exemplary

X 1 2 3 4 5	(23)	Custodial personnel possess the skills, training and experience necessary to maintain efficient, thorough and hygienic cleaning and operating procedures at the school facility.
X 1 2 3 4 5	(24)	Classified personnel participate in appropriate inservice training activities.

Booklet II

SCHOOL ACCREDITATION

INPUT/STANDARDS ASSESSMENT

II. STAFFING STANDARDS RATING SCALE - SUPPLEMENT

Participants in the self-study should use this supplement to present any need statements related to staffing standards that were not addressed in the foregoing items 1 to 24.

Rating (circle)	No.	Statement of Staffing Need
X 1 2 3 4 5	(1)	
X 1 2 3 4 5	(2)	
X 1 2 3 4 5	(3)	
X 1 2 3 4 5	(4)	
X 1 2 3 4 5	(5)	

No opinion
Very Low
Low
Acceptable
Commendable
Exemplary

(Append additional pages using this format if more space is needed.)

SCHOOL ACCREDITATION

INPUT/STANDARDS ASSESSMENT

III. SERVICE STANDARDS RATING SCALE

Participant Code: (circle)
1 2 3 4 5
6 7 8 9 10

Note: Some of the items that follow will not be applicable to the grade level(s) and/or subject area(s) being studied. In such cases, circle "X", no opinion.

Rating (circle)	No.	Statement of Performance Need
		(A) The Administrative Services of the School
X 1 2 3 4 5	(1)	Carry out the policies and regulations adopted by the board of directors.
X 1 2 3 4 5	(2)	Provide a balance between administrative duties and the supervision of instruction.
X 1 2 3 4 5	(3)	Provide support to staff members in the performance of their duties.
X 1 2 3 4 5	(4)	Provide assistance to each staff member with the objective of improved instruction.
X 1 2 3 4 5	(5)	Secure staff participation in the solution of problems.
X 1 2 3 4 5	(6)	Provide cooperative planning for curriculum development, inservice needs assessment and staff meetings.
X 1 2 3 4 5	(7)	Appraise the quality of the instructional program and the contribution of individual personnel.
X 1 2 3 4 5	(8)	Plan effectively for a range of school activities that provide opportunities for all students.
X 1 2 3 4 5	(9)	Provide a continuing preventative program for the solution of behavior problems.
X 1 2 3 4 5	(10)	Maintain an efficient procedure for securing and distributing books, supplies, equipment and instructional materials.
X 1 2 3 4 5	(11)	Conduct an efficient and secure system of fee collections and maintain essential records of such transactions.

No opinion
Very Low
Low
Acceptable
Commendable
Exemplary

Rating (circle)	No.	Statement of Performance Need
		No opinion Very Low Low Acceptable Commendable Exemplary
X 1 2 3 4 5	(12)	Supervise the completion and filing of accurate records and reports.
X 1 2 3 4 5	(13)	Monitor the proper care of the building by custodians, staff, pupils and the public.
X 1 2 3 4 5	(14)	Maintain positive public relations.
X 1 2 3 4 5	(15)	Effectively involve the community in appropriate school programs and activities.
	(B)	The Teaching Services of the School
X 1 2 3 4 5	(16)	Provide a range of teaching strategies designed to meet the differing learning styles of the students.
X 1 2 3 4 5	(17)	Present instructional material that includes systematic attention to each of the cognitive, affective and psychomotor domains of the learner.
X 1 2 3 4 5	(18)	Present an instructional and disciplinary teaching approach that is characterized by consistency and clarity.
X 1 2 3 4 5	(19)	Present instructional material at appropriate levels of difficulty.
X 1 2 3 4 5	(20)	Provide attention to review and reinforcement of learned material in addition to the presentation of new content.
X 1 2 3 4 5	(21)	Select activities that provide for students' individual, small group and large group experiences as each is appropriately applied.
X 1 2 3 4 5	(22)	Provide special programs and/or classes as the need for such classes is demonstrated.
X 1 2 3 4 5	(23)	Provide a unified, team approach to the total school program wherein staff members are mutually supportive of each other.

Rating (circle)	No.	Statement of Performance Need
X 1 2 3 4 5	(24)	Maintain professional confidentiality at all times.
	(C)	The Learning Resources Program (Ref.: Chapter 180-46 WAC)
X 1 2 3 4 5	(25)	Provide a functional, integrated learning resource center which includes library, media and audiovisual services for the school.
X 1 2 3 4 5	(26)	Provides instruction in the use of instructional materials (e.g., books, filmstrips, slide sets, newspapers, educational radio and television programs, periodicals, audio and video tapes, records, and other materials as listed in WAC 180-46-015).
X 1 2 3 4 5	(27)	Supports the implementation of the district's goals and objectives as they relate to learning resources programs.
X 1 2 3 4 5	(28)	Provides adequate opportunities for all students to design and produce a variety of media as a part of the learning process.
X 1 2 3 4 5	(29)	Provides supportive media and audiovisual services to the teaching and administrative functions of the school.
	(D)	Counseling and Guidance Services
X 1 2 3 4 5	(30)	Provide services to all students.
X 1 2 3 4 5	(31)	Provide appropriate testing and test interpretation activities.
X 1 2 3 4 5	(32)	Provide adequate and current information pertaining to educational and occupational opportunities.
X 1 2 3 4 5	(33)	Provide a systematic, continuous identification of student developmental needs.
X 1 2 3 4 5	(34)	Provide counseling services to students and parents according to identified needs.

No opinion
Very Low
Low
Acceptable
Commendable
Exemplary

Rating (Circle)	No.	Statement of Performance Need
	(E)	The School Health Services
X 1 2 3 4 5	(35)	Provide service to all students.
X 1 2 3 4 5	(36)	Provide assistance to teachers in the observation and referral of students requiring health care and/or attention.
X 1 2 3 4 5	(37)	Provide assistance to staff in the identification of students with unobservable handicaps.
X 1 2 3 4 5	(38)	Provide a vision screening program as mandated by law.
X 1 2 3 4 5	(39)	Provide a hearing screening program as mandated by law.
X 1 2 3 4 5	(40)	Provide a scoliosis screening program as mandated by law.
X 1 2 3 4 5	(41)	Provide a thorough check on student immunization requirements.
X 1 2 3 4 5	(42)	Maintain confidential, concise and pertinent records.
X 1 2 3 4 5	(43)	Develop and provide procedures to assist in the prevention and control of disease.
X 1 2 3 4 5	(44)	Develop and provide first aid and emergency care procedures.
X 1 2 3 4 5	(45)	Coordinate services with official health agencies and professional community personnel.
	(F)	The Secretarial Services
X 1 2 3 4 5	(46)	Provide a coordinated, effective and efficient support system for the school administrators, teachers and students.

No opinion
Very Low
Low
Acceptable
Commendable
Exemplary

Rating (circle)	No.	Statement of Performance Need
X 1 2 3 4 5	(47)	Communicate effectively with students, teachers, parents and the general public.
X 1 2 3 4 5	(48)	Demonstrate the ability to accurately evaluate situations and to make appropriate decisions.
	(G)	The Maintenance and Operation Services
X 1 2 3 4 5	(49)	Provide a thorough, effective and efficient custodial system that maintains appropriate levels of facility cleanliness.
X 1 2 3 4 5	(50)	Demonstrate the ability to accurately evaluate situations and to make appropriate decisions.

No opinion
Very Low
Low
Acceptable
Commendable
Exemplary

Booklet II

SCHOOL ACCREDITATION

INPUT/STANDARDS ASSESSMENT

III. SERVICE STANDARDS RATING SCALE - SUPPLEMENT

Participant Code: (circle)	Additional need statements pertaining specifically to the services provided at this school may be addressed in this supplement. Participants are asked to suggest need statements providing greater breadth and detail than those found in the preceding scale, and are likewise encouraged to address any or all of the service areas where they have concerns in any degree.
1 2 3 4 5 6 7 8 9 10	

Rating (circle)	No.	Statement of Performance Need
No opinion Very Low Low Acceptable Commendable Exemplary		
X 1 2 3 4 5	(1)	
X 1 2 3 4 5	(2)	
X 1 2 3 4 5	(3)	

Rating (circle)	No.	Statement of Performance Need

No opinion
Very Low
Low
Acceptable
Commendable
Exemplary

X 1 2 3 4 5 (4)

X 1 2 3 4 5 (5)

X 1 2 3 4 5 (6)

X 1 2 3 4 5 (7)

(Append additional pages using this format if more space is needed.)

Booklet II

SCHOOL ACCREDITATION

INPUT/STANDARDS ASSESSMENT

IV. TEXTBOOKS, MATERIALS, SUPPLIES AND EQUIPMENT STANDARDS RATING SCALE

Participant Code: (circle)
1 2 3 4 5
6 7 8 9 10

This rating scale will provide a means to evaluate the adequacy of textbooks, materials, supplies and equipment that are available for student, teacher and other staff use.

Subject(s)/Grade Level

Adequacy of Texts, Mtls. & Equipment (circle)	No.	Areas of Textbooks, Materials, Supplies and Equipment
X 1 2 3 4 5	(1)	General classroom materials, supplies and equipment for coursework/content related activities.
X 1 2 3 4 5	(2)	Materials, supplies and equipment for student co-curricular activities.
X 1 2 3 4 5	(3)	Materials, supplies and equipment for use during recesses and other non-structured recreational time periods.
X 1 2 3 4 5	(4)	Materials, supplies and equipment for teacher workroom/ preparation.
X 1 2 3 4 5	(5)	Materials, supplies and equipment allocated for the learning resources program and personnel.
X 1 2 3 4 5	(6)	Materials, supplies and equipment allocated for the counseling/guidance program and personnel
X 1 2 3 4 5	(7)	Materials, supplies and equipment allocated for the health services program.
X 1 2 3 4 5	(8)	Materials, supplies and equipment provided to support clerical and office functions.
X 1 2 3 4 5	(9)	Materials, supplies and equipment provided to support custodial and maintenance operations.

No opinion
Very Low
Low
Acceptable
Commendable
Exemplary

Adequacy of Texts, Matls. & Equipment (circle) No.

Areas of Textbooks, Materials, Supplies and Equipment

No opinion
Very Low
Low
Acceptable
Commendable
Exemplary

(10) Textbooks, workbooks, materials, supplies and equipment available to support the following subject areas and/or course offerings: (Note: Multiple evaluative ratings may be used on any of the following scales through the use of code letters as follows:

T - Textbooks
Ts - Supplementary Textbooks
W - Workbooks
E - Equipment

By circling two or more numerals in a scale, then coding the circles, a more comprehensive analysis can be obtained.)

X 1 2 3 4 5	(a)	Reading (including remedial)
X 1 2 3 4 5	(b)	Mathematics (including remedial)
X 1 2 3 4 5	(c)	Language Arts (including remedial)
X 1 2 3 4 5	(d)	Social Studies
X 1 2 3 4 5	(e)	Science (including lab)
X 1 2 3 4 5	(f)	Music (vocal and instrumental)
X 1 2 3 4 5	(g)	Art (including crafts)
X 1 2 3 4 5	(h)	Health Education
X 1 2 3 4 5	(i)	Physical Education (including intramural and sports and team league activities)
X 1 2 3 4 5	(j)	Foreign Language
X 1 2 3 4 5	(k)	Industrial Arts

Adequacy of Texts, Mtls. & Equipment (circle)	No.	Areas of Textbooks, Materials, Supplies and Equipment
X 1 2 3 4 5	(l)	Home and Family Life Education
X 1 2 3 4 5	(m)	Business and Office Education
X 1 2 3 4 5	(n)	Marketing and Distributive Education
X 1 2 3 4 5	(o)	Diversified Occupations
X 1 2 3 4 5	(p)	Health Occupations
X 1 2 3 4 5	(q)	Agriculture
X 1 2 3 4 5	(r)	Trade and Industrial
X 1 2 3 4 5	(s)	Infusion of Career Education and Orientation
X 1 2 3 4 5	(t)	Driver Education and Driver Training
X 1 2 3 4 5	(u)	Traffic Safety

No opinion
Very Low
Low
Acceptable
Commendable
Exemplary

SCHOOL ACCREDITATION

INPUT/STANDARDS ASSESSMENT

IV. TEXTBOOKS, MATERIALS, SUPPLIES AND EQUIPMENT STANDARDS RATING SCALE - SUPPLEMENT

Subject area specialists, department personnel, and/or grade level teachers may elect to extend their analysis of specific subject areas textbooks, materials, supplies, and equipment standards through a more detailed listing of the several components. To do this, simply enter the more precise area(s) of evaluation, and circle the appropriate rating.

Subject(s)/Grade Level(s)

Adequacy of Texts, Mtls. & Equipment (circle)	No.	Areas of Textbooks, Materials, Supplies and Equipment
X 1 2 3 4 5	(1)	
X 1 2 3 4 5	(2)	
X 1 2 3 4 5	(3)	
X 1 2 3 4 5	(4)	
X 1 2 3 4 5	(5)	
X 1 2 3 4 5	(6)	
X 1 2 3 4 5	(7)	
X 1 2 3 4 5	(8)	

X - No opinion
1 - Very Low
2 - Low
3 - Acceptable
4 - Commendable
5 - Exemplary

Booklet II.

SCHOOL ACCREDITATION

INPUT/STANDARDS ASSESSMENT

V. FACILITIES STANDARDS RATING SCALE

Participant Code: (circle)
1 2 3 4 5
6 7 8 9 10

This rating scale will provide a means to evaluate the adequacy of facilities within which the total school program is housed.

Adequacy of Facilities (circle)	No.	Specific Facility/Condition
X 1 2 3 4 5	(1)	Overall appearance and condition of the school
X 1 2 3 4 5	(2)	Conditions and appearance of school grounds (other than playgrounds)
X 1 2 3 4 5	(3)	Adjacent public roadway(s) - access
X 1 2 3 4 5	(4)	Adjacent public roadway(s) - safety
X 1 2 3 4 5	(5)	Driveway - bus loading area
X 1 2 3 4 5	(6)	Driveway - parent vehicles
X 1 2 3 4 5	(7)	Parking (public, staff, students)
X 1 2 3 4 5	(8)	General layout of buildings (traffic flow, ease of supervision)
X 1 2 3 4 5	(9)	Safety and health conditions
X 1 2 3 4 5	(10)	Heating system (including ventilation)
X 1 2 3 4 5	(11)	Lighting
X 1 2 3 4 5	(12)	Office/reception area
X 1 2 3 4 5	(13)	Secretarial/clerical station
X 1 2 3 4 5	(14)	Attendance office
X 1 2 3 4 5	(15)	Central display area(s)

No opinion
Very Low
Low
Acceptable
Commendable
Exemplary

Adequacy of Facilities (circle)	No.	Specific Facility/Condition
X 1 2 3 4 5	(16)	Administrative office(s)
X 1 2 3 4 5	(17)	Conference room
X 1 2 3 4 5	(18)	Staff lounge
X 1 2 3 4 5	(20)	Staff restrooms
X 1 2 3 4 5	(21)	Supplies storage
X 1 2 3 4 5	(22)	Nursing office; first-aid and health screening area
X 1 2 3 4 5	(23)	Illness/injury isolation station
X 1 2 3 4 5	(24)	Hallways (traffic flow; ease of supervision)
X 1 2 3 4 5	(25)	Student restrooms
X 1 2 3 4 5	(26)	Sheltered recess area
X 1 2 3 4 5	(27)	Kitchen - condition and adequacy
X 1 2 3 4 5	(28)	Lunchroom
X 1 2 3 4 5	(29)	Playground (layout; ease of supervision)
X 1 2 3 4 5	(30)	Playground - equipment area(s)
X 1 2 3 4 5	(31)	Playground - playfields
X 1 2 3 4 5	(32)	Auditorium/Little Theater
X 1 2 3 4 5	(33)	Audiovisual project room(s)/area(s)
X 1 2 3 4 5	(34)	Learning resource facility
X 1 2 3 4 5	(35)	Counseling office
X 1 2 3 4 5	(36)	Counseling and conference room(s)

No opinion
Very Low
Low
Acceptable
Commendable
Exemplary

Adequacy of Facilities (circle)	No.	Specific Facility/Condition
X 1 2 3 4 5	(37)	Facilities related to specifc subject areas and instructional programs:
X 1 2 3 4 5		(a) Self-contained classrooms
X 1 2 3 4 5		(b) Special education classrooms
X 1 2 3 4 5		(c) Remediation instruction classroom
X 1 2 3 4 5		(d) Science lab(s) (including demonstration area)
X 1 2 3 4 5		(e) Music - small rehersal
X 1 2 3 4 5		(f) Music - large rehersal
X 1 2 3 4 5		(g) Art (including crafts)
X 1 2 3 4 5		(h) Physical Education:
X 1 2 3 4 5		Locker rooms (including showers)
X 1 2 3 4 5		Gymnasium
X 1 2 3 4 5		Equipment storage
X 1 2 3 4 5		Game fields (properly laid out and marked)
X 1 2 3 4 5		(i) Foreign Languages
X 1 2 3 4 5		(j) Industrial Arts (note specific shortages in supplement)
X 1 2 3 4 5		(k) Home and Family Life - food preparation
X 1 2 3 4 5		(l) Home and Family Life - clothing
X 1 2 3 4 5		(m) Business and Office Education
X 1 2 3 4 5		(n) Marketing and Distributive Education
X 1 2 3 4 5		(o) Diversified Occupations

No opinion
Very Low
Low
Acceptable
Commendable
Exemplary

Adequacy of Facilities (circle)	No.	Specific Facility/Condition
X 1 2 3 4 5	(p)	Agriculture
X 1 2 3 4 5	(q)	Trade and Industry
X 1 2 3 4 5	(r)	Health Occupations
X 1 2 3 4 5	(s)	Traffic Safety Education (K-12)
X 1 2 3 4 5		Classroom
X 1 2 3 4 5		Simulation
X 1 2 3 4 5		Range
X 1 2 3 4 5		Vehicles

No opinion
Very Low
Low
Acceptable
Commendable
Exemplary

Booklet II

SCHOOL ACCREDITATION

INPUT/STANDARDS ASSESSMENT

V. FACILITIES STANDARDS RATING SCALE - SUPPLEMENT

Subject area specialists, department personnel, and/or grade level teachers may elect to extend their analysis of specific facilities or conditions through a more detailed listing of specific components. To do this, simply enter the more precise area(s) of evaluation and circle the appropriate rating.

Subject(s)/Grade Level(s) _____

Adequacy of Facilities (circle)	No.	Specific Facility/Condition
X 1 2 3 4 5	(1)	
X 1 2 3 4 5	(2)	
X 1 2 3 4 5	(3)	
X 1 2 3 4 5	(4)	
X 1 2 3 4 5	(5)	
X 1 2 3 4 5	(6)	
X 1 2 3 4 5	(7)	
X 1 2 3 4 5	(8)	
X 1 2 3 4 5	(9)	

No opinion
Very Low
Low
Acceptable
Commendable
Exemplary

SCHOOL ACCREDITATION

INPUT/STANDARDS ASSESSMENT
RATING SCALE ANALYSIS

Establishing Priorities

In most schools the self-study survey process ends with the preceding page. Questionnaires are collected and the subcommittees begin the task of tallying and ordering priorities. In some cases, however, individuals may be asked to review their own survey forms, or they may be interested in analyzing their own responses even if not asked to do so. If this is the case and if you have been asked or are interested in ranking your own responses, please proceed.

Looking back through the rating checklists that you have completed, note the items which you rated lowest, 1's or 2's. (Do not include X's.) Using a worksheet, list these items by study area (e.g. program, staffing, etc.) and then arrange each set of study area needs into a priority list based on your own perceptions, with the most critical condition ranked #1, etc. Transfer your ranked lists to the summary sheet that follows on the next page, using column one, "Needs". Depending upon your own interests and/or directions from your subcommittee, you may complete columns 2, 3 and 4 with recommendations for strategies, evaluation techniques, and person(s) responsible.

Your subcomittee may modify or expand on these suggestions, depending upon the detail that they request from survey respondents.

SCHOOL ACCREDITATION

INPUT/STANDARDS ASSESSMENT

OPTIONAL FORM

Committee/Participant/Purpose

SUMMARY SHEET

Study Area	Needs	Recommended Strategies	Recommended Evaluation Techniques	Suggested Person(s) Responsible
I. PROGRAM	1.	1.	1.	1.
	2.	2.		
	3.	3.	2.	2.
	4.	4.		
	5.	5.	3.	3.
II. STAFFING	1.	1.	1.	1.
	2.	2.		
	3.	3.	2.	2.
	4.	4.		
	5.	5.	3.	3.
III. SERVICES	1.	1.	1.	1.
	2.	2.		
	3.	3.	2.	2.
	4.	4.		
	5.	5.	3.	3.
IV. MATERIALS and RESOURCES	1.	1.	1.	1.
	2.	2.		
	3.	3.	2.	2.
	4.	4.		
	5.	5.	3.	3.
V. FACILITIES	1.	1.	1.	1.
	2.	2.		
	3.	3.	2.	2.
	4.	4.		
	5.	5.	3.	3.

SCHOOL ACCREDITATION

BOOKLET III
PROCESS/OUTCOMES ANALYSIS
AN APPROACH TO SELF-STUDY

WASHINGTON STATE BOARD OF EDUCATION
and
WASHINGTON STATE OFFICE OF THE
SUPERINTENDENT OF PUBLIC INSTRUCTION

1981

Monica Schmidt
Assistant Superintendent
Division of Instructional
and Professional Services

Kenneth Bumgarner
Assistant to Division Management
and Director of Program Accountability
Division of Instructional
and Professional Services

William Everhart
Supervisor, Program Accountability
and School Accreditation
Division of Instructional
and Professional Services

Dr. Frank B. Brouillet, State Superintendent of Public Instruction
7510 Armstrong Street SW, Tumwater, Washington 98504

STATE OF WASHINGTON

GRANT L. ANDERSON
ED ARMBRUSTER
LEE M. BAYLEY
(PRIVATE SCHOOL REPRESENTATIVE)
EDWARD DIAMOND, D.V.M.
M. EUGENE HALL, M.D.
MARK E. HOEHNE
LEVY S. JOHNSTON
R. E. "TINY" JORGENSEN
WALTER N. LEWIS
ROGER M. LINCOLN
MAGGIE McCARTHY
ROBERT W. RANDALL, O.D.
PHILIP E. SWAIN
DALE W. THOMPSON
OLLIE MAE WILSON

State Board of Education

OLYMPIA

DR. FRANK B. BROUILLET
PRESIDENT
GRANT L. ANDERSON
VICE PRESIDENT
DR. WM. RAY BROADHEAD
SECRETARY

MESSAGE FROM THE SUPERINTENDENT OF PUBLIC INSTRUCTION

At its March, 1981, meeting, the State Board of Education adopted a revised and expanded program of school accreditation. This adoption, under development since 1978, is the result of the cooperative efforts of members of the State Task Force for School Accreditation, staff members at schools and ESDs who participated in field test activities, SPI staff, and members of several ad hoc subcommittees. Continuing professional interest and dialogue also have contributed significantly to the development of this program.

All schools, public and private, including any grades kindergarten through twelve, now may seek accredited status. Additionally, the availability of several optional procedures allows the selection of the method most appropriate for each participating school, thus providing for the differing needs among schools and their staffs.

As Superintendent of Public Instruction, I recommend these accreditation procedures as effective means of achieving planned program improvement at the individual school level. ESD and SPI staff will be working with all who express interest in studying and participating in these accreditation procedures. Those who seek to obtain accredited status through use of the State Board materials are encouraged to study, select, and plan carefully and to develop demanding targets of excellence toward which they can direct their energies. There is a potential of significant improvement that can be realized through judicious and effective application of this program.

Finally, on behalf of the State Board of Education, I wish to express sincere thanks to members of the State Task Force for School Accreditation and the field test participants whose names appear on the following pages. The cooperative leadership shown by these representatives of many diverse groups is most commendable, and their efforts are deeply appreciated.

Frank B. Brouillet

Frank B. Brouillet
President
State Board of Education

92

STATE TASK FORCE FOR SCHOOL ACCREDITATION
COMMITTEE MEMBERS

Name	Organization Represented
Grant Anderson	State Board of Education
Edward Beardslee Helen Humbert, Alternate	Washington State Council for Curriculum Coordination
Betsy Brown Bob Pickles, Alternate	Washington Education Association
Walter Carsten, Task Force Chairperson	Washington Association of School Administrators
Dick Colombini	ESD Curriculum Committee
Donn Fountain	House Education Committee
Donna Smith Dorothy Roberts Joyce Henning	Washington Congress of Parents, Teachers, and Students
Richard Hodges	Washington Council of Deans & Directors of Education
Ted Knutsen	Washington State Association for Supervision and Curriculum Development
Doug McLain	Washington Federation of Teachers
Richard Neher	Association of Washington School Principals
Janet Nelson Larry Swift, Alternate	Washington State School Directors' Association
Joe Morton Garris Timmer	Washington Federation of Independent Schools
Ken Bumgarner William Everhart	Superintendent of Public Instruction

FIELD TEST PARTICIPANTS - 1979-80

Bethel School District	Dr. Donald Berger, Assistant Superintendent
Elk Plain Elementary and	Pat Vincent, Vice-Principal
Shining Mountain Elementary	
Kapowsin Elementary	Karl Bond, Principal
Evergreen School District	
Marrion Elementary	Calvin Getty, Principal
La Center School District	Dr. George Kontos, Superintendent
La Center Elementary	Doug Goodlett, Administrative Assistant,
La Center Junior-Senior High School	Instructional Services, ESD 112
Monroe School District	Harold Bakken, Director of Special Projects
Frank Wagner Elementary	Roy Harding, Principal
Mukilteo School District	Robert Rodenberger, Director of Curriculum
Explorer Elementary	Larry Ames, Principal
Omak School District	Carole Anderson, Administrative Assistant
East Omak Elementary	
North Omak Elementary	
Renton School District	Margaret Locke, Director of Elementary Education
Cascade Elementary	George McPherson, Principal
San Juan Island School District	Dr. Jerry Pipes, Superintendent
Friday Harbor Elementary	Cathie Mendonsa, Principal
Friday Harbor High School	Mike Vance, Principal
South Kitsap School District	
Orchard Heights Elementary	Largo Wales, Principal
Wapato School District	Walt Bigby, Administrative Assistant
Wapato Primary	Jim Devine, Principal
Central Elementary and	Jim Seamons, Principal
Parker Heights Elementary	
Wapato Intermediate	Bill Frazier, Principal
Wapato Junior High School	Bill Parker, Principal
Wapato High School	Harold Ott, Jr., Principal
[illegible]e Alternative High School	Dennis Erikson, Principal

PROCESS/OUTCOMES ANALYSIS

BOOKLET. III

Using This Booklet

This booklet, Process/Outcomes Analysis, is one of the three self-study methods available through the State Board of Education's accreditation program.

School staffs that elect to use this self-study procedure should maintain an emphasis on their school's educational processes - how the programs are applied - and on the outcomes of that program as reflected in the varying degrees of student success.

The first of three areas of study in the P/OA model is the instructional program, with the sample survey instruments providing an open-ended approach to program evaluation. The perception of instructional weakness(es) should lead both to expanded investigation and proposals for corrective modification.

Secondly, a school climate assessment is a required component of the P/OA procedure, and a recommended instrument is found in Booklet IV, School Climate.

Thirdly, other areas of the total school program - staffing, services, equipment and materials, facilities - are to be given a preliminary review, and any that need further attention are to be studied in greater detail. Finally, the most critical needs that are identified during the survey process of the three areas are to be incorporated in the plan for program improvement.

It is important to remember that partitipation in the State Board self-studies procedures is subject to an annual limit, and that when participation has been authorized that attendance at an implementation workshop is recommended.

95

ACCREDITATION MATERIALS

State Board/SPI accreditation procedures are described in the series of booklets listed below. Some inquiries may be satisfied by the information found in a single booklet; others may need information from several of the topical descriptions or from a complete set.

Each school district and each Educational Service District will receive a complete set of these booklets for reference and for use; additional copies should be reproduced at the district level.

I. Introduction and General Overview

I.A. Factors Promoting Successful Self-Study Processes

II. Input Standards Assessment, I/SA; An Approach to Self-Study

III. Process/Outcomes Analysis, P/OA; An Approach to Self-Study
- Study Area I
- Study Area II (Booklet IV)
- Study Area III

IV. School Climate Assessment
- An integral part of the P/OA Model
- An optional supplement to the I/SA and S-D Models

V. Self-Designed Model, S-D; An Approach to Self-Study

VI. Validating the Self-Study, The Plan for Program Improvement, and Standards-Only School Report

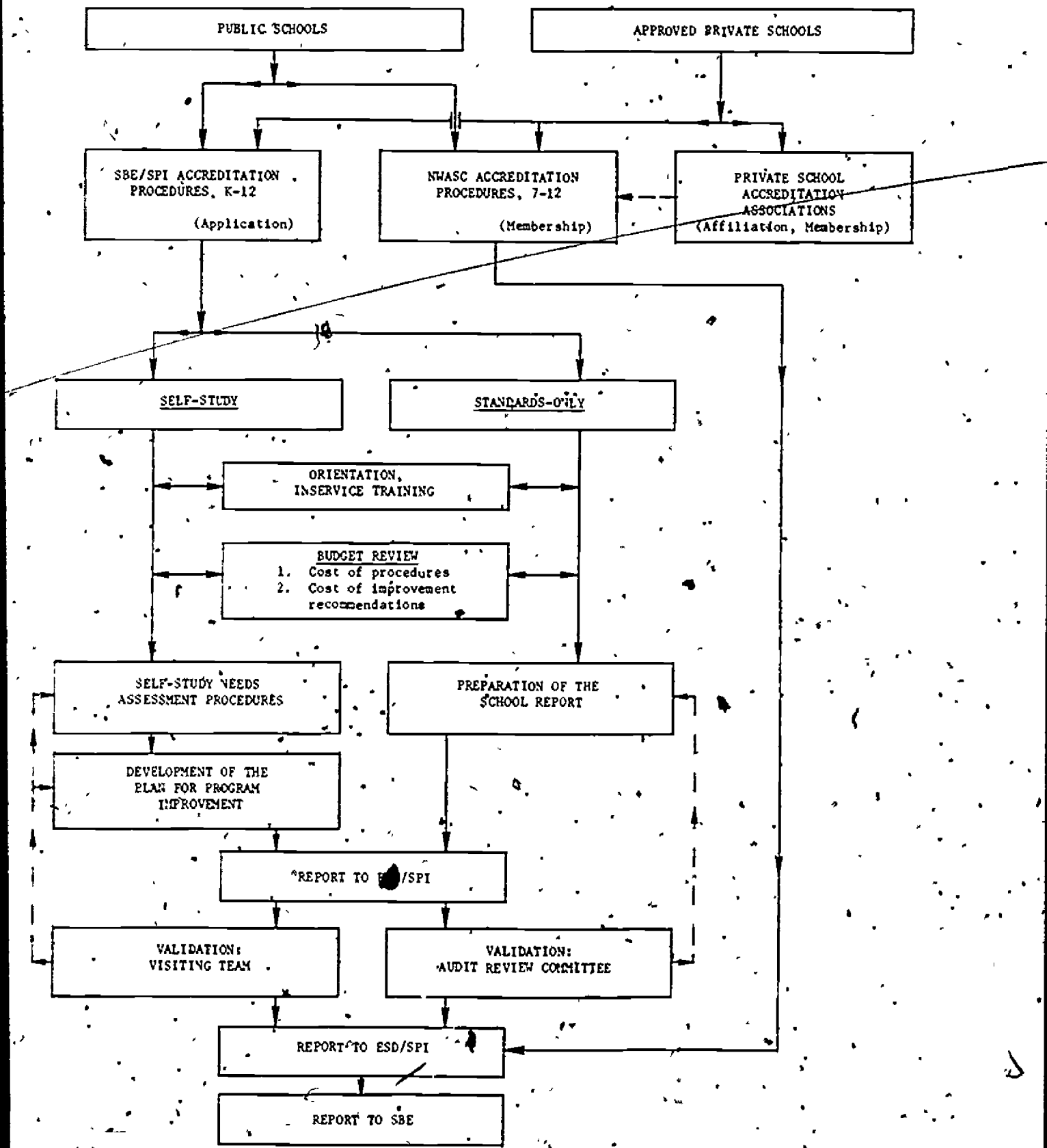
VII. Standards-Only, C-300E (Elementary)

VIII. Standards-Only, C-300S (Secondary)

IX. Selected References; Supplementary Materials

ACCREDITATION PROCEDURES CHART

Steps to be taken in the State Board of Education accreditation procedures are shown in the chart below. Optional accreditation programs are available through the Northwest Association of Schools and Colleges and through the several private school accrediting associations, however, those procedures are not shown in equivalent detail.



BOOKLET III

TABLE OF CONTENTS

Introduction 1

Implementation 1

Steering Committee; Subcommittees 2

Survey Questionnaire Development 3

Chairperson's Checklist 5

Rating Scales 6

Setting Priorities 9

Survey Response Form Instructions 10

Program Analysis: SLOs 11

Program Analysis: Outcomes of Instruction 13

General School Analysis Directions 18

General School Analysis: Staff 19

General School Analysis: Support Services 21

General School Analysis: Supplies, Equipment, Textbooks, Learning Resources 24

General School Analysis: Facilities 26

SCHOOL ACCREDITATION

PROCESS/OUTCOMES ANALYSIS

Introduction

The Process/Outcomes Analysis Model is one of several methods available for use in conducting a self-study. The results of these survey activities will be expressed in a Plan for Program Improvement which provides a set of objectives to be attained during the accreditation rating period.

Booklet I, Introduction and General Overview, and Booklet I.A, Factors Promoting Successful Self-Study Processes, present the rationale for a multiple-procedures accreditation system and describe the characteristics of effective self-study, general procedures, types of ratings, organization, selection of methods, leadership, committee work, and preparation of the report.

In the Process/Outcomes Analysis Model, the self-study dimension is comprised of three sections. It should be noted that here the self-study departs significantly from traditional models. The emphasis is on instructional objectives, outcomes of instruction, school climate and assessments of the strengths and areas of concern in the school program. Collecting data will require some imagination and creativity from the persons organizing and directing the study. Skills in the areas of analysis, synthesis and evaluation will be required in order to make the data meaningful and useful.

Important: The final outcome of the self-study activity is not a "wish list" that is unrealistic, expensive and unattainable. It is, rather, a plan for a manageable set of improvements that reflect school and district priorities, values and resources.

Implementation

In this model, self-study is divided into the following sections:

	Assessment Areas
I.	Instructional Program Analysis: Includes assessment of Student Learning Objectives, Individual Educational Programs, planning, course offering, quality, effectiveness and inservice activity.
II. (See Booklet IV)	School Climate Profile: Assesses the affective elements within the school community and designs program activities for improvements.
III.	General School Program Analysis: Specifies such other areas of investigation as may be necessary in determining strengths, concerns and recommendations for change. May include topics such as staffing, services, materials and facilities.

The School Steering Committee will determine the precise list of study topics for each of the three areas that are to be studied. For each of these topics, a subcommittee is needed to carry out the analysis and to prepare a summary report. The final subcommittee reports should be preceded by draft versions reviewed for additional input by representatives of all school groups involved in the self-study process.

Participants in the self-study process should be qualified to make judgments that are based on experience, direct observation, training, participation or any combination thereof. Unknowledgeable opinions or responses may invalidate the findings of the self-study.

Steering Committee and Subcommittee Membership

The School Steering Committee, whose responsibilities are described in Booklet I, shall be organized with the following representative membership:

Required Members:
- Administrator (district or school)
- Building Principal
- Two Teachers
- Two Parents
- One Classified Employee
- One Student Representative (Grades 7 and above)

Supplementary Members (optional):
- Board Member
- Teacher(s)
- Parent(s)
- Classified Employee(s)
- Community Representative(s)
- Student Representative(s) (Grades K-12)
- Consulting Specialist (ESD, SPI, colleges, universities, other districts, etc.)

To repeat a cautionary note from Booklet I, avoid overly large committees; groups of more than 10 to 12 members become unwieldy, and there is a danger that the entire process will bog down.

Subcommittee membership is determined largely by the type of subcommittees that are to be used. Subject area and grade-level arrangements seem quite self-explanatory, yet there is a need for input from persons outside a specific department or grade level. Guidelines for membership are not as precise as with the steering committee:

Necessary Members:
- Two Topic/Subject/Grade Level Specialists (Teachers, etc.)
- One Parent
- One Classified Employee
- One Student (Grades 7 and above)

Supplementary Members:
- Administrator(s) (school, district)
- Teacher(s) (other areas/levels)
- Parent(s)
- Classified Employee(s)
- Student(s) (Grades K-12)
- Community Member(s) (non-parent)
- Consulting Specialist (ESD, SPI, colleges, universities, other districts, etc.)

Variations in steering committee and subcommittee structure may be necessary. Requests for such variance should accompany the application, along with reason(s) for the request and an explanation of how a fully representative membership will be maintained.

Suggestions for Subcommittee Chairpersons and Members

1. Read and discuss thoroughly all pertinent sections of the accreditation materials to gain an understanding of the purposes of the process and the manner in which the several components relate to the process.

2. Carefully study the forms and procedures that you will be using to provide input into the accreditation report; modify the format whenever necessary or helpful, being certain that such modification is cleared with the School Steering Committee.

3. A chairperson should coordinate the subcommittee's activities.

4. List all of the tasks assigned/assumed by your subcommittee.

5. Assign the various tasks to individuals on the subcommittee in order to get adequate coverage and to reduce duplication.

6. Determine how and when each task is to be completed; develop a timeline.

7. Arrange for the committee to meet and discuss findings prior to completing your final report.

8. Be prepared to abstain from responding to any of the questionnaire items when you find that you can draw no valid conclusions.

The Survey Questionnaire

Once organized, this subcommittee will act upon its charge from the School Steering Committee. Its first task will be to assist in the development, adaptation or adoption of a survey instrument. Once this questionnaire is in final form and the target population is identified, the actual survey process can begin.

Several potential problems should be anticipated during the development of the survey, and plans should be developed to correct or adjust procedures whenever necessary. Of the problems, four are most critical:

1. Confusion over target groups. The steering committee should be certain that any single group is not subjected to more than one questionnaire. Parents' responses can be obtained on one fairly detailed form, and data then can be directed to appropriate subcommittees.

2. Inadequate information. If a given subcommittee receives little data, their recommendations may lack validity; each subcommittee should be actively involved in developing questionnaires to avoid oversights of this type.

3. Poor returns. Regardless of whether the school is conducting a total population survey or a random sampling procedure, the problem of poor returns is one of the two most frequently mentioned difficulties. The steering committee and others should study carefully various methods designed to improve the rate of return.

4. Tallying overload. The most frequently mentioned problem found in survey procedures is the extreme amount of time needed to tally results. Carefully designed survey forms can simplify the process, and volunteer help should be sought: parents, older students, retirees, etc.

There may be other problems associated with the survey procedures. Try to anticipate and plan for as many as possible during the development and definition process. They won't all go away, but their impact should be reduced effectively.

Most self-study activities will obtain the major part of their data through the use of surveys or questionnaires. Other data sources include records of test results, prior achievement of objectives, participation studies (students, parents, community, staff), graduates' follow-up statistics, and similar performance data. These and other sources can enhance even the best series of surveys.

Chairperson's Checklist

Use of the following checklist is optional; it is presented as an example of a management tool that may aid in the conduct of an effective self-study and school plan development process. This list, or one similar to it, can be used as a completion check, and by adding dates also may serve as a timeline. Starred items should be observed carefully, they represent reporting requirements.

Booklet III

SCHOOL STEERING COMMITTEE
Chairperson's Checklist

School _____ Date Completed _____

Steering Committee Chairperson _____

Chairperson's Position _____

Date Completed	Item No.	Activity
_____	1.	Board of directors authorizes/approves accreditation activity.
_____	2.	School/district budget review; identify financial resources and constraints.
_____	3.	Board or district administration delegates the administrative leadership of the accreditation activity.
_____	4.	Inservice participation by accreditation leadership and others.
_____	5.	Informational copies of the Accreditation Procedures are secured, duplicated, and distributed.
_____	6.*	Application is submitted to SPI; participation approved.
_____	7.*	A School Steering Committee is selected. (Attach list showing names and representation.)
_____	8.*	A school plan and timeline for conducting the self-study is developed by the School Steering Committee. (Attach copy.)
_____	9.*	Subcommittees are selected and are assigned specific self-study tasks. (Attach list of subcommittee members and their representation.)
_____	10.*	Each subcommittee advises the steering committee on the selection of instrument(s) and priority-setting procedure(s) to be utilized.
_____	11.	Subcommittees' data-gathering processes are conducted.
_____	12.	Subcommittees' priority-setting activities are conducted.
_____	13.	Subcommittees' reports are submitted to the School Steering Committee.
_____	14.*	The School Steering Committee has completed the plan for program improvement, including an implementation and self-monitoring timeline. (Attach copy).
_____	15.*	Program improvement implementation and follow-up responsibilities have been assigned to staff members. (Attach copy.)
_____	16.*	Copies of the final plan/report are prepared for distribution.
_____	17.	Dissemination of the final plan/report is completed.
_____	18.	External validation procedure is conducted.
_____	19.	Reports of self-study findings, plan for program improvement, and validation findings are made to the board of directors and to the community.
_____	20.	State Board of Education action is reported to the board of directors, staff and community.

*Required Procedures

Survey Instrument Rating Scales

Once a comprehensive list of questions and inquiry procedures has been developed or adopted, the School Steering Committee should decide on format requirements. The aggregation of test results and statistical reports is relatively easy to manage, but questionnaires often will call for ratings of program features, and there are a wide variety of rating scales that may be considered. An important consideration, concerning the survey instruments is to determine how simple or how complex the rating scales are to be. If different surveys are being given to each subgroup, (e.g., teachers, parents, students, classified employees, community members, etc.), the degree of difficulty can be geared to the target group. However, if a single questionnaire is being used with all groups to be surveyed, the language and marking system will need to be relatively easy to comprehend.

The following samples are intended only to offer suggested courses of action. Participants may utilize one of these formats, or, if for any reason all are deemed inadequate or inappropriate, may develop assessment procedures of their own and submit them to SPI for approval. None of the forms provided are as comprehensive as a more detailed study might require. In some areas of serious concern it will prove helpful to extend the analysis through the use of expanded or supplemental rating scales. Participants may identify many more advantages or disadvantages than those noted. The objective should be a rating scale procedure that offers the best information obtained in the simplest manner.

1. Comment or Anecdotal Response

Not recommended where speed and ease are critical; very difficult to evaluate; very difficult for many respondents to use. Gives voluminous information when thoroughly filled out but is usually impossible to quantify.

SAMPLE:

16. How would you improve the school's communication to parents?

2. Highest Priority Response

Directions require that each respondent check up to n areas as critical problems to be dealt with immediately. Can be an easy and effective procedure; may provide only superficial information.

SAMPLE:

_____16. School communications with parents.

3. Three-Point Rating Scale

Each item is checked as Superior, Acceptable, or Unacceptable; +, ✓, or -; Wow!, Ho-Hum or Yuk!; or some other series of three. Items receiving low ratings then become the subject of a priority listing and generate an objective to be achieved.

SAMPLE:

_____ Good

_____ OK 16. School communications with parents.

_____ Poor

4. Five-Point Rating Scale

More common than the three-point scale; provides finer degrees of evaluation. A decision must be made whether to seek solutions only on those items receiving the lowest rating or the lowest two ratings. A built-in priority system may be based on numerical ratings. (See next section, Setting Priorities.)

SAMPLE:

(+) 5 4 3 2 1 (-) 16. School communications with parents.

Other five-point possibilities: A, B, C, D, F; O, A, S, N, U (representing Outstanding, Above Average, Satisfactory, Needs Improvement, and Unacceptable); etc.

5. Continua

Allows respondents to place marks between numbers. It is of questionable value in that the results usually are translated into numerals on a five-point scale anyway. Another problem with its use is seen when respondents mark a range response rather than a point, thus complicating the tallying process.

SAMPLE:

16. School communication with parents.

(+) (-)

6. Discrepancy Analysis

Provides a comparison between the importance of an item and the degree of successful attainment; numerical priorities are established during the tallying of responses. The double entry that this method requires increases the complexity of the process and decreases the return rate. Respondents often feel overwhelmed by a double-column response form, and may refuse to participate or only provide guesswork responses. A good statistical system IF respondents can become motivated sufficiently to provide a reasonable return rate.

SAMPLE:

Importance		Success
(+) 5 4 3 2 1 (-)	16. School communications with parents.	(+) 5 4 3 2 1 (-)

Many other rating procedures exist, and more could be invented. The suggested survey return form included in this booklet is presented with a five-point scale which can be modified if such change seems desirable.

CAUTION

Do not use the same symbol for non-answers and for lowest rating; if "Not Applicable," "Don't Know," "No Opinion," etc. are to be included in the scale, use a different unrelated symbol.

Setting Priorities

Essential to the identification of objectives is that they be assigned priority positions. The plan for program improvement, directly related to the self-study survey findings, must establish these priorities.

As with rating scales, there are numerous methods of setting priorities, some reasonably precise, some less so. Essentially, to set a list of priorities is to establish a weighted series of goals or objectives, derived - hopefully - from a thorough needs assessment process. And, as a general rule, the greater the involvement in identifying needs and ordering objectives, the greater will be the commitment to participate in the improvement process.

As noted in the preceding section on Rating Scales, numerically scoring the survey items can result in priorities derived by simple cumulative weighting. The three and five-point scales and the discrepancy analysis scale can be used in this manner. An unranked laundry list of needs that is obtained during survey procedures can be rated in a follow-up activity. Participants may be required to select the most critical problems, arranging the list in order of importance.

Less mechanical means also may be used to set priorities. Since most study subcommittees will be reasonably small, consensus through discussion is a procedure that might prove acceptably productive. Groups should begin always, however, with the data obtained in a broadly based, thorough survey. Listing priorities from informal observation risks the adoption of objectives that will die of non-support.

Several additional points need to be kept in mind:

1. The subcommittee report, listing prioritized objectives, is narrowly drawn within the parameters of the charge to the group. Members must be encouraged to be accepting and supportive of the final school-wide plan for program improvement that will be drawn from all sub-committee reports.

2. In drawing up its list of objectives, the subcommittee may find it instructive to recommend an apportionment of resources. This approach will help the School Steering Committee think in terms of several viable objectives being sought simultaneously, thus avoiding a sequential checklist.

3. The subcommittee should present to the School Steering Committee a report that contains a limited number of objectives, as effectively supported as is possible. Avoid long lists and the diluting effect of too many goals.

4. The process of needs identification frequently results in a report that is composed wholly of negative conditions in need of correction. The tone of such material can be depressing to some readers or participants. It is quite proper, and may prove beneficial to overall morale conditions to cite those tasks and programs that the school does very well. This strategy may provide an improved balance to the subcommittee and steering committee reports.

Booklet III

SCHOOL ACCREDITATION

PROCESS/OUTCOMES ANALYSIS

Survey Response Forms

Return to: _____ By: _____

Subcommittee Title: _____

This form submitted by: (Check one of the following, then circle the same Participant Code number at the upper left corner on the first page of each rating scale.)

1. _____ Student
2. _____ Parent
3. _____ Community Resident
4. _____ Board Member
5. _____ Teacher
6. _____ Support Personnel, Certificated
7. _____ Aide
8. _____ Administrator/Supervisor
9. _____ Classified Employee
10. _____ Other (Specify) _____

SCHOOL ACCREDITATION

PROCESS/OUTCOMES ANALYSIS
Assessment Area I
Program Analysis: Student Learning Objectives

Participant Code: (circle)
1 2 3 4 5
6 7 8 9 10

Subject _____

Grade Level(s) _____

The following eleven items are concerned with the student learning objectives presently being used or proposed for your school. For each item, circle the appropriate response. The response key is as follows:

X. No Opinion: does not apply.
1. Very Low: wholly unacceptable; needs to be developed.
2. Low: unacceptable; needs major modification.
3. Acceptable: may need minor modification.
4. Commendable: not presently in need of modification.
5. Exemplary: may be recommended as a model practice.

In each case where codes 1 or 2 have been circled, provide a brief clarifying statement on an attached sheet, and indicate what action(s) should be taken.

The student learning objectives in your subject/grade level:	No opinion	Very Low	Low	Acceptable	Commendable	Exemplary
1. Are complete and sufficiently comprehensive to cover the curriculum.	X	1	2	3	4	5
2. Are appropriately sequenced.	X	1	2	3	4	5
3. Specify realistic learning outcomes for the students attending your school.	X	1	2	3	4	5
4. Specify desired learning outcomes that are appropriate for the local community.	X	1	2	3	4	5
5. Communicate clearly what students are to learn.	X	1	2	3	4	5
6. Are backed by curriculum and resource material sufficient to make them attainable.	X	1	2	3	4	5
7. Are backed by sufficient inservice training required to implement them.	X	1	2	3	4	5
8. Require a reasonable, manageable system for determining student progress.	X	1	2	3	4	5
9. Are backed by remediation resources when needed.	X	1	2	3	4	5
10. Are accompanied by a provision that data concerning individual student attainment are available.	X	1	2	3	4	5
11. Are written in such a way that record keeping is facilitated.	X	1	2	3	4	5

Booklet III

Program Analysis: Student Learning Objectives

Participant Code:
(circle)
1 2 3 4 5
6 7 8 9 10

Subject _____

Grade Level(s) _____

The following items are designed to elicit information concerning the impact of the instructional program on student learning. Place a check (✓) on the appropriate line for each item. The conclusions you draw may be based on data that is objective, subjective or both objective and subjective.

1. Indicate the extent to which learning objectives have been attained by students.

   ___ High level of attainment.

   ___ Acceptable level of attainment.

   ___ Moderately unacceptable level of attainment.

   ___ Largely unacceptable level of attainment.

   Evidence:

2. Objectives have been identified for which student attainment has been significantly less that desirable.

   ___ No.

   ___ Yes (provide one or two examples and cite evidence).

   Evidence:

3. Possible causes for less than desirable student performance on learning objectives have been identified.

   ___ No.

   ___ Yes (give example of an objective and list probable causes).

   Example(s)/Cause(s):

4. Briefly describe suggested plans and strategies for improving student performance on learning objectives:
   (Attach additional page if necessary.)

SCHOOL ACCREDITATION

PROCESS/OUTCOMES ANALYSIS
Assessment Area I
Program Analysis: Outcomes of Instruction

Participant Code:
(circle)
1 2 3 4 5
6 7 8 9 10

Subject _____

Grade Level(s) _____

The following eleven items are concerned with your perceptions of the learning outcomes resulting from the instructional practices at your school. For each item, circle the appropriate response. The response key is as follows:

X. No Opinion: does not apply.
1. Very Low: wholly unacceptable; needs to be developed.
2. Low: unacceptable; needs major modification.
3. Acceptable: may need minor modification.
4. Commendable: not presently in need of modification.
5. Exemplary: may be recommended as a model practice.

In each case where codes 1 or 2 have been circled, provide a brief clarifying statement on an attached sheet, and indicate what action(s) should be taken.

	No Opinion	Very Low	Low	Acceptable	Commendable	Exemplary
1. The district philosophy is accurately reflected in the achievements of students in the school.	X	1	2	3	4	5
2. Program planning practices are carefully reviewed in light of standardized test results, criterion referenced tests, attitude inventories, or other assessment techniques.	X	1	2	3	4	5
3. Student performance expectancies are appropriately comprehensive and demanding.	X	1	2	3	4	5
4. The instructional program offers a full range of courses giving complete subject area coverage.	X	1	2	3	4	5
5. The overall quality and effectiveness of the instructional program satisfies the students' needs.	X	1	2	3	4	5
6. Means have been developed by which desirable student learning outcomes are identified and evaluated	X	1	2	3	4	5

	No opinion	Very Low	Low	Acceptable	Commendable	Exemplary
7. Student evaluation standards are clearly identified consistent, and well understood by students and their parents.	X	1	2	3	4	5
8. The instructional program is efficiently and effectively organized and scheduled.	X	1	2	3	4	5
9. Program alternatives provide opportunities for unique student instructional needs and innovative instructional practices.	X	1	2	3	4	5
10. The instructional program is sequentially articulated by grade level, course level and school levels.	X	1	2		4	5
11. Appropriate inservice activities support the instructional program.	X	1	2	3	4	5

Program Analysis: Outcomes of Instruction

Participant Code:
(circle)
1 2 3 4 5
6 7 8 9 10

Subject _____

Grade Level(s) _____

The following items are designed to elicit information concerning the outcomes resulting from the instructional program. Place a check (✓) on the appropriate line for each item. The conclusions you draw may be based on data that is objective, subjective or both objective and subjective.

1. Indicate the extent to which community values have been incorporated in defining desirable student instructional outcomes.

_____ High level of community input.

_____ Acceptable level of community input.

_____ Moderately unacceptable level of community input.

_____ Largely unacceptable level of community input.

Evidence:

2. The effects of scientific and cultural change have been adequately addressed in identifying desirable instructional program components.

_____ No.

_____ Yes (provide one or two examples and cite evidence).

Evidence:

3. The Goals for Washington Common Schools are specifically identifiable in both the program offerings and the instructional outcomes.

_____ No.

_____ Yes (provide one or two specific examples).

Examples:

4. Briefly describe suggested plans and strategies for improving the quality of program outcomes.

SCHOOL ACCREDITATION

PROCESS/OUTCOMES ANALYSIS

PROGRAM ANALYSIS
Assessment Area II
School Climate Profile

School Climate Profile materials will be found in Booklet IV. The use of those materials is required in order to complete the accreditation self-study procedures when using the Process/Outcomes Analysis model.

Booklet III

SCHOOL ACCREDITATION

PROCESS/OUTCOMES ANALYSIS MODEL.
Assessment Area III
General School Analysis

General School Analysis

This section is concerned with the perceptions held by school employees, parents and students concerning the areas of strength and areas of weakness in the school as demonstrated in its staffing, services, materials, resources and facilities functions. Since each school is unique in terms of program, student body, professional staff, physical environment and parental constituency, it is important that processes for obtaining feedback be sufficiently open-ended to reflect such uniqueness.

A comprehensive list of participants would include teachers, administrators, library-media specialists, counselors, aides, classified staff, parents, community members and students. Subcommittee membership requirements and options are explained on page 2 of this booklet, and the school steering committee is responsible for assuring full participation at this level. The information should be gathered using a systematic process to secure input. The following forms are suggested means of obtaining pertinent information. Modification of the forms is recommended whenever they appear to be inappropriate to the needs of the individual school.

A variety of additional processes can be used to gather information. Attitude scales, questionnaires and group discussions are examples of appropriate means for accomplishing this task. The purpose of this activity is to produce relevant information relating to as many aspects of the school as possible. However, if the means for obtaining feedback are too general (e.g., an instrument that says only "What is good about this school and what is not so good about this school?") the results may not be as useful nor as comprehensive as they should be. It is suggested that any instrument that is used include coverage of all major categories of school function and operation.

The task in this assessment area is twofold: 1) Conduct a general survey of the areas identified in paragraph one, above. Determine from this activity specific problem areas requiring additional study. 2) Conduct a detailed investigation of any problem areas identified in step one. Develop prioritized objectives from this detail-level investigation.

Subcommittees assigned to this general analysis will take the feedback generated and prepare a summary report. This summary report should conclude with a plan for future improvements. The final school plan for improvement will incorporate this summary report and should evolve within the framework of district resources while reflecting constraints which affect the operation of the district.

SCHOOL ACCREDITATION

PROCESS/OUTCOMES ANALYSIS
Assessment Area III
General School Analysis: Staff

Survey Response Forms

Return to: _____ By: _____
Date

Subcommittee Title: _____

This form submitted by:
(Check one of the following)

1. _____ Student
2. _____ Parent
3. _____ Community Resident
4. _____ Board Member
5. _____ Teacher
6. _____ Support Personnel, Certificated
7. _____ Aide
8. _____ Administrator/Supervisor
9. _____ Classified Employee
10. _____ Other (Specify) _____

The following eight items direct attention to the staffing practices and procedures at your school. For each item circle the appropriate response. The response key is as follows:

X. No Opinion: does not apply.
1. Very Low: wholly unacceptable; needs to be developed.
2. Low: unacceptable; needs major modification.
3. Acceptable: may need minor modification.
4. Commendable: not presently in need of modification.
5. Exemplary: may be recommended as a model practice.

In each case where codes 1 or 2 have been circled, provide a brief clarifying statement on an attached sheet and indicate what action(s) should be taken.

Booklet III

	No opinion	Very Low	Low	Acceptable	Commendable	Exemplary
1. All classes of staff members have had required training and have received proper certification where required by law.	X	1	2	3	4	5
2. All staff members have been assigned positions in recognition of their preparations and experience.	X	1	2	3	4	5
3. An adequate number of personnel positions have been established and filled in this school.	X	1	2	3	4	5
4. All staff positions are described by accurate job descriptions.	X	1	2	3	4	5
5. All personnel are familiar with their job descriptions and the responsibilities described therein.	X	1	2	3	4	5
6. Effective and knowledgeable supervision is exercised over all classes of school personnel.	X	1	2	3	4	5
7. Evaluation of personnel is conducted regularly and effectively.	X	1	2	3	4	5
8. Meaningful inservice training is provided for all classes of school personnel.	X	1	2	3	4	5

The following items are designed to elicit information concerning the impact of personnel practices on the overall school program. Place a check (✓) on the appropriate line for each item.

1. Indicate the level to which the personnel practices at this school enhance the total school program.

   _____ High level of support and enhancement.
   _____ Acceptable level of support and enhancement.
   _____ Support is questionable; detracts from program effectiveness.
   _____ Personnel practices are detrimental to program effectiveness.

2. Personnel improvement goals and programs have been developed and implemented.

   _____ Yes.
   _____ No. (Provide one or two examples of suggested goals that should be considered.)

   Examples:

3. Briefly describe suggested plans and strategies for improving school personnel practices and procedures: (Append additional page(s) if needed.)

SCHOOL ACCREDITATION

PROCESS/OUTCOMES ANALYSIS
Assessment Area III
General School Analysis: Support Services

Survey Response Forms

Return to: _____ By: _____
Date

Subcommittee Title _____

This form submitted by:
(Check one of the following)

1. ____ Student
2. ____ Parent
3. ____ Community Resident
4. ____ Board Member
5. ____ Teacher
6. ____ Support Personnel, Certificated
7. ____ Aide
8. ____ Administrator/Supervisor
9. ____ Classified Employee
10. ____ Other (Specify) _____

The following eighteen items direct attention to the service area practices at your school. For each item circle the appropriate response. The response key is as follows:

X. No Opinion: does not apply.
1. Very Low: wholly unacceptable; needs to be developed.
2. Low: unacceptable; needs major modification.
3. Acceptable: may need minor modification.
4. Commendable: not presently in need of modification.
5. Exemplary: may be recommended as a model practice.

In each case where codes 1 or 2 have been circled, provide a brief clarifying statement on an attached sheet and indicate what action(s) should be taken.

	No Opinion	Very Low	Low	Acceptable	Commendable	Exemplary
1. The administration of the total school operation is maintained at a competent, professional level.	X	1	2	3	4	5
2. The school organization and scheduling patterns contribute to an effective total school program.	X	1	2	3	4	5

Booklet III

		No opinion	Very Low	Low	Acceptable	Commendable	Exemplary
3.	Office procedures are efficient and effective.	X	1	2	3	4	5
4.	Records are maintained in an up-to-date and useful system.	X	1	2	3	4	5
5.	Internal communications are maintained in an open, constructive manner.	X	1	2	3	4	5
6.	Effective means exist to gather input from the staff.	X	1	2	3	4	5
7.	Effective means exist to gather input from the community.	X	1	2	3	4	5
8.	Effective means exist to disseminate information to the community.	X	1	2	3	4	5
9.	Supervision of students is effectively organized and maintained.	X	1	2	3	4	5
10.	Disciplinary procedures are thoroughly developed and are effectively applied.	X	1	2	3	4	5
11.	Counseling and guidance services provide effective support to the total school program.	X	1	2	3	4	5
12.	The testing program is adequate in scope and application.	X	1	2	3	4	5
13.	Testing program results are used to counsel students and to plan for program improvements.	X	1	2	3	4	5
14.	Health services are available to cover the screening, preventative training, instructional backup and emergency needs of the school.	X	1	2	3	4	5
15.	Library and learning resources services are available when needed and provide comprehensive support to the total school program.	X	1	2	3	4	5
16.	Food services provide nutritious and attractive meals.	X	1	2	3	4	5
17.	Custodial, maintenance and operations procedures are effectively supportive of the total school program.	X	1	2	3	4	5
18.	Transportation services are effectively supportive of the total school program.	X	1	2	3	4	5

The following items are designed to elicit information concerning the overall school program. Place a check (✓) on the appropriate line for each item.

1. Indicate the level to which the support services at this school contribute to effective operation.

   _____ High
   _____ Acceptable
   _____ Somewhat unacceptable
   _____ Low, detrimental

2. Support services have been analyzed, and improvement goals and programs have been developed and implemented.

   _____ Yes.
   _____ No. (Provide examples of suggested goals that should be considered.)

   Examples:

3. Briefly describe suggested plans and strategies for improving school support services, practices and procedures. (Append additional page(s) if needed.)

Booklet III

SCHOOL ACCREDITATION

PROCESS/OUTCOMES ANALYSIS
Assessment Area III
General School Analysis: Supplies, Equipment, Textbooks, Learning Resources

Survey Response Forms

Return to: _____ By: _____
Date

Subcommittee Title: _____

This form submitted by:
(Check one of the following)

1. _____ Student
2. _____ Parent
3. _____ Community Resident
4. _____ Board Member
5. _____ Teacher
6. _____ Support Personnel, Certificated
7. _____ Aide
8. _____ Administrator/Supervisor
9. _____ Classified Employee
10. _____ Other (Specify) _____

The following five items direct attention to the supportive materials provided at your school. For each item circle the appropriate response. The response key is as follows:

X. No Opinion: does not apply.
1. Very Low: wholly unacceptable; needs to be developed.
2. Low: unacceptable; needs major modification.
3. Acceptable: may need minor modification.
4. Commendable: not presently in need of modification.
5. Exemplary: may be recommended as a model practice.

In each case where codes 1 or 2 have been circled, provide a brief clarifying statement on an attached sheet and indicate what action(s) should be taken.

	No Opinion	Very Low	Low	Acceptable	Commendable	Exemplary
1. Learning resources materials. (Ref.: WAC 180-46) (Note specific item shortages on attached page(s).)	X	1	2	3	4	5
2. Learning resources equipment. (Ref.: WAC 180-46) (Note specific item shortages on attached page(s).)	X	1	2	3	4	5
3. Textbooks. (Note specific item shortages on attached page(s).)	X	1	2	3	4	5
4. Supplies. (Note specific item shortages on attached page(s).)	X	1	2	3	4	5
5. Equipment. (Other than learning resources equipment.) (Note specific item shortages on attached page(s).)	X	1	2	3	4	5

The following items are designed to elicit information concerning the impact of the provisions of supplies, equipment, textbooks and learning resources. Place a (✓) on the appropriate line for each item.

1. Indicate the level to which the provision of supplies, equipment, textbooks and learning resources support and enhance the total school program.

   _____ High level of support and enhancement.
   _____ Acceptable level of support and enhancement.
   _____ Support is weak; detracts from program effectiveness.
   _____ Missing or severe shortage; detrimental to program effectiveness.

2. Goals for the improvement of supplies, equipment, textbooks and learning resources have been developed and priorities for acquisition have been established.

   _____ Yes.
   _____ No. (Provide examples of suggested goals that should be considered.)

   Examples:

3. Briefly describe suggested plans and strategies for improving the acquisition and delivery of supplies, equipment, textbooks and learning resources. (Append additional page(s) if needed.)

Booklet III

SCHOOL ACCREDITATION

PROCESS/OUTCOMES ANALYSIS
Assessement Area III
General School Analysis: Facilities

Survey Response Forms

Return to: _____ By: _____
Date

Subcommittee Title: _____

This form submitted by:
(Check one of the following)

1. _____ Student
2. _____ Parent
3. _____ Community Resident
4. _____ Board Member
5. _____ Teacher
6. _____ Support Personnel, Certificated
7. _____ Aide
8. _____ Administrator/Supervisor
9. _____ Classified Employee
10. _____ Other (Specify) _____

The following sixteen items direct attention to the existence and condition of the facilities at your school. For each item circle the appropriate response. The response key is as follows:

X. No Opinion: does not apply.
1. Very Low: wholly unacceptable; needs to be developed.
2. Low: unacceptable; needs major modification.
3. Acceptable: may need minor modification.
4. Commendable: not presently in need of modification.
5. Exemplary: may be recommended as a model practice.

In each case where codes 1 or 2 have been circled, provide a brief clarifying statement on an attached sheet and indicate what action(s) should be taken.

	No opinion	Very Low	Low	Acceptable	Commendable	Exemplary
1. Administration/Office	X	1	2	3	4	5
2. Classrooms.	X	1	2	3	4	5
3. Classrooms-special purpose (e.g., industrial arts, cooking, art, etc.)	X	1	2	3	4	5
4. Learning resources/Library.	X	1	2	3	4	5
5. Counseling/Guidance.	X	1	2	3	4	5
6. Nurse's office/Isolation.	X	1	2	3	4	5
7. Multi-use/Auditorium.	X	1	2	3	4	5
8. Physical education/Gymnasium.	X	1	2	3	4	5
9. Showers/Locker room.	X	1	2	3	4	5
10. Playground and Equipment.	X	1	2	3	4	5
11. Staff lounge and restrooms.	X	1	2	3	4	5
12. Student restrooms.	X	1	2	3	4	5
13. Storage.	X	1	2	3	4	5
14. Heating system.	X	1	2	3	4	5
15. Grounds.	X	1	2	3	4	5
16. Parking/Bus loading.	X	1	2	3	4	5

The following items are designed to elicit information concerning the impact of facility conditions, access and utilization. Place a check ( ) on the appropriate line for each item.

1. Indicate the level to which the provision, condition and utilization of the school facilities enhance the total school program.

   _____ High level of facility conditions.
   _____ Acceptable level of facility conditions.
   _____ Facility conditions are weak; detract from program effectiveness.
   _____ Facility conditions are poor; severe detriment to program effectiveness.

2. Goals for addition, improvement, remodelling, or reassignment of facilities have been developed and priorities for improvement have been established.

   _____ Yes.
   _____ No. (Provide examples of suggested goals that should be considered.)

   Examples:

3. Briefly describe suggested plans for improving the school facilities while observing the limitations inherent in long-range building programs. (Append additional page(s) if needed.)

SCHOOL ACCREDITATION

BOOKLET IV
SCHOOL CLIMATE ASSESSMENT

WASHINGTON STATE BOARD OF EDUCATION
and
WASHINGTON STATE OFFICE OF THE
SUPERINTENDENT OF PUBLIC INSTRUCTION

1981

Monica Schmidt
Assistant Superintendent
Division of Instructional
and Professional Services

Kenneth Bumgarner
Assistant to Division Management
and Director of Program Accountability
Division of Instructional
and Professional Services

William Everhart
Supervisor, Program Accountability
and School Accreditation
Division of Instructional
and Professional Services

Dr. Frank B. Brouillet, State Superintendent of Public Instruction
7510 Armstrong Street SW, Tumwater, Washington 98504

GRANT L. ANDERSON
ED ARMBRUSTER
LEE H. BAYLEY
(PRIVATE SCHOOL REPRESENTATIVE)
EDWARD DIAMOND, D.V.M.
H. BUDDHE HALL, M.D.
MARIE E. HOBBIE
LEVY S. JOHNSTON
S. E. TINY JOSEPHSON
WALTER H. LEWIS
ROGER H. LINCOLN
MAGGIE McCARTHY
ROBERT W. RANDALL, O.D.
PHILIP B. SWAIN
DALE W. THOMPSON
JEAN MAE WILSON

State Board of Education
OLYMPIA

DR. FRANK B. BROUILLET
PRESIDENT
GRANT L. ANDERSON
VICE PRESIDENT
DR. WM. RAY BROADHEAD
SECRETARY

MESSAGE FROM THE SUPERINTENDENT OF PUBLIC INSTRUCTION

At its March, 1981, meeting, the State Board of Education adopted a revised and expanded program of school accreditation. This adoption, under development since 1978, is the result of the cooperative efforts of members of the State Task Force for School Accreditation, staff members at schools and ESDs who participated in field test activities, SPI staff, and members of several ad hoc subcommittees. Continuing professional interest and dialogue also have contributed significantly to the development of this program.

All schools, public and private, including any grades, kindergarten through twelve, now may seek accredited status. Additionally, the availability of several optional procedures allows the selection of the method most appropriate for each participating school, thus providing for the differing needs among schools and their staffs.

As Superintendent of Public Instruction, I recommend these accreditation procedures as effective means of achieving planned program improvement at the individual school level. ESD and SPI staff will be working with all who express interest in studying and participating in these accreditation procedures. Those who seek to obtain accredited status through use of the State Board materials are encouraged to study, select, and plan carefully and to develop demanding targets of excellence toward which they can direct their energies. There is a potential of significant improvement that can be realized through judicious and effective application of this program.

Finally, on behalf of the State Board of Education, I wish to express sincere thanks to members of the State Task Force for School Accreditation and the field test participants whose names appear on the following pages. The cooperative leadership shown by these representatives of many diverse groups is most commendable, and their efforts are deeply appreciated.

Frank B. Brouillet

Frank B. Brouillet
President
State Board of Education

STATE TASK FORCE FOR SCHOOL ACCREDITATION
COMMITTEE MEMBERS

Name	Organization Represented
Grant Anderson	State Board of Education
Edward Beardslee Helen Humbert, Alternate	Washington State Council for Curriculum Coordination
Betsy Brown Bob Pickles, Alternate	Washington Education Association
Walter Carsten, Task Force Chairperson	Washington Association of School Administrators
Dick Colombini	ESD Curriculum Committee
Donn Fountain	House Education Committee
Donna Smith Dorothy Roberts Joyce Henning	Washington Congress of Parents, Teachers, and Students
Richard Hodges	Washington Council of Deans & Directors of Education
Ted Knutsen	Washington State Association for Supervision and Curriculum Development
Doug McLain	Washington Federation of Teachers
Richard Neher	Association of Washington School Principals
Janet Nelson Larry Swift, Alternate	Washington State School Directors' Association
Joe Morton Garris Timmer	Washington Federation of Independent Schools
Ken Bumgarner William Everhart	Superintendent of Public Instruction

FIELD TEST PARTICIPANTS - 1979-80

Bethel School District	Dr. Donald Berger, Assistant Superintendent
Elk Plain Elementary and	Pat Vincent, Vice-Principal
Shining Mountain Elementary	
Kapowsin Elementary	Karl Bond, Principal
Evergreen School District	
Marrion Elementary	Calvin Getty, Principal
La Center School District	Dr. George Kontos, Superintendent
La Center Elementary	Doug Goodlett, Administrative Assistant,
La Center Junior-Senior High School	Instructional Services, ESD 112
Monroe School District	Harold Bakken, Director of Special Projects
Frank Wagner Elementary	Roy Harding, Principal
Mukilteo School District	Robert Rodenberger, Director of Curriculum
Explorer Elementary	Larry Ames, Principal
Omak School District	Carole Anderson, Administrative Assistant
East Omak Elementary	
North Omak Elementary	
Renton School District	Margaret Locke, Director of Elementary
Cascade Elementary	Education
	George McPherson, Principal
San Juan Island School District	Dr. Jerry Pipes, Superintendent
Friday Harbor Elementary	Cathie Mendonsa, Principal
Friday Harbor High School	Mike Vance, Principal
South Kitsap School District	
Orchard Heights Elementary	Largo Wales, Principal
Waptao School District	Walt Bigby, Administrative Assistant
Wapato Primary	Jim Devine, Principal
Central Elementary and	Jim Seamons, Principal
Parker Heights Elementary	
Wapato Intermediate	Bill Frazier, Principal
Wapato Junior High School	Bill Parker, Principal
Wapato High School	Harold Ott, Jr., Principal
Pace Alternative High School	Dennis Erikson, Principal

SCHOOL CLIMATE ASSESSMENT

BOOKLET IV

Using This Booklet

This booklet, School Climate Assessment, contains a required study area component of the Process/Outcomes Analysis self-study procedure. The material is presented in a separate booklet in order to make it available as an optional supplement to both the Input/Standards Assessment and Self-Designed Models.

In many schools a better understanding of affective environment will provide valuable guidelines toward a better understanding of student needs. A carefully drawn school climate survey can identify areas of conflict and frustration, and subsequent corrective activities can provide the needed positive response.

ACCREDITATION MATERIALS

State Board/SPI accreditation procedures are described in the series of booklets listed below. Some inquiries may be satisfied by the information found in a single booklet; others may need information from several of the topical descriptions or from a complete set.

Each school district and each Educational Service District will receive a complete set of these booklets for reference and for use; additional copies should be reproduced at the district level.

I. Introduction and General Overview

I.A. Factors Promoting Successful Self-Study Processes

II. Input/Standards Assessment, I/SA; An Approach to Self-Study

III. Process/Outcomes Analysis, P/OA; An Approach to Self-Study
- Study Area I
- Study Area II (Booklet IV)
- Study Area III

IV. School Climate Assessment
- An integral part of the P/OA Model
- An optional supplement to the I/SA and S-D Models

V. Self-Designed Model, S-D; An Approach to Self-Study

VI. Validating the Self-Study, The Plan for Program Improvement, and Standards-Only School Report

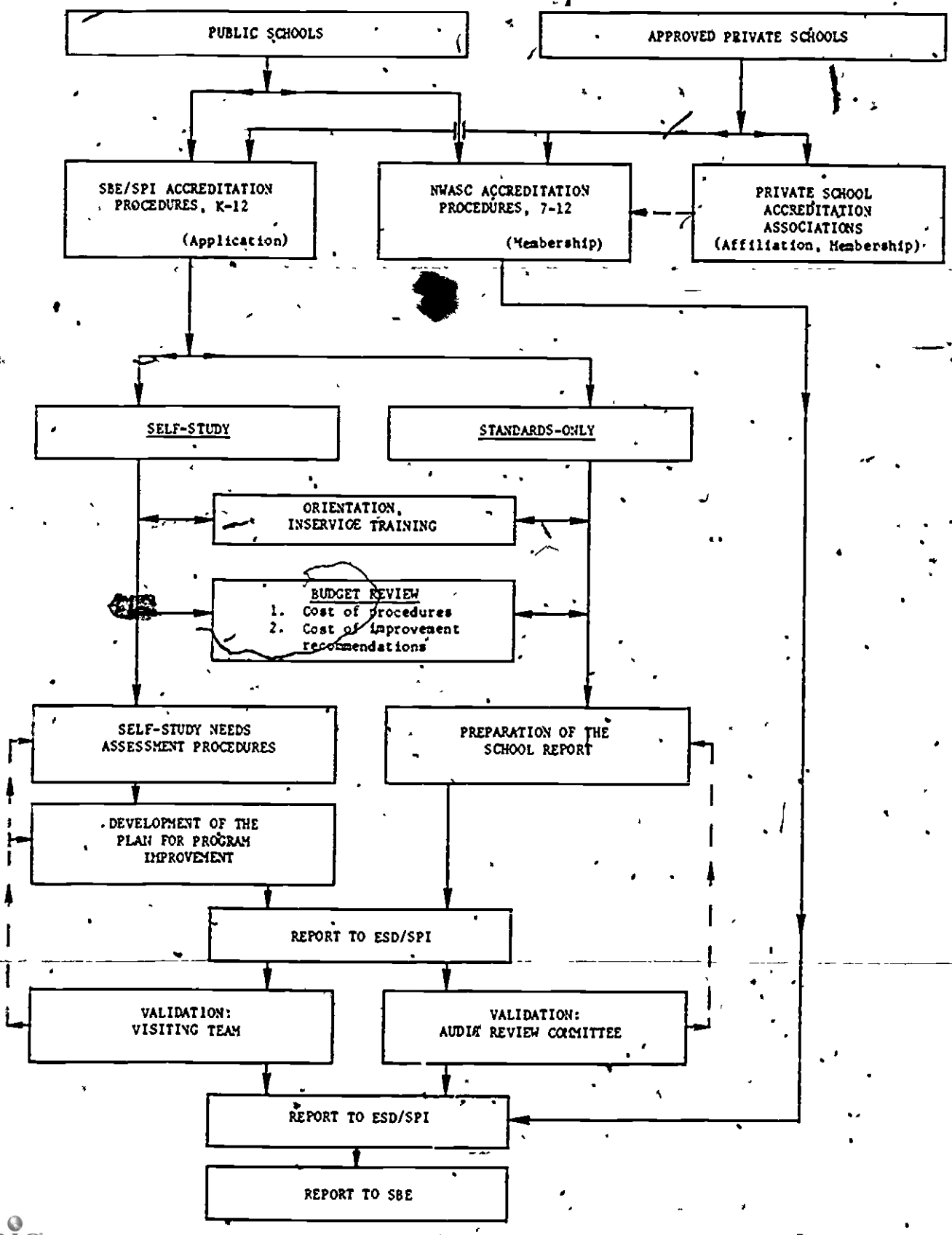
VII. Standards-Only, C-300E (Elementary)

VIII. Standards-Only, C-300S (Secondary)

IX. Selected References; Supplementary Materials

ACCREDITATION PROCEDURES CHART

Steps to be taken in the State Board of Education accreditation procedures are shown in the chart below. Optional accreditation programs are available through the Northwest Association of Schools and Colleges and through the several private school accrediting associations, however, those procedures are not shown in equivalent detail.



BOOKLET IV

TABLE OF CONTENTS

Introduction 1

Background and Rationale 2

Application of Climate Assessment Procedures 4

Editing Sample Materials 6

Survey Response Form Instructions 7

Survey: General Climate Factors 9

Survey: Program Determinants 13

Survey: Process Determinants 17

Survey: Materials Determinants 21

Summarizing Data 23

Summary Sheet 25

PROCESS/OUTCOMES ANALYSIS MODEL

STUDY AREA II

School Climate Profile: Introduction

School climate assessment is a process of determining how the people who are involved in the schooling process view the affective environmental factors that contribute to the atmosphere for learning and working. The factors that comprise the concept referred to as "climate" vary according to whose definition is used. Such factors as respect, trust, morale, caring and flexibility are commonly associated with school climate.

The intent of this section is to provide a background of information concerning affective conditions in the school. This information not only will be helpful in describing and understanding the school program, but will give direction to the plan for improvement. This type of analysis can provide positive motivation for feelings. A climate improvement program can create a sense of belonging, commitment, and mutually supportive behavior. The belief is that there is value in a study of learning conditions that goes beyond space, physical conditions, people ratios, curricular materials and preparation of staff in understanding the effectiveness of a school.

Information concerning school climate should be provided by students, former students (graduates and dropouts), parents, and school personnel, and should be gathered using a systematic process that provides a reasonable sample of the desired types of information. This information must be obtained in a way that involves no personal risks for individuals, and in most cases this will mean that the anonymity of those contributing must be assured.

The information will be most useful if the instruments used are closed scales that are relatively short, simple and straightforward. Since the emphasis in this process must be on useable information for the local setting, a standardized instrument of research quality is not absolutely necessary. The sample instrument that follows, adapted from the CFK Ltd. School Climate Profile, may be used or modified, or the subcommittee studying school climate may design an instrument of their own. The CFK document is comprehensive, and users may find it helpful to edit the statements in order to present an abridged, more easily managed set of materials.

There is one characteristic of school climate assessment that bears special mention: responses can be influenced significantly by current student and staff morale. The leadership team should be particularly sensitive to the timing of the climate assessment activity; morale peaks or valleys can have disproportionate impact on a climate survey.

The School Climate subcommittee will take the survey feedback and prepare a report. This report should conclude with a plan for future improvements. The final school plan for improvement prepared by the school steering committee will incorporate the school climate report, should relate to the framework of any existing district plans, and should reflect the constraints which affect the operation of the district.

School Climate Profile: Background and Rationale

The usual approach to conducting a needs assessment in a school is to strive for objectivity. Accurate data concerning program, staffing, services, resources and facilities are collected, analyzed and used as a basis for operational decisions. Much care is exercised in the acquisition of reliable information of this type.

Subjective data, too, are important. Information based upon people's feelings of how things are can be very important. Most behavior is motivated by the individual's perceptions of reality, and the analysis of such perceptions provides insight into some of the causes of conditions and opportunities for program improvement.

Data provided by a school climate assessment can be analyzed in a number of interesting ways. Among them are:

1. Which climate factors rank lowest on the scale? Highest?

2. Which climate factors show the greatest discrepancy between what is and what should be?

3. Are there differences in how the various groups rank any given climate factor? What are the probable reasons for these differences in perception?

Implicit in the use of a school climate assessment process is the requirement that results will be communicated back to the participating groups, and that sincere efforts will be made to effect change and improvement where problems have been identified.

It may be beneficial to focus on some student outcomes that are not only desirable but which will also be highly reflected in the climate which pervades a school. The conditions of how a student views school and what he/she derives from the schooling experience can be examined in a variety of contexts. The following ideas are offered for consideration:

1. Every student should become expert or at least very good at something.

2. Every student should understand the importance of developing and maintaining two or three close relationships with other people.

3. Every student should learn to have fun.

4. Every student should be helped to develop a delicate balance between looking at the world optimistically on the one hand and with skepticism on the other.

5. Every student should be encouraged to be a participant -- a doer -- not just an observer.

6. All students should be led to expect much of themselves. If that occurs, much will result.

Why this concern with school climate analysis? We hear and read more and more about schools, about why they are successful or why they fail. Throughout the country educators are concerned with developing a humane school climate. A positive school climate is an important issue in many respects. Although today's problems in education may seem nearly impossible to solve, it doesn't necessarily follow that we should accept a "no solution" answer.

Unfortunately, many of our problems do not have neatly packaged answers. This material doesn't offer comprehensive answers either; however, there may be some insights offered. School climate improvement can clearly help resolve some of the educational problems of today.

Keep in mind that improving school climate does not de-emphasize skills, attitudes and the knowledge students gain through studies in academic areas such as language arts, social studies, mathematics, and science. It strongly suggests that the most efficient learning programs occur in a wholesome and humane school climate.

School personnel can affect positively the nature and the wholesomeness of the school's climate. They must, however, be reasonably confortable with the following:

1. Be Willing To Change

Be willing to change anything and everything. Students don't want to go to the library at noon, or do they? Parents don't like teaching by contracts, or do they? Many times that which appears to be something that won't work turns out as a winning idea.

2. Be Positive

Things are often tough even on good days. How can one keep from getting discouraged on bad days? Attitudes are transferred. Being positive, enthusiastic and alert rubs off on others.

3. Be On The Offense

The community needs to know all the good things going on in the school. Good news reports to the community cannot be stressed enough. Many times we forget to compliment others, adults as well as students.

4. Teamwork

Support the staff, develop a team concept.

5. Ideas

Use good ideas from other schools. Time isn't available to re-invent the wheel; use methods that have been tried and are working.

Keeping the above ideas in mind, the following materials will assist in describing what school climate assessment is all about.

Application of the Climate Assessment Procedures

Staff, parents and most students should encounter little difficulty in responding to climate assessment surveys. One group of students, however, will need special assistance or increased effort in order to accurately ascertain their feelings. This group is comprised of the youngest students, kindergarten through grade 2, and to a lesser degree those students in grades 3-6. The following suggestions may be presented in place of, or in addition to the School Climate Profile. These are only suggestions, and the school may use them or devise their own means of eliciting this information. The suggestions are divided into two categories, K-2 and 3-6. This is to alleviate the problem of readers and nonreaders and the level of thinking required by the child. These questions have been devised to be open-ended in order that the child not be structured into a certain response.

K-2

1. Have a series of three pictures depicting a situation in the school, e.g., pictures of school playground area - one of students playing together; one with some playing, some fighting; and one with most of them fighting. Have the children put a check on the picture that best describes the situation in the school.

2. Ask students in a small group their feelings about the school, e.g., how do they like a particular subject? Draw a happy face, unhappy face or a face with no expression for responses.

3. Give all the children a card that has a happy face if held one way, an unhappy face if held the other way. To questions that would be asked the class as a whole, the students hold up the card one way or another depending on how they feel about the situation.

4. Have the students draw a picture of something they like about the school and something they dislike.

5. In schools that have been recently desegregated, show the child pictures that have minority children and ones without minorities. Ask what their feelings are about going to school in each of the settings.

3-6

1. Given a questionnaire with questions referring to the school situation, the child responds with (1) agree, (2) no feeling, and (3) disagree.

2. Students are asked what there is about the school day they really like and what there is about the school day they don't like.

3. Give the child a list of things the school does not do; for example, have a class competition in improvement of school grounds. Then have them check if they would like to see that idea implemented, not implemented, or don't care one way or another.

4. Ask the student to tell the most important thing about their school that makes them feel good, e.g., getting good grades, seeing their friends, doing interesting things in class, etc. Similiarly, ask the student to tell what in school makes him/her feel bad.

5. Have the students decide by themselves what they would draw on a mural depicting the way the school is versus how they would like to see it.

6. Using test scores, take a sampling of high, medium and low academic children and discuss with them what they do or do not like about the school and their reasons for feeling the way they do.

7. Talk with students who have transferred into the school and have them make comparisons about what it is that they like or dislike in comparison to their previous school.

8. Check to see if there is a relationship between what the teachers and the students feel about school.

9. Have a group representing a cross section of student abilities discuss what the "ideal" school would be like, then what they would have to do to make their school like that.

Older students, including many in grades 4-6, should have no difficulty in responding to printed surveys. All students, regardless of whether they have the ability to use the printed survey or must receive interpretive help, should be encouraged to provide honest, accurate responses, and to avoid gross exaggerations.

Editing the Sample Materials

The CFK School Climate Profile may not suit the specific needs of some, and another instrument may be obtained or developed. In fact, the CFK material can be easily and effectively cut to a more manageable length. Should participants choose to revise the sample or create their own assessment instrument, they should keep in mind the eight general climate factors that largely determine the quality of the school climate; these are listed below. The quality of the climate results from the interactions of the school's program, processes, and physical condition, and each of these areas can be analyzed in terms of the eight general climate factors:

1. Respect - Students see themselves as worthy. The staff feels the same way.

2. Trust - People don't let each other down. Others can be counted upon in times of need.

3. High Morale - People feel good about what is happening.

4. Opportunities for Input - People cherish opportunities to contribute ideas. A lack of voice is counterproductive to self-esteem.

5. Continuous Academic and Social Growth - Students and staff need to develop academic, social, and physical skills, knowledge and attitudes.

6. Cohesiveness - Members need to feel a part of the school, having a chance to exert their influence on it in collaboration with others.

7. School Renewal - The school should be self-renewing. With renewal, difference is seen as interesting, to be cherished. Diversity and pluralism are valued. New conditions are faced with poise. Adjustments are worked out as needed.

8. Caring - Individuals feel other persons are concerned about them as human beings.

SCHOOL ACCREDITATION

SCHOOL CLIMATE PROFILE

Survey Response Forms

Return to: _____ By: _____
Date

Subcommittee Title _____

This form submitted by: (Check one of the following, then circle the same Participant Code number at the upper left corner on the first page of each rating scale.)

1. _____ Student
2. _____ Parent
3. _____ Community Resident
4. _____ Board Member
5. _____ Teacher
6. _____ Support Personnel, Certificated
7. _____ Aide
8. _____ Administrator/ Supervisor
9. _____ Classified Employee
10. _____ Other (Specify)

The CKF LTD. School Climate Profile; Copyright 1973. Reprinted with permission from CFK Ltd.

(This instrument is part of an extensive description and analysis of the school's climate and should be used in association with Improving the School's Climate: A Challenge for the School Administrator. This book may be ordered from:

Nueva Learning Center
6565 Skyline Blvd.
Hillsborough, CA 94010

or

Phi Delta Kappa
(see current Publication Catalogue)

In the rating scales that follow, there appears a rating column on the left and on the right; positive value statements appear in the center. The left scale is to assess the degree of importance of the statement; the right scale rates this school's level of attainment of the same value statement. Numbers within parentheses are item numbers only.

Referring to KEY A, below, please circle the number to the left of each statement that best describes who you feel about its IMPORTANCE in this school.

Then, referring to KEY B to the right please circle the number of each statement which best describes how you feel about that statement's LEVEL OF ATTAINMENT in this school.

Booklet IV

KEY

LEFT COLUMN	RIGHT COLUMN
Degree of Importance (What Should be)	Level of Attainment (What Is)
1. Almost never	1. Almost never
2. Occasionally	2. Occasionally
3. Frequently	3. Frequently
4. Almost always	4. Almost always

Booklet IV

SCHOOL CLIMATE PROFILE

Participants Code
1 2 3 4 5.
6 7 8 9 10

Part A

GENERAL CLIMATE FACTORS

What Should Be: Almost Never	Occasionally	Frequently	Almost Always			What Is: Almost Never	Occasionally	Frequently	Almost Always
					Respect:				
1	2	3	4	(1)	In this school even low achieving students are respected.	1	2	3	4
1	2	3	4	(2)	Teachers treat students as persons.	1	2	3	4
1	2	3	4	(3)	Parents are considered by this school as important collaborators.	1	2	3	4
1	2	3	4	(4)	Teachers from one subject area or grade level respect those from other subject areas.	1	2	3	4
1	2	3	4	(5)	Teachers in this school are proud to be teachers.	1	2	3	4
					Trust:				
1	2	3	4	(6)	Students feel that teachers are "on their side."	1	2	3	4
1	2	3	4	(7)	While we don't always agree, we can share our concerns with each other openly.	1	2	3	4
1	2	3	4	(8)	Our principal is a good spokesman before the superintendent and the board for our interests and needs.	1	2	3	4
1	2	3	4	(9)	Students can count on teachers to listen to their side of the story and to be fair.	1	2	3	4
1	2	3	4	(10)	Teachers trust students to use good judgement.	1	2	3	4

What Should Be: Almost Never	Occasionally	Frequently	Almost Always			What Is: Almost Never	Occasionally	Frequently	Almost Always
					High Morale:				
1	2	3	4	(11)	This school makes students enthusiastic about learning.	1	2	3	4
1	2	3	4	(12)	Teachers feel pride in this school and in its students.	1	2	3	4
1	2	3	4	(13)	Attendance is good; students stay away only for urgent and good reasons.	1	2	3	4
1	2	3	4	(14)	Parents, teachers, and students would rise to the defense of this school's program if it were challenged.	1	2	3	4
1	2	3	4	(15)	I like working in this school.	1	2	3	4
					Opportunity for Input:				
1	2	3	4	(16)	I feel that my ideas are listened to and used in this school.	1	2	3	4
1	2	3	4	(17)	When important decisions are made about the programs in this school, I, personally, have heard about the plan beforehand and have been involved in some of the discussions.	1	2	3	4
1	2	3	4	(18)	Important decisions are made in this school by a governing council with representation from students, faculty, and administration.	1	2	3	4
1	2	3	4	(19)	While I obviously can't have a vote on every decision that is made in this school that affects me, I do feel that I can have some important input into that decision.	1	2	3	4
1	2	3	4	(20)	When all is said and done, I feel that I count in this school.	1	2	3	4

What Should Be: Almost Never	Occasionally	Frequently	Almost Always			What Is: Almost Never	Occasionally	Frequently	Almost Always
					Continuous Academic and Social Growth:				
1	2	3	4	(21)	The teachers are "alive"; they are interested in life around them; they are doing interesting things outside of school.	1	2	3	4
1	2	3	4	(22)	Teachers in this school are "out in front," seeking better ways of teaching and learning.	1	2	3	4
1	2	3	4	(23)	Students feel that the school program is meaningful and relevant to their present and future needs.	1	2	3	4
1	2	3	4	(24)	The principal is growing and learning, too. He or she is seeking new ideas.	1	2	3	4
1	2	3	4	(25)	The school supports parent growth. Regular opportunities are provided for parents to be involved in learning activities and in examining new ideas.	1	2	3	4
					Cohesiveness:				
1	2	3	4	(26)	Students would rather attend this school than transfer to another.	1	2	3	4
1	2	3	4	(27)	There is a "we" spirit in this school.	1	2	3	4
1	2	3	4	(28)	Administration and teachers collaborate toward making the school run effectively; there is little administrator-teacher tension.	1	2	3	4
1	2	3	4	(29)	Differences between individuals and groups (both among faculty and students) are considered to contribute to the richness of the school, not as divisive influences.	1	2	3	4
1	2	3	4	(30)	New students and faculty members are made to feel welcome and part of the group.	1	2	3	4

What Should Be:						What Is:			
Almost Never	Occasionally	Frequently	Almost Always			Almost Never	Occasionally	Frequently	Almost Always
					School Renewal:				
1	2	3	4	(31)	When a problem comes up, this school has procedures for working on it; problems are seen as normal challenges, not as "rocking the boat."	1	2	3	4
1	2	3	4	(32)	Teachers are encouraged to innovate in their classrooms rather than to conform.	1	2	3	4
1	2	3	4	(33)	When a student comes along who has special problems, this school works out a plan that helps that student.	1	2	3	4
1	2	3	4	(34)	Students are encouraged to be creative rather than to conform.	1	2	3	4
1	2	3	4	(35)	Careful effort is made, when new programs are introduced, to adapt them to the particular needs of this community and this school.	1	2	3	4
					Caring:				
1	2	3	4	(36)	There is someone in this school that I can always count on.	1	2	3	4
1	2	3	4	(37)	The principal really cares about students.	1	2	3	4
1	2	3	4	(38)	I think people in this school care about me as a person and are concerned about more than just how well I perform my role at school (as student, teacher, parent, etc.).	1	2	3	4
1	2	3	4	(39)	School is a nice place to be because I feel wanted and needed there.	1	2	3	4
1	2	3	4	(40)	Most people at this school are kind.	1	2	3	4

Participant Code

1 2 3 4 5
6 7 8 9 10

Part B

PROGRAM DETERMINANTS

What Should Be: Almost Never	Occasionally	Frequently	Almost Always			What Is: Almost Never	Occasionally	Frequently	Almost Always
					Active Learning:				
1	2	3	4	(1)	Required textbooks and curriculum guides support rather than limit creative teaching and learning in our school.	1	2	3	4
1	2	3	4	(2)	Students help to decide learning objectives.	1	2	3	4
1	2	3	4	(3)	Opportunities are provided under school guidance to do something with what is learned.	1	2	3	4
1	2	3	4	(4)	Teachers are actively learning, too.	1	2	3	4
1	2	3	4	(5)	This school's program stimulates creative thought and expression.	1	2	3	4
					Individualized Performance Expectations:				
1	2	3	4	(6)	Each student's special abilities (intellectual, artistic, social, or manual) are challenged.	1	2	3	4
1	2	3	4	(7)	Teachers use a wide range of teaching materials and media.	1	2	3	4
1	2	3	4	(8)	The same homework assignment is not given to all students in the class.	1	2	3	4
1	2	3	4	(9)	All students are not held to the same standards.	1	2	3	4
1	2	3	4	(10)	Teachers know students as individuals.	1	2	3	4

Booklet II

What Should Be:						What Is:			
Almost Never	Occasionally	Frequently	Almost Always			Almost Never	Occasionally	Frequently	Almost Always
					Varied Learning Environments:				
1	2	3	4	(11)	Many opportunities are provided for learning in individual and small group settings, as well as in classroom-sized groups.	1	2	3	4
1	2	3	4	(12)	Students have opportunity to choose association with teachers whose teaching styles are supportive of the student's learning styles.	1	2	3	4
1	2	3	4	(13)	Teachers use a wide range of teaching materials and media.	1	2	3	4
1	2	3	4	(14)	The school program extends to settings beyond the school building for most students.	1	2	3	4
1	2	3	4	(15)	Teachers and administrators have planned individualized inservice education programs to support their own growth.	1	2	3	4
					Flexible Curriculum and Co-curricular Activities:				
1	2	3	4	(16)	The school's program is appropriate for ethnic and minority groups.	1	2	3	4
1	2	3	4	(17)	Teachers experiment with innovative programs.	1	2	3	4
1	2	3	4	(18)	Students are given alternative ways of meeting curriculum requirements.	1	2	3	4
1	2	3	4	(19)	Teachers are known to modify their lesson plans on the basis of student suggestions.	1	2	3	4
1	2	3	4	(20)	Co-curricular activities appeal to each of the various subgroups of students.	1	2	3	4

What Should Be: Almost Never	Occasionally	Frequently	Almost Always			What Is: Almost Never	Occasionally	Frequently	Almost Always
					Support and Structure Appropriate to Learners' Maturity:				
1	2	3	4	(21)	The school's program encourages students to develop self-discipline and initiative.	1	2	3	4
1	2	3	4	(22)	The needs of a few students for close supervision and high structure are met without making those students feel "put down."	1	2	3	4
1	2	3	4	(23)	The administration is supportive of students.	1	2	3	4
1	2	3	4	(24)	The administration is supportive of teachers.	1	2	3	4
1	2	3	4	(25)	Faculty and staff want to help every student learn.	1	2	3	4
					Rules Cooperatively Determined:				
1	2	3	4	(26)	The school operates under a set of rules which were worked out with students, teachers, parents and administration all partioipating.	1	2	3	4
1	2	3	4	(27)	Rules are few and simple.	1	2	3	4
1	2	3	4	(28)	Teachers and their students together work out rules governing behavior in the classroom.	1	2	3	4
1	2	3	4	(29)	Discipline (punishment) when given is fair and related to violations of agreed-upon rules.	1	2	3	4
1	2	3	4	(30)	Most students and staff members obey the school's rules.	1	2	3	4

What Should Be:						What Is:			
Almost Never	Occasionally	Frequently	Almost Always			Almost Never	Occasionally	Frequently	Almost Always
					Varied Reward Systems:				
1	2	3	4	(31)	The grading system rewards each student for his effort in relationship to his own ability.	1	2	3	4
1	2	3	4	(32)	Students know the criteria used to evaluate their progress.	1	2	3	4
1	2	3	4	(33)	Teachers are rewarded for exceptionally good teaching.	1	2	3	4
1	2	3	4	(34)	The principal is aware of and lets staff members and students know when they have done something particularly well.	1	2	3	4
1	2	3	4	(35)	Most students get positive feedback from faculty and staff.	1	2	3	4

Part C

Participant Code:
1 2 3 4 5
6 7 8 9 10

PROCESS DETERMINANTS

What Should Be: Almost Never	Occasionally	Frequently	Almost Always		What Is: Almost Never	Occasionally	Frequently	Almost Always
				Problem Solving Ability:				
1	2	3	4	(1) Problems in this school are recognized and worked upon openly, not allowed to slide.	1	2	3	4
1	2	3	4	(2) If I have a school-related problem, I feel there are channels open to me to get the problem worked on.	1	2	3	4
1	2	3	4	(3) People in this school do a good job of examining a lot of alternative solutions before deciding to try one.	1	2	3	4
1	2	3	4	(4) Ideas from various ethnic and minority groups are sought in problem-solving efforts.	1	2	3	4
1	2	3	4	(5) People in this school solve problems; they don't just talk about them.	1	2	3	4
				Improvement of School Goals:				
1	2	3	4	(6) This school has set some goals as a school for this year and I know about them.	1	2	3	4
1	2	3	4	(7) I have set some personal goals for this year related to school, and I have shared these goals with someone else.	1	2	3	4
1	2	3	4	(8) Community involvement is sought in developing the school's goals.	1	2	3	4
1	2	3	4	(9) The goals of this school are used to provide direction for programs.	1	2	3	4
1	2	3	4	(10) The goals of this school are reviewed and updated regularly.	1	2	3	4

What Should Be: Almost Never	Occasionally	Frequently	Almost Always			What Is: Almost Never	Occasionally	Frequently	Almost Always
					Resolving Conflicts:				
1	2	3	4	(11)	In this school people with ideas or values different from the commonly accepted ones get a chance to be heard.	1	2	3	4
1	2	3	4	(12)	There are procedures open to me for going to a higher authority if a decision has been made that seems unfair.	1	2	3	4
1	2	3	4	(13)	This school believes there may be several alternative solutions to most problems.	1	2	3	4
1	2	3	4	(14)	In this school the principal tries to deal with conflict constructively, not just "keep the lid on."	1	2	3	4
1	2	3	4	(15)	When we have conflicts in this school, the result is constructive, not destructive.	1	2	3	4
					Effective Communications:				
1	2	3	4	(16)	Teachers feel free to communicate with the principal.	1	2	3	4
1	2	3	4	(17)	I feel the teachers are friendly and easy to talk to.	1	2	3	4
1	2	3	4	(18)	The principal talks with us frankly and openly.	1	2	3	4
1	2	3	4	(19)	Teachers are available to students who want to help.	1	2	3	4
1	2	3	4	(20)	There is communication in our school between different groups--older teachers and younger ones; well-to-do students and poorer ones; black parents and white parents, etc.	1	2	3	4

What Should Be: Almost Never	Occasionally	Frequently	Almost Always			What Is: Almost Never	Occasionally	Frequently	Almost Always
					Involvement in Decision Making:				
1	2	3	4	(21)	Teachers help in selection of new staff members.	1	2	3	4
1	2	3	4	(22)	Parents help to decide about new school programs.	1	2	3	4
1	2	3	4	(23)	Decisions that affect this school are made by the superintendent and the central staff only after opportunity has been provided for discussion and input from the school's principal, staff and students.	1	2	3	4
1	2	3	4	(24)	I have influence on the decisions within the school which directly affect me.	1	2	3	4
1	2	3	4	(25)	The student government makes important decisions.	1	2	3	4
					Accountability:				
1	2	3	4	(26)	Teachers, students, and parents help to evaluate this school's program.	1	2	3	4
1	2	3	4	(27)	Teacher evaluation is used in improving teacher performance.	1	2	3	4
1	2	3	4	(28)	Teachers or students can arrange to deviate from the prescribed program of the school.	1	2	3	4
1	2	3	4	(29)	The principal encourages experimentation in teaching.	1	2	3	4
1	2	3	4	(30)	Teachers are held accountable in this school for providing learning opportunities for each of their students.	1	2	3	4

What Should Be: Almost Never	Occasionally	Frequently	Almost Always			What Is: Almost Never	Occasionally	Frequently	Almost Always
					Effective Teaching Strategies				
1	2	3	4	(31)	The teachers in this school know <u>how</u> to teach as well as what to teach.	1	2	3	4
1	2	3	4	(32)	When one teaching strategy does not seem to be working for a particular student, the teacher tries another; the teacher does not blame the student for the intitial failure.	1	2	3	4
1	2	3	4	(33)	This community supports new and innovative teaching techniques.	1	2	3	4
1	2	3	4	(34)	Inservice education programs available to teachers in this building help them keep up-to-date on the best teaching strategies.	1	2	3	4
1	2	3	4	(35)	The school systematically encourages students to help other students with their learning activities.	1	2	3	4
					Ability to Plan for the Future:				
1	2	3	4	(36)	In this school we keep "looking ahead;" we don't spend all our time "putting out fires."	1	2	3	4
1	2	3	4	(37)	Our principal is an "idea" man.	1	2	3	4
1	2	3	4	(38)	Parents and community leaders have opportunities to work with school officials at least once a year on "things we'd like to see happening in our school."	1	2	3	4
1	2	3	4	(39)	Some of the programs in our school are termed "experimental."	1	2	3	4
1	2	3	4	(40)	Our school is ahead of the times:	1	2	3	4

Participants Code:
1 2 3 4 5
6 7 8 9 10

Part D

MATERIAL DETERMINANTS

What Should Be: Almost Never	Occasionally	Frequently	Almost Always			What Is: Almost Never	Occasionally	Frequently	Almost Always
					Adequate Resources:				
1	2	3	4	(1)	There is sufficient staff in this school to meet the needs of its students.	1	2	3	4
1	2	3	4	(2)	The instructional materials are adequate for our school program.	1	2	3	4
1	2	3	4	(3)	Curriculum materials used in this school give appropriate emphasis and accurate facts regarding ethnic and minority groups and sex roles.	1	2	3	4
1	2	3	4	(4)	Resources are provided so that students may take advantage of learning opportunities in the community through field trips, work-study arrangements, and the like.	1	2	3	4
1	2	3	4	(5)	Current teacher salaries in this community give fair recognition of the level of professional service rendered by teachers to the community.	1	2	3	4
					Supportive and Efficient Logistical System:				
1	2	3	4	(6)	Teachers and students are able to get the instructional materials they need at the time they are needed.	1	2	3	4
1	2	3	4	(7)	Budget-making for this school provides opportunities for teachers to recommend and make judgments about priorities for resources needed in their program.	1	2	3	4
1	2	3	4	(8)	The support system of this school fosters creative and effective teaching/learning opportunities rather than hinders them.	1	2	3	4
1	2	3	4	(9)	Necessary materials, supplies, etc., for learning experiences are readily available as needed.	1	2	3	4
1	2	3	4	(10)	Simple non-time consuming procedures exist for the acquisition and use of resources.	1	2	3	4

What Should Be: Almost Never	Occasionally	Frequently	Almost Always			What Is: Almost Never	Occasionally	Frequently	Almost Always
					Suitability of the School Plant:				
1	2	3	4	(11)	It is pleasant to be in this building; it is kept clean and in good repair.	1	2	3	4
1	2	3	4	(12)	This school building has the space and physical arrangements needed to conduct the kinds of programs we have.	1	2	3	4
1	2	3	4	(13)	Students and staff are proud of their school plant and help to keep it attractive.	1	2	3	4
1	2	3	4	(14)	The grounds are attractive and provide adequate space for physical and recreational activities.	1	2	3	4
1	2	3	4	(15)	There are spaces for private as well as group work.	1	2	3	4

DIRECTIONS FOR SUMMARIZING DATA

CFK SCHOOL CLIMATE PROFILE
(Using the Two Column Discrepancy Analysis)

1. Separate questionnaires by role group.

2. Compute sum of ratings given by each individual respondent for each category. Since there are 5 items per category the maximum score could be 20; the minimum score could be 5 if the respondent had checked "1", "almost never," for each of the 5 items.

3. Write this score on the line provided after the fifth item in each category, both for "What Should Be" and What Is."

4. Since there is more than one respondent for each role group, compute the mean score for each category by adding all the scores for each category and dividing by the number of respondents.

   For example, suppose there are nine teacher questionnaires. Their scores on the General Climate Factor of "Respect" are as follows:

Teacher	"What Should Be" Score	"What Is" Score
1	19	15
2	20	13
3	20	18
4	20	18
5	18	11
6	20	17
7	20	14
8	19	12
9	19	15
	9/ 156	9/ 133
	19.4	14.8

5. Plot these mean scores on a summary form for each role group.

6. After computing in a similar manner the mean score for other climate factors, connect the "What Should Be" scores with a black line; connect "What Is" scores with a red line, or a broken line (--).

7. Use a different summary form for each role group.

8. Later, you may want to compare responses of particular role groups by plotting them on the same summary form, or by converting the summary into a transparency and superimposing the data for the two role groups one on the other. For instance, in the example given for step 9 that follows, notice the scores for the administrators, the parents and the students. There is a wide discrepancy between the administrators and the two other groups; further study of the groups' responses would be indicated.

9. Total summary form of the School Climate Profile:

It may be helpful to summarize the data from all the questionnaires into one summary form. This can give a total picture of the school's climate. So that the total picture is not distorted by including the results of 1000 student questionnaires combined with 5 administrators and 50 teachers, it is recommended that the summary form be created from an averaging of the mean scores of each of the role groups, as follows:

Given the data shown on the summary forms for each of the role groups, simply find the mean score on each climate item. For example, regarding the General Climate Factor of "Respect," let's assume the summary forms show scores on "What Is" as follows:

EXAMPLE:

Respect: Summary Form	Mean "What Is" Scores
1. Students	12.2
2. Parents	12.3
3. Community/Board Members	15.1
4. Teachers	14.8
5. Support/Cert.	14.9
6. Aides	12.3
7. Administrators	18.3
8. Classified	12.1
9 Others	0
	8/112.0
	14.0

This mean score of 14.0 for "What Is" with regard to "Respect" would then be plotted on the summary form.

SCHOOL CLIMATE PROFILE
SUMMARY SHEET

School _____ Role Group _____ N _____

Based on data collected between _____ and (Dates) _____

Almost Never	Occasionally	Frequently	Almost Always
5	10	15	20

A. GENERAL CLIMATE FACTORS

1. Respect
2. Trust
3. Morale
4. Input
5. Growth
6. Cohesiveness
7. Renewal
8. Caring

B. PROGRAM DETERMINANTS

1. Learning
2. Individualization
3. Environment
4. Curriculum/Co curriculum
5. Learner's Maturity
6. Rule Determination
7. Reward Systems

C. PROCESS DETERMINANTS

1. Problem Solving
2. School Goals
3. Identifying Conflicts
4. Communications
5. Decision Making
6. Accountability
7. Teaching-Learning Strategies
8. Planning Ability

D. MATERIAL DETERMINANTS

1. Resources
2. Logistics
3. Facility

(Modify this form to match revisions to the survey questionnaire.)

SCHOOL ACCREDITATION

BOOKLET V
SELF-DESIGNED MODEL
AN APPROACH TO SELF-STUDY

WASHINGTON STATE BOARD OF EDUCATION
and
WASHINGTON STATE OFFICE OF THE
SUPERINTENDENT OF PUBLIC INSTRUCTION

1981

Monica Schmidt
Assistant Superintendent
Division of Instructional
and Professional Services

Kenneth Bumgarner
Assistant to Division Management
and Director of Program Accountability
Division of Instructional
and Professional Services

William Everhart
Supervisor, Program Accountability
and School Accreditation
Division of Instructional
and Professional Services

Dr. Frank B. Brouillet, State Superintendent of Public Instruction
7510 Armstrong Street SW, Tumwater, Washington 98504

STATE OF WASHINGTON

GRANT L. ANDERSON
ED ARMBRUSTER
LEE H. BAILEY
(PRIVATE SCHOOL REPRESENTATIVE)
EDWARD DIAMOND, D.V.M.
M. EUGENE HALL, M.D.
MARIE E. HOEHNE
LEVI S. JOHNSTON
R. E. "PAT" JORGENSEN
WALTER H. LEWIS
ROGER N. LINCOLN
MAGGIE McCARTHY
ROBERT W. RANDALL, O.D.
PHILIP E. SWAIN
DALE W. THOMPSON
OLLIE MAE WILSON

State Board of Education

OLYMPIA

DR. FRANK B. BROUILLET
PRESIDENT
GRANT L. ANDERSON
VICE PRESIDENT
DR. WM. RAY BROADHEAD
SECRETARY

MESSAGE FROM THE SUPERINTENDENT OF PUBLIC INSTRUCTION

At its March, 1981, meeting, the State Board of Education adopted a revised and expanded program of school accreditation. This adoption, under development since 1978, is the result of the cooperative efforts of members of the State Task Force for School Accreditation, staff members at schools and ESDs who participated in field test activities, SPI staff, and members of several ad hoc subcommittees. Continuing professional interest and dialogue also have contributed significantly to the development of this program.

All schools, public and private, including any grades, kindergarten through twelve, now may seek accredited status. Additionally, the availability of several optional procedures allows the selection of the method most appropriate for each participating school, thus providing for the differing needs among schools and their staffs.

As Superintendent of Public Instruction, I recommend these accreditation procedures as effective means of achieving planned program improvement at the individual school level. ESD and SPI staff will be working with all who express interest in studying and participating in these accreditation procedures. Those who seek to obtain accredited status through use of the State Board materials are encouraged to study, select, and plan carefully and to develop demanding targets of excellence toward which they can direct their energies. There is a potential of significant improvement that can be realized through judicious and effective application of this program.

Finally, on behalf of the State Board of Education, I wish to express sincere thanks to members of the State Task Force for School Accreditation and the field test participants whose names appear on the following pages. The cooperative leadership shown by these representatives of many diverse groups is most commendable, and their efforts are deeply appreciated.

Frank B. Brouillet

Frank B. Brouillet
President
State Board of Education

STATE TASK FORCE FOR SCHOOL ACCREDITATION
COMMITTEE MEMBERS

Name	Organization Represented
Grant Anderson	State Board of Education
Edward Beardslee Helen Humbert, Alternate	Washington State Council for Curriculum Coordination
Betsy Brown Bob Pickles, Alternate	Washington Education Association
Walter Carsten, Task Force Chairperson	Washington Association of School Administrators
Dick Colombini	ESD Curriculum Committee
Donn Fountain	House Education Committee
Donna Smith Dorothy Roberts Joyce Henning	Washington Congress of Parents, Teachers, and Students
Richard Hodges	Washington Council of Deans & Directors of Education
Ted Knutsen	Washington State Association for Supervision and Curriculum Development
Doug McLain	Washington Federation of Teachers
Richard Heher	Association of Washington School Principals
Janet Nelson Larry Swift, Alternate	Washington State School Directors' Association
Joe Morton Garris Timmer	Washington Federation of Independent Schools
Ken Bumgarner William Everhart	Superintendent of Public Instruction

FIELD TEST PARTICIPANTS - 1979-80

Bethel School District	Dr. Donald Berger, Assistant Superintendent
Oak Plain Elementary and	Pat Vincent, Vice-Principal
Shining Mountain Elementary	
Kapowsin Elementary	Karl Bond, Principal
Evergreen School District	
Marrion Elementary	Calvin Getty, Principal
La Center School District	Dr. George Kontos, Superintendent
La Center Elementary	Doug Goodlett, Administrative Assistant,
La Center Junior-Senior High School	Instructional Services, ESD 112
Monroe School District	Harold Bakken, Director of Special Projects
Frank Wagner Elementary	Roy Harding, Principal
Mukilteo School District.	Robert Rodenberger, Director of Curriculum
Explorer Elementary	Larry Ames, Principal
Omak School District	Carole Anderson, Administrative Assistant
East Omak Elementary	
North Omak Elementary	
Renton School District	Margaret Locke, Director of Elementary
Cascade Elementary	Education
	George McPherson, Principal
San Juan Island School District	Dr. Jerry Pipes, Superintendent
Friday Harbor Elementary	Cathie Mendonsa, Principal
Friday Harbor High School	Mike Vance, Principal
South Kitsap School District	
Orchard Heights Elementary	Largo Wales, Principal
Waptao School District	Walt Bigby, Administrative Assistant
Wapato Primary	Jim Devine, Principal
Central Elementary and	Jim Semmons, Principal
Parker Heights Elementary	
Wapato Intermediate	Bill Frazier, Principal
Wapato Junior High School	Bill Parker, Principal
Wapato High School	Harold Ott, Jr., Principal
Pace Alternative High School	Dennis Erikson, Principal

SELF-DESIGNED SELF-STUDY PROPOSAL

BOOKLET V

Using This Booklet

This booklet, Self-Designed Self-Study, is one of the three self-study methods available through the State Board of Education's accreditation program.

School staffs that find the I/SA and P/OA models inappropriate to their needs have the option of using these criteria to develop a self-designed self-study accreditation procedure. The use of these criteria to develop a proposal will allow interested parties the opportunity to create a highly individualized analysis of their school program. Proposals developed under these criteria must be submitted to the Superintendent of Public Instruction for approval prior to their official use.

The Use of Booklet IV, School Climate, is an optional addition to the material in Booklet II. A study of climate may prove valuable in clarifying and supporting the needs that are identified and incorporated in the plan for program improvement.

It is important to remember that participation in the State Board self-studies procedures is subject to an annual limit, and that when participation has been authorized that attendance at an implementation workshop is recommended.

ACCREDITATION MATERIALS

State Board/SPI accreditation procedures are described in the series of booklets listed below. Some inquiries may be satisfied by the information found in a single booklet; others may need information from several of the topical descriptions or from a complete set.

Each school district and each Educational Service District will receive a complete set of these booklets for reference and for use; additional copies should be reproduced at the district level.

I. Introduction and General Overview

I.A. Factors Promoting Successful Self-Study Processes

II. Input/Standards Assessment, I/SA; An Approach to Self-Study

III. Process/Outcomes Analysis, P/OA: An Approach to Self-Study
- Study Area I
- Study Area II (Booklet IV)
- Study Area III

IV. School Climate Assessment
- An integral part of the P/OA Model
- An optional supplement to the I/SA and S-D Models

V. Self-Designed Model, S-D; An Approach to Self-Study

VI. Validating the Self-Study, The Plan for Program Improvement, and Standards-Only School Report

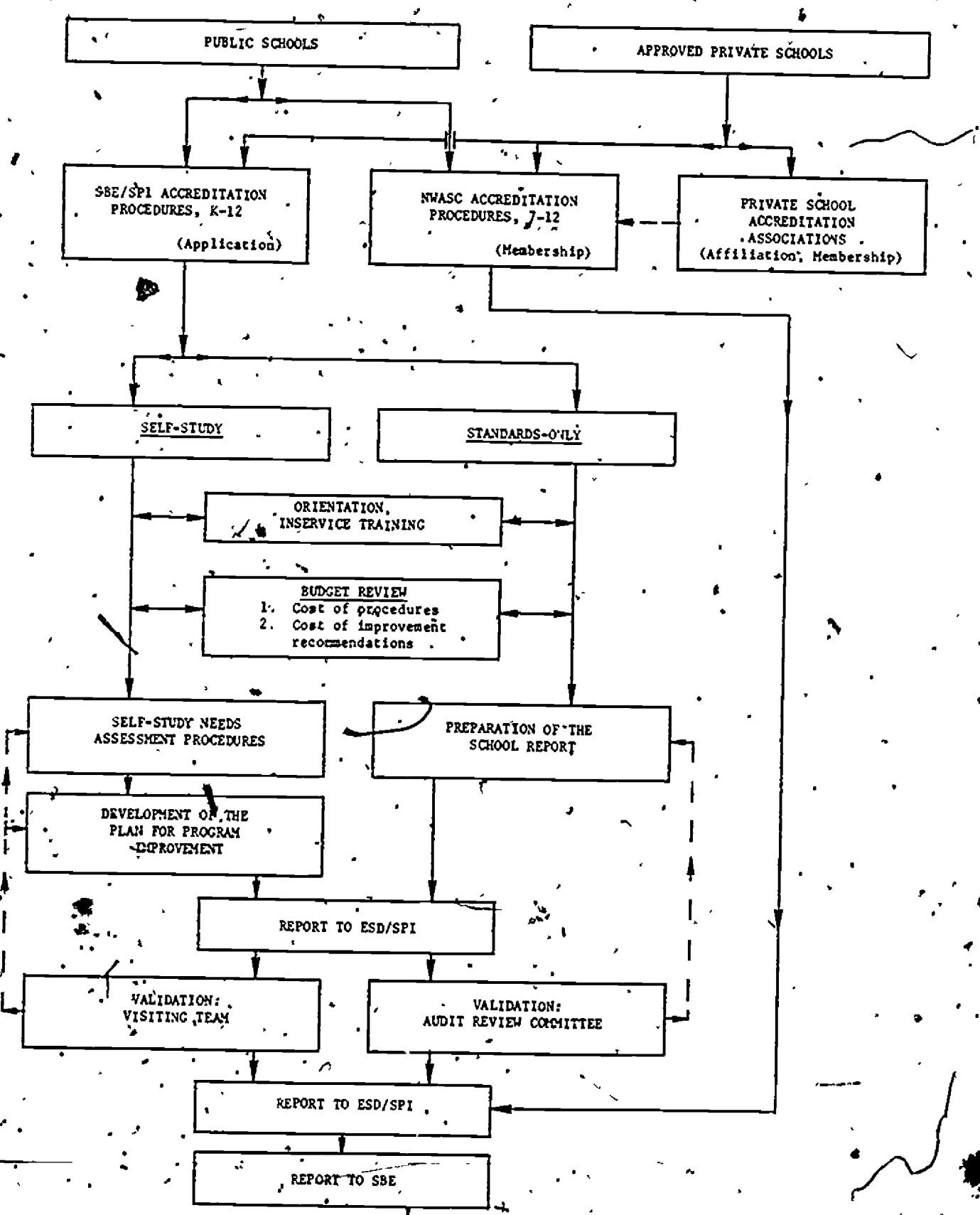
VII. Standards-Only, C-300E (Elementary)

VIII. Standards-Only, C-300S (Secondary)

IX. Selected References; Supplementary Materials

ACCREDITATION PROCEDURES CHART

Steps to be taken in the State Board of Education accreditation procedures are shown in the chart below. Optional accreditation programs are available through the Northwest Association of Schools and Colleges and through the several private school accrediting associations, however, those procedures are not shown in equivalent detail.



BOOKLET V

TABLE OF CONTENTS

Proposal Cover Sheet 1

Introduction 3

Requirements: Rationale 5

Requirements: Management 5

Requirements: Scope 6

Requirements: Plan for Program Improvement 6

Requirements: Progress Checkpoints 7

Chairperson's Checklist 8

Optional Forms 9-15

Booklet V

ACCREDITATION SELF-STUDY PROPOSAL
SELF-DESIGNED MODEL
- INDIVIDUAL SCHOOL -

Date Submitted

School | District

Grade Range | Enrollment | Proposal Contact Person

Principal | Contact Phone Number

1. Official participation in State Board/SPI self-study accreditation procedures is subject to an annual limit. School personnel should determine the availability of space on the approved participants' list prior to developing this proposal. Contact William Everhart at SPI, (206) 753-6710, SCAN 234-6710, for additional information.
2. This proposal must be submitted to SPI and approval granted before self-study activities begin.
3. Accreditation by the Northwest Association of Schools and Colleges (NWASC) is accepted by the State Board of Education (SBE) as an alternative accreditation procedure. The annual limit, above, does not apply to the NWASC alternative.

Submission of all necessary materials specified under this cover constitutes formal application for approval of the proposal.

	Signatures	Dates
1. School Principal (required)		
2. School Contact Person (if other than principal)		
3. Superintendent or Designee (required)		

SPI Use Only

Date Received

Proposal Approved		
Survey Instruments Approved		
Self-Study Reports Received		
Validation Completed		
School Plan Received		
SBE Action		

Booklet V

ACCREDITATION SELF-STUDY PROPOSAL
SELF-DESIGNED MODEL
- GUIDELINES -

These guidelines contain an introduction and two sections:

1. Requirements: Standard components that must be met in the development and application of a Self-Designed Self-Study Model. Variations may be submitted if accompanied by supportive rationale.

2. Checklists: Management systems to facilitate the process of self-study. Variations, original checklists, and/or timelines may be developed and submitted for use in place of these suggestions.

Workshops on SBE/SPI accreditation procedures will be held periodically; those interested in developing the Self-Designed procedure - or in using other SBE/SPI accreditation models - should watch for announcements of these meetings. Additionally, technical assistance may be obtained from your ESD or from SPI.

ACCREDITATION
SELF-DESIGNED MODELS
PROPOSAL PROCEDURES

Introduction

A school that elects to design its own accreditation self-study model must submit a proposal to the Superintendent of Public Instruction for approval. It is necessary to obtain such prior approval in order to be considered for accreditation rating following the self-study and subsequent validation activities. The proposal must address the requirements outlined on the following pages. Proposed management systems, timelines, committee organization and survey instruments also must be approved by SPI prior to their use in official State Board accreditation activities.

The following are the current operational definitions of accreditation and its process options.

Accreditation is a process through which determination is made concerning the general quality of education offered by a school.

The accreditation process will appraise the individual school's resources, preparation and performance in offering and/or delivering a comprehensive and effective educational program to the students whom it serves.

A. Accreditation self-study procedures, applicable to all schools, include three components:

1. A periodic comprehensive self-study or needs assessment conducted by the total school staff and selected community representatives.

2. A school plan for program improvement derived from the self-study and modified (if necessary) by external validation.

3. An external validation of the self-study activities and findings.

Alternatives: The procedure which these guidelines address is the Self-Designed Model. In addition to this model, there are available two state designed self-study procedures: One which is oriented toward input to the educational process, and one which addresses outcomes of the educational process. In addition, the NWASC alternative has a self-study component.

B. Standards-only options also are available (Forms C-300E and C-300S), and there is no limitation to the number of schools that can participate in these options.

A school's self-study accreditation proposal must address the first two components, comprehensive self-study and a school plan for program improvement.

The proposal also must be developed to apply at the individual school level; while an approved procedure may qualify for later use at other schools, the original proposal must focus on the school as a single administrative unit.

The third component, validation, will be conducted by external observers or evaluators following the completion by a school of its self-study activities and the completion of its plan for program approval.

General steps in the Self-Design procedure:

- Secure a position on the SPI annual list of schools conducting official self-study accreditation activities. There is a limit on the number of schools than can enter the SBE accreditation self-study process during a given year; to obtain information about this limit, contact SPI.
- Prepare a self-study proposal; submit proposal to SPI for approval.
- Following approval, conduct the self-study; meet progress reporting requirements; prioritize needs.
- Prepare the plan for program improvement based upon needs identified during the self-study process; make appointment for validation procedure.
- Validation activity; complete a follow-up revision as necessary. The validation team reports its recommendations to SPI staff.
- Accreditation recommendations are presented to the SBE; the SBE takes action; notification of SBE action is sent to respective local schools and districts.

Please see the guidelines that follow for detailed proposal procedures. Note that these guidelines consist of a set of requirements and suggested checklists. These requirements are designed to assist schools wishing to develop a proposal of their own design of self-study procedures. Variations or omissions in the requirements must be noted; a rationale for such departure(s) must accompany the proposal when submitted for approval.

Send proposals to:

William Everhart
Supervisor, Program Accountability
Superintendent of Public Instruction
7510 Armstrong S. W., FG-11
Tumwater, WA 98504

ACCREDITATION SELF-STUDY PROPOSAL
SELF-DESIGNED MODEL
REQUIREMENTS

1. A rationale for participation in accreditation activities must be developed.

   Requirements:

   1.1. Prepare a statement of purpose.

   1.2. Prepare a statement relating the purpose(s) to the school/district philosophy.

   1.3. Submit a concise statement describing the process and the participants involved in the decision to pursue school accreditation status.

   1.4. Develop a preliminary list of specific objectives to be addressed during the self-study process. This list may be subject to revision during the development of the school plan.

   1.5. Submit evidence of school/district commitment to act on the basis of findings arising from the self-study.

   1.6. Identify constraints that may limit actions supportive of objectives identified in 1.4. above.

2. Management, participation and needs assessment standards must be observed.

   Requirements:

   2.1. Designate an individual to supervise the proposal development procedure and to coordinate the accreditation activities. (The same person may serve in both capacities; however, if different persons are appointed, the coordinator is advised to participate in or act as an observer during the preparation of the proposal.)

   2.2. The proposal must include a design for organizing a school steering committee. Membership on this committee must include a district administrator, the principal, teachers, classified staff, parent(s) and optionally, community member(s); student representation is required in secondary schools. (Note: In cases where more than one school in a district will be conducting simultaneous self-studies and developing a district-wide plan for program improvement, a district level coordinating committee may be required. Contact SPI for further details.)

   2.3. The proposal must specifically identify each self-study subcommittee by topic of investigation, cite the specific tasks relative to the topic, and define membership representation requirements for each, e.g., certificated, classified, parent, community member, student, other.

2.4. The proposal must describe the operational procedures to be followed by each subcommittee, including at least the following:

2.4.1. The method by which the subcommittee chairperson will be selected.

2.4.2. A description or listing of data gathering methods to be used.

2.4.3. A copy of any survey instrument(s) to be used. (These may be submitted later if they are to be developed as part of the self-study procedure, in which case proposal approval would be conditional.)

2.4.4. The procedure to be followed in aggregating and analyzing data.

2.4.5. The method by which priority rankings will be assigned to specific recommendations.

2.4.6. A description of the format to be used in preparing the subcommittees' reports to the school steering committee.

3. The self-study must be comprehensive in scope.

Requirements:

In establishing the subcommittees (2.4. above), the proposal must show that all areas of school operation will be studied. Various subcommittee assignment patterns may be used, e.g., grade level, subject area, department or function; the school steering committee may determine the organizational method best suited to the school. The test for meeting approval requirements will be based on the coverage provided the following five major areas, plus the optional area of School Climate, if selected.

3.1. Program/Instruction

3.2. Staffing

3.3. Services

3.4. Materials, supplies and equipment

3.5. Facilities

3.6. School Climate (optional)

4. A plan for program improvement must be developed.

Requirements:

The proposal must describe the procedures to be followed in the development of a plan for program improvement. These procedures must include at least the following:

4.1. The school steering committee must analyze the subcommittee reports.

4.2. The school steering committee must determine a procedure for reconciling conflicting demands for resources.

4.3. The school steering committee must synthesize the plan for program improvement from the subcommittee reports.

4.4. The plan shall specify internal monitoring procedures, including at least an objectives calendar, monitoring checkpoints, feedback cycle, implementation timeline and designated responsibilities.

4.5. The plan shall specify procedures to be followed in the periodic development and adoption of revisions to the school plan.

4.6. The proposal must include a timeline covering the development of the proposal, the proposed self-study, the subsequent development of the plan for program improvement, and a schedule of internal follow-up procedures.

5. Progress checkpoints must be observed.

Requirements:

The following tasks require contact with SPI for purposes of information or approval:

5.1. The school must obtain a position on the SBE/SPI Self-Study Procedures Participants' List.

5.2. The Accreditation Self-Study Proposal Form must be submitted and approved.

5.3. Specific survey/questionnaire instruments must be submitted prior to use.

5.4. A copy of the school plan for program improvement must be submitted to SPI; additional copies must be provided for all members of the visiting team for validation purposes. Copies of subcommittee reports also must be available for use during validation as must other forms of pertinent documentation of the self-study.

5.5. Upon submission of the school plan, a validation appointment must be obtained.

5.6. Revisions of the school plan that result from recommendations made during the validation process must be submitted as an amendment to the original plan.

Booklet V

SCHOOL STEERING COMMITTEE
Chairperson's Checklist

School _____ Date Completed _____

Steering Committee Chairperson _____

Chairperson Position _____

Date Completed	Item No.	Activity
_____	1.	Board of directors authorizes/approves accreditation activity.
_____	2.	School/district budget review; identify financial resources and constraints.
_____	3.	Board or district administration delegates the administrative leadership of the accreditation activity.
_____	4.	Inservice participation by accreditation leadership and others.
_____	5.	Informational copies of the Accreditation Procedures are secured, duplicated, and distributed.
_____	6.*	Application is submitted to SPI; participation approved.
_____	7.*	A School Steering Committee is selected. (Attach list showing names and representation.)
_____	8.*	A proposal for a self-designed self-study accreditation procedure is submitted to and approved by SPI.
_____	9.*	A school plan and timeline for conducting the self-study is developed by the School Steering Committee. (Attach copy.)
_____	10.*	Subcommittees are selected and are assigned specific self-study tasks. (Attach list of subcommittee members and their representation.)
_____	11.*	Each subcommittee advises the steering comittee on the selection of instrument(s) and priority-setting procedure(s) to be utilized.
_____	12.	Subcommittees' data-gathering processes are conducted.
_____	13.	Subcommittees' priority-setting activities are conducted.
_____	14.	Subcommittees' reports are submitted to the School Steering Committee.
_____	15.*	The School Steering Committee has completed the plan for program improvement, including an implementation and self-monitoring timeline. (Attach copy.)
_____	16.*	Program improvement implementation and follow-up responsibilities have been assigned to staff members. (Attach copy.)
_____	17.*	Copies of the final plan/report are prepared for distribution.
_____	18.	Dissemination of the final plan/report is completed.
_____	19.	External validation procedure is conducted.
_____	20.	Reports of self-study findings, plan for program improvement, and validation findings are made to the board of directors and to the community.
_____	21.	State Board of Education action is reported to the board of directors, staff and community.

*Required Procedures

SCHOOL ACCREDITATION
SELF-DESIGNED MODEL PROPOSAL
OPTIONAL FORMS AND CHECKLISTS

The following pages include forms and checklists intended to aid in the development of a self-designed self-study proposal. The use of pages 8 through 14 is optional; procedures described on pages 1 through 7 are required.

1. A rationale for participation in accreditation activities must be developed.

   1.1. Statement of Purpose:

   1.2. School/District Philosophy Supportive of Purpose:

   1.3. Process and Participants Involved in the Decision to Pursue Accreditation Status:

   1.4. Specific Objectives:

   1.5. Support Commitment:

   1.6. Constraints:

2. Management and participation standards must be observed.

2.1. Person Responsible for Developing the Self-Study Proposal:

Person Responsible for Coordinating the Self-Study Effort:

2.2. Representation of the School Steering Committee:

Name	Position/Representing

(Attach list if more space is needed.)

Describe the method used to select steering committee members:

2.3. Subcommittee Titles, Tasks and Membership:

(Attach a list of all subcommittees proposed for the self-study, labeling each according to its title, specific task(s) and membership.)

2.4. Subcommittee Procedures: (Use additional sheets as necessary.)

2.4.1. Subcommittee chairperson selection procedure:

2.4.2. Data gathering method(s):

2.4.3. Survey instruments to be used: (Attach copies.)

2.4.4. Data aggregation and analysis procedure:

2.4.5. Prioritization procedure:

2.4.6. Subcommittee's report format:

3. The self-study must be comprehensive in scope.

Completion of Worksheet 2, Management and Participation Standards, may have addressed the level of comprehensiveness of the self-study proposal. In Section 2.3., Subcommittee Titles, Tasks and Membership, the titles and tasks are indicators of the completeness of the proposed survey(s); these titles and tasks should clearly document the inclusion of the following areas of investigation:

3.1. Program/Instruction

3.2. Staffing

3.3. Services

3.4. Materials, Supplies and Equipment

3.5. Facilities

3.6. School Climate

If, in reviewing Worksheet 2, any of the five areas appear to be inadequately covered by subcommittee assignments, attach to this worksheet a strategy for dealing with such omission(s).

4. The self-study shall result in the development of a school plan for program improvement.

4.1. Procedure to be followed in analyzing subcommittee reports:

4.2. Procedure to be followed in reconciling conflicting demands from different subcommittees:

4.3. Specific responsibility for preparing the final plan for program improvement:

4.4. Internal monitoring procedure(s) and responsibility:

4.5. Responsibility for updating/revising the school plan:

4.6. Timeline to date; responsibility for updating the timeline:

5. Progress checkpoints are to be observed.

		Date Completed	Completed By
5.1.	Secure a position on the SBE/SPI Self-Study Procedures Participants' List.		
5.2.	Submit Accreditation Self-Study Proposal.		
5.3.	Submit copies of the specific survey and questionnaire forms to be used for school needs-assessment activities.		
5.4.	Submit copy of the school plan for program improvement.		
5.5.	Secure an appointment for validation of the self-study.		
5.6.	Submit school plan revisions that result from validation activity.		

SCHOOL ACCREDITATION

BOOKLET VI
VALIDATING ACCREDITATION PROCEDURES

WASHINGTON STATE BOARD OF EDUCATION
and
WASHINGTON STATE OFFICE OF THE
SUPERINTENDENT OF PUBLIC INSTRUCTION

1981

Monica Schmidt
Assistant Superintendent
Division of Instructional
and Professional Services

Kenneth Bumgarner
Assistant to Division Management
and Director of Program Accountability
Division of Instructional
and Professional Services

William Everhart
Supervisor, Program Accountability
and School Accreditation
Division of Instructional
and Professional Services

Dr. Frank B. Brouillet, State Superintendent of Public Instruction
7510 Armstrong Street SW, Tumwater, Washington 98504

STATE OF WASHINGTON

GRANT L. ANDERSON
BD ARMBRUSTER
LEE H. BAYLEY
(PRIVATE SCHOOL REPRESENTATIVE)
EDWARD DIAMOND, D.V.M.
H. EUGENE HALL, M.D.
MARK E. HODGINS
LEVY S. JOHNSTON
R. E. "TINY" JORGENSEN
WALTER H. LEWIS
ROGER H. LINCOLN
MAGGIE McCARTHY
ROBERT W. RANDALL, O.D.
PHILIP S. SWAIN
DALE W. THOMPSON
OLIE MAE WILSON

State Board of Education

OLYMPIA

DR. FRANK B. BROUILLET
PRESIDENT
GRANT L. ANDERSON
VICE PRESIDENT
DR. WM. RAY BROADHEAD
SECRETARY

MESSAGE FROM THE SUPERINTENDENT OF PUBLIC INSTRUCTION

At its March, 1981, meeting, the State Board of Education adopted a revised and expanded program of school accreditation. This adoption, under development since 1978, is the result of the cooperative efforts of members of the State Task Force for School Accreditation, staff members at schools and ESDs who participated in field test activities, SPI staff, and members of several ad hoc subcommittees. Continuing professional interest and dialogue also have contributed significantly to the development of this program.

All schools, public and private, including any grades, kindergarten through twelve, now may seek accredited status. Additionally, the availability of several optional procedures allows the selection of the method most appropriate for each participating school, thus providing for the differing needs among schools and their staffs.

As Superintendent of Public Instruction, I recommend these accreditation procedures as effective means of achieving planned program improvement at the individual school level. ESD and SPI staff will be working with all who express interest in studying and participating in these accreditation procedures. Those who seek to obtain accredited status through use of the State Board materials are encouraged to study, select, and plan carefully and to develop demanding targets of excellence toward which they can direct their energies. There is a potential of significant improvement that can be realized through judicious and effective application of this program.

Finally, on behalf of the State Board of Education, I wish to express sincere thanks to members of the State Task Force for School Accreditation and the field test participants whose names appear on the following pages. The cooperative leadership shown by these representatives of many diverse groups is most commendable, and their efforts are deeply appreciated.

Frank B. Brouillet

Frank B. Brouillet
President,
State Board of Education

STATE TASK FORCE FOR SCHOOL ACCREDITATION
COMMITTEE MEMBERS

Name	Organization Represented
Grant Anderson	State Board of Education
Edward Beardslee Helen Humbert, Alternate	Washington State Council for Curriculum Coordination
Betsy Brown Bob Pickles, Alternate	Washington Education Association
Walter Carsten, Task Force Chairperson	Washington Association of School Administrators
Dick Colombini	ESD Curriculum Committee
Donn Fountain	House Education Committee
Donna Smith Dorothy Roberts Joyce Henning	Washington Congress of Parents, Teachers, and Students
Richard Hodges	Washington Council of Deans & Directors of Education
Ted Knutsen	Washington State Association for Supervision and Curriculum Development
Doug McLain	Washington Federation of Teachers
Richard Neher	Association of Washington School Principals
Janet Nelson Larry Swift, Alternate	Washington State School Directors' Association
Joe Morton Garris Timmer	Washington Federation of Independent Schools
Ken Bumgarner William Everhart	Superintendent of Public Instruction

FIELD TEST PARTICIPANTS - 1979-80

Bethel School District	Dr. Donald Berger, Assistant Superintendent
Elk Plain Elementary and	Pat Vincent, Vice-Principal
Shining Mountain Elementary	
Kapowsin Elementary	Karl Bond, Principal
Evergreen School District	
Marrion Elementary	Calvin Getty, Principal
La Center School District	Dr. George Kontos, Superintendent
La Center Elementary	Doug Goodlett, Administrative Assistant,
La Center Junior-Senior High School	Instructional Services, ESD 112
Monroe School District	Harold Bakken, Director of Special Projects
Frank Wagner Elementary	Roy Harding, Principal
Mukilteo School District	Robert Rodenberger, Director of Curriculum
Explorer Elementary	Larry Ames, Principal
Omak School District	Carole Anderson, Administrative Assistant
East Omak Elementary	
North Omak Elementary	
Renton School District	Margaret Locke, Director of Elementary
Cascade Elementary	Education
	George McPherson, Principal
San Juan Island School District	Dr. Jerry Pipes, Superintendent
Friday Harbor Elementary	Cathie Mendonsa, Principal
Friday Harbor High School	Mike Vance, Principal
South Kitsap School District	
Orchard Heights Elementary	Largo Wales, Principal
Waptao School District	Walt Bigby, Administrative Assistant
Wapato Primary	Jim Devine, Principal
Central Elementary and	Jim Seamons, Principal
Parker Heights Elementary	
Wapato Intermediate	Bill Frazier, Principal
Wapato Junior High School	Bill Parker, Principal
Wapato High School	Harold Ott, Jr., Principal
Pace Alternative High School	Dennis Erikson, Principal

VALIDATING ACCREDITATION PROCEDURES

BOOKLET VI

Using This Booklet

This booklet, Validating Accreditation Procedures, describes the final major step necessary to the completion of State Board of Education accreditation procedures. Subsequent to the required validation, SPI staff will present accreditation recommendations to the State Board for action.

Validation activities will be conducted by visiting teams at those schools participating in self-study procedures, and regional audit review committees will evaluate school reports generated by standards-only participants. In both types of ~~accreditation activity~~ some participants either will be required or invited to serve in validator's roles. Workshops will be held to train those who will serve on visiting teams or on audit review committees.

For most accreditation participants the material in this booklet is informational rather than procedural. It is provided to illustrate an essential step, and will be of greatest use and interest to coordinators, steering committees and to those who will be assigned or will volunteer to assist in this capacity.

Visiting teams validating self-studies and plans for program improvement will be provided with a procedural handbook during workshops for the teams.

Audit review committees will use the checklist forms found in sections two and three of this booklet. These checklists are organized in format parallel to the appropriate standards-only report forms (C-300 E or C-300 S) and are self-directing in their use.

State Board/SPI accreditation procedures are described in the series of booklets listed below. Some inquiries may be satisfied by the information found in a single booklet; others may need information from several of the topical descriptions or from a complete set.

Each school district and each Educational Service District will receive a complete set of these booklets for reference and for use; additional copies should be reproduced at the district level.

I. Introduction and General Overview

I.A. Factors Promoting Successful Self-Study Processes

II. Input/Standards, Assessment, I/SA; An Approach to Self-Study

III. Process/Outcomes Analysis, P/OA; An Approach to Self-Study
Study Area I
Study Area II (Booklet IV)
Study Area III

IV. School Climate Assessment
- An integral part of the P/OA Model
- An optional supplement to the I/SA and S-D Models

V. Self-Designed Model, S-D; An Approach to Self-Study

VI. Validating the Self-Study, The Plan for Program Improvement, and Standards-Only School Report

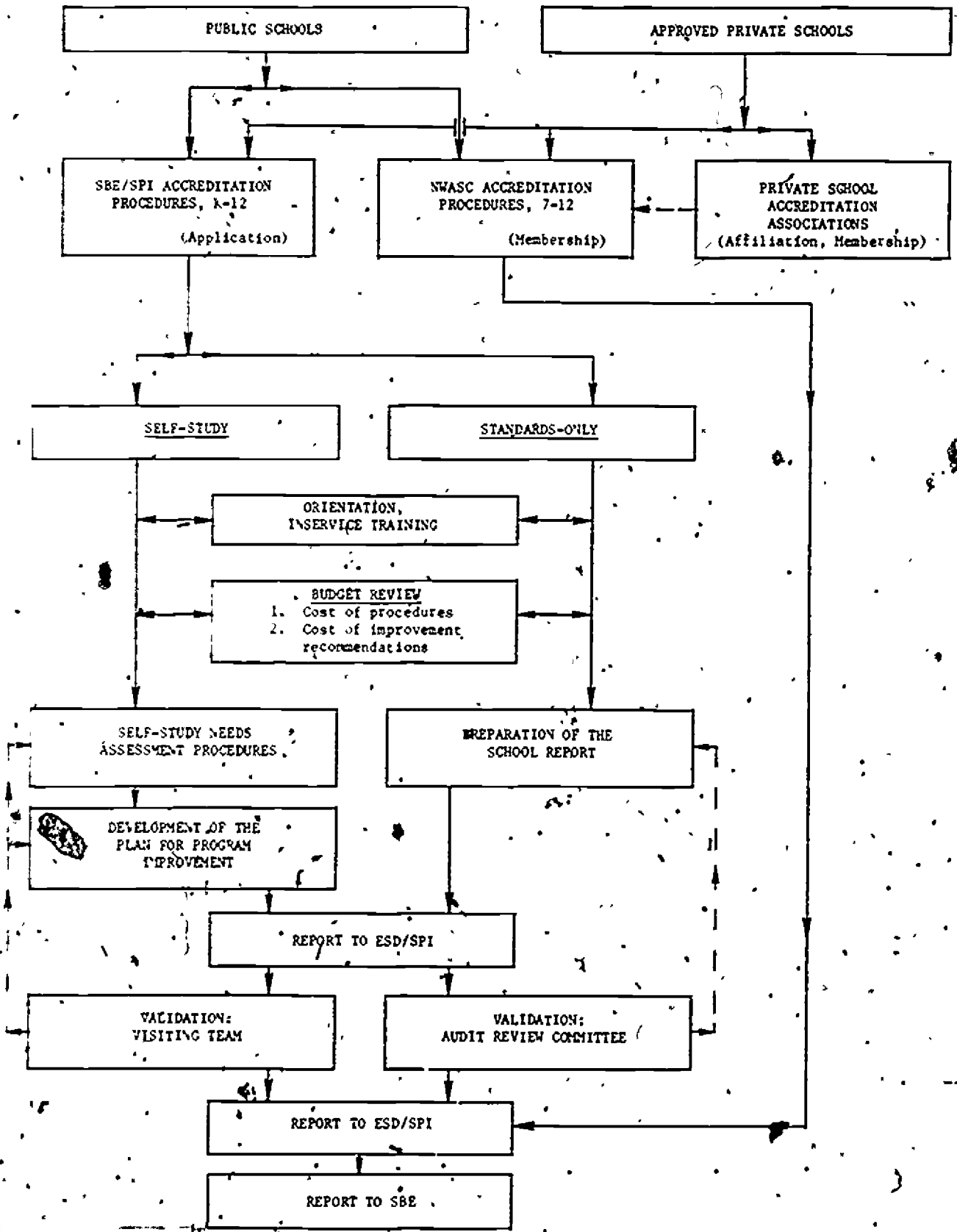
VII. Standards-Only, C-300E (Elementary)

VIII. Standards-Only, C-300S (Secondary)

IX. Selected References; Supplementary Materials

ACCREDITATION PROCEDURES CHART

Steps to be taken in the State Board of Education accreditation procedures are shown in the chart below. Optional accreditation programs are available through the Northwest Association of Schools and Colleges and through the several private school accrediting associations, however, those procedures are not shown in equivalent detail.



DATED MATERIAL

Notice: The Standards-Only procedures, Booklets VII (C-300E) and VIII (C-300S) currently are being revised. The revised materials are to be presented to the State Board for July, 1981 adoption, allowing their use during the 1981-82 school year. Current copies of the C-300 forms are provided to illustrate the general format and type of information necessary to the completion of this process.

Schools interested in utilizing the C-300 Standards-Only procedure for the purpose of achieving accredited status should observe the following:

1. Use the C-300 forms (4/81 revision) as a planning guide only.

2. Complete the appropriate application and submit it to SPI prior to November 1, 1981. Revised copies of the forms will be distributed to early applicants immediately following printing in August, 1981, or upon receipt of application after that date.

3. Contact Bill Everhart, Supervisor, Program Accountability and School Accreditation, if you have any questions.

Address: Superintendent of Public Instruction
7510 Armstrong Street SW
Tumwater, Wa. 98504

Phone: (206) 753-6710
SCAN 234-6710

April, 1981

BOOKLET VI

TABLE OF CONTENTS

Introduction 1

The Visiting Team 1

The Audit Review Committee 2

Preparation and Training 2

Self-Study: Review of Planning and Preparation 3

Self-Study: Review of the Self-Study Activities 4

Self-Study: Review of the Development of the Plan for Program Improvement 5

Self-Study: Review of Implementation Plans 5

Standards-Only: Procedural Checklists 5

Reporting Validation Findings 6

Audit Review Committee Checklist, C-300 E (Elementary) 9

Audit Review Committee Checklist, C-300 S (Secondary) 15

SCHOOL ACCREDITATION

VALIDATING THE SELF-STUDY, THE PLAN FOR PROGRAM IMPROVEMENT, AND STANDARDS-ONLY SCHOOL REPORT

Introduction

Traditional practice has established validation procedures as a necessary external review of both self-study and standards-only accreditation activities. Also, where an improvement plan is based upon the self-study findings, the validation procedures are extended to review that plan. This type of an external, formal review serves several purposes:

1. In the case of self-study accreditation activities:

   1.1 Provide an assessment of the accuracy and thoroughness of the self-study and of the resulting plan for program improvement.

   1.2 Provide an objective source of recommendations for improvement of the self-study and the plan for program improvement.

   1.3 Provide professional, peer endorsement of the self-study.

2. In the case of standards-only accreditation activities:

   2.1 Provide assessment of a school's compliance with an established set of standards.

   2.2 Provide a basis for professional review of the resource evaluation conducted by specified members of the school staff.

3. Create strengthened feelings of credibility both within the school and within the community.

4. Provide means of presenting and interpreting final findings and plans to the staff and to the community.

Validation Method: Self-Study Accreditation Activities - The Visiting Team

In order to meet the requirement of providing an objective review of the self-study and the plan for program improvement, each school participating in State Board of Education/Superintendent of Public Instruction self-study accreditation activities must complete the validation process. Such validation is a necessary final step preceding the assignment of an accredited status to a school by the state board. Validation activities shall be conducted by a visiting team composed of persons external to the school and district concerned.

Each school participating in a self-study accreditation procedure shall nominate three or more staff members for the state validation pool. Visiting team members will be drawn from these pools of teachers, administrators and other professionals in the field of education, and may be required to serve no more than twice during a subsequent two year period. Each of these persons will be consulted with regard to availability for any given assignment.

The assignment of specific visiting team members will be conducted by Educational Service District or Superintendent of Public Instruction personnel who manage the participation records of the pool of visiting team prospects.

One of the persons selected to serve on the visiting team will be asked or appointed to serve as chairperson. This role will require prior relevant experience, preferably in the same position, but at least as a participant in a site visit evaluation effort. The chairperson will have specific planning, leadership and reporting responsibilities pertaining to the visit, and will require typing and production resources from the subject school and from his/her home district.

The visiting teams generally will consist of 5 to 15 members, with particularly small or large schools allowed to develop supportive rationale for the use of teams of less than 5 or more than 15. The organization of responsibilities for each team member will be derived from the number of persons available, the type of accreditation procedure selected, and the form taken in writing the plan for program improvement. The visiting team chairperson and the school steering committee chairperson jointly will determine these specific visiting team assignments, schedules, and support activities.

Validation Method: Standards-Only Accreditation Activities - Audit Review Committee

Audit review committees will be convened at sites rotated among the various ESDs, will draw upon self-study schools for committee membership, and will receive reports in paper form or in personal presentation. These committees will rate C-300 accreditation forms from their regions.

The convening of an audit review committee at the state level may be maintained in addition to or in lieu of regional committees, and would be available to provide final approval of regional evaluations.

Preparation and Training

1. The Visiting Team (Self-study accreditation activities)

   To the greatest extent possible, persons selected to participate as a visiting team member shall have:

   1.1. Participated in an SPI/ESD inservice training program designed specifically to train personnel for self-study activities.

   1.2. Participated in a school self-study or comprehensive needs-assessment survey.

   1.3. Participated in the preparation of comprehensive school-level goals, objectives, or other plans for improvement.

   1.4. Read carefully all pertinent sections of the plan for program improvement prior to visiting the subject school.

   1.5. Read carefully all pertinent procedures as described in the appropriate SBE/SPI Accreditation Booklets series.

The Visiting Team Chairperson

In addition to the experience and familiarity requirements listed in 1.1. through 1.5., above, the visiting team chairperson shall have:

1.6. Led or chaired a self-study or an equivalent comprehensive needs-assessment activity, and/or:

1.7. Led or chaired the preparation of comprehensive school-level goals, objectives, or equivalent plans for improvement, and/or:

1.8. Participated as a member of two or more visiting teams prior to the present assignment.

2. Regional and State Level Audit Review Committees (standards-only accreditation activities)

Persons selected to serve as members of regional and/or state audit review committees shall meet the criteria for visiting team members as described in 1.3. and 1.5., above. The chairperson's role for each audit review committee may be assumed by Educational Service District or Superintendent of Public Instruction staff, or may be subject to internal appointment or election by the committee.

Validation Procedural Checklists: Self-Study Accreditation Activities

The several different approaches by which accredited status is gained will require that validation processes be somewhat flexible in their application. A self-designed self-study for example, may emphasize strongly the development of a community advisory council; the validation of this self-study and the subsequent plan for improvement would need to consider this emphasis as the review takes place.

Certain general characteristics of comprehensive self-study should be observed, with emphases placed carefully in context. Specifics might apply only to the Input/Standards Assessment Model, to the Process/Outcomes Analysis Model, or to the Self-Designed Model. The checklists that follow should be modified to reflect such differences.

1. Review of Planning and Preparation for the Self-Study

1.1. What are the sources of the decision to seek accredited status? Is the decision broadly based? What is the evidence of support for this decision? Was the process clearly internally motivated?

1.2. Was there clear and positive support from district administration and board members? Was belief in the usefulness of the process expressed by leaders?

1.3. Did the selection of the process involve representatives from the full range of participants? Were results from prior assessment activities considered? Were the unique characteristics of the available procedures evaluated in terms of school needs and capabilities?

1.4. Were district and school goals reviewed, clarified and re-defined? Were specific goals and objectives stated in performance terms?

2. Review of the Conduct of the Self-Study

2.1. Were participation requirements met? How can meaningful participation be documented as contrasted with non-participatory endorsement lists?

2.2. Was the process well led? What are the most significant examples of positive leadership or lack of same in the following roles:

1.6.1. Overall leadership (Coordinator, etc.)

1.6.2. Steering committee leadership.

1.6.3. Steering committee membership.

1.6.4. Subcommittee leadership.

1.6.5. Informal leadership.

2.3. Was the study of program and process comprehensive? Were the subcommittees well organized? Were the formal charges to the subcommittees clearly drawn? Was the selection or adaptation of survey instruments thoroughly addressed? Did the self-study consider the following?

2.3.1. Quality of program.

2.3.2. Comprehensiveness and balance of program.

2.3.3. Appropriateness of program.

2.3.4. Staff development and commitment.

2.3.5. Necessary school services.

2.3.6. Provision of equipment and supplies.

2.3.7. Site and facilities.

2.4. What strengths of program were noted?

2.5. What needs for program improvement were noted?

2.6. Were any problems solved or programs and services strengthened during or as a result of the self-study?

2.7. Did any attitudinal change occur as a result of the self-study?

2.7.1. Staff.

2.7.2. Administration.

2.7.3. Parents.

2.7.4. Students.

2.7.5. Community.

3. Review of the Development of the Plan for Program Improvement

3.1. Is the plan easily readable? Does it effectively describe realistic goals and objectives? Is it complete? Does it include citations of strength in addition to needs for improvement?

3.2. Who had major responsibility for the plan? Were any participant groups excluded from participation in preparing the plan? Does the plan include any minority reports? Is there any indication of official or unofficial dissatisfaction with the plan?

3.3. Is the plan realistic? Are the goals attainable?

4. Review of Plans to Implement the Plan for Program Improvement

4.1. Has the plan for improvement been translated into specific tasks? (performance terms) Has a reasonable timeline been established?

4.2. Has an internal evaluation process been described? Has a feedback and revision procedure been developed?

4.3. Have specific individuals been assigned responsibility for different aspects of the plan? Has the original steering committee been given a role in implementation, evaluation, and revision of the plan?

4.4. Has the completed process been reported to the following?

4.4.1. Staff.

4.4.2. Administration.

4.4.3. Parents.

4.4.4. Students.

4.4.5. Community.

Using the preceding series of questions, the validators will determine the level of effectiveness of the study by the participating school. The format may be modified as needed, but the main topic of each numbered item should be investigated during the validation process.

Validation Procedural Checklists: Standards-Only Accreditation Activities

Both the elementary standards-only procedure (C-300 E; Booklet VII) and the secondary standards-only procedure (C-300 S; Booklet VIII) are presented in a format requiring completion by a representative of a participating school. Each of these formats will be used as a checklist during the assessment activity. Recap sheets that match the required format will be provided for members of audit review committees (see pages 9-18 of this booklet).

Reporting Validation Findings

Reports of the validation findings will be made at four levels: the participating school, the district superintendent of the participating school, the appropriate Educational Service District, and the State Superintendent of Public Instruction. The chairperson of the visiting team or audit review committee will be responsible for the preparation and delivery of such reports.

Reporting procedures:

1. Self-Study Accreditation Activities: Exit Procedure

   At the conclusion of the visiting team's observation and interview activities, the team shall observe the following exit procedures:

   1.1. Meet privately as a committee to discuss tentative findings including at least the areas of critical recommendations, major commendations, incomplete information, and recommendation(s) regarding accreditation status for the school and to prepare presentation of such information.

   1.2. Meet with professional representatives of the school to present and discuss such findings, receive input from the school staff concerning the findings, and to seek additional information as necessary.

2. Self-Study Accreditation Activities: Validation Report

   2.1. Prepare a draft of the validation report which shall be based upon a post-visit review of the school's plan for program improvement, such visiting team records as may have been prepared, and salient information obtained during the exit procedure.

   2.2. Submit draft of the validation report to all members of the visiting team.

   2.3. Synthesize the final draft of the validation report.

   2.4. Submit the completed validation report to the school principal, the school district superintendent, the appropriate Educational Service District staff, the State Superintendent of Public Instruction, and members of the visiting team involved in the visit and preparation of the validation report.

3. Standards-Only Accreditation Activities: Validation Procedures

   The audit review committee members shall review the C-300 school reports for which they are responsible. The completion of validation of the C-300 standards-only accreditation activities requires that the committee:

   3.1. Review the C-300 reports.

   3.2. Seek clarification of incomplete or inconsistent entries in the C-300 reports.

3.3. Recommend individual school accreditation status based upon the information in each C-300 report.

3.4. Report status recommendations for all schools assigned for review to the State Superintendent of Public Instruction, through the respective Educational Service District, if appropriate. Information regarding such recommendations will be available from the state superintendent.

The Audit Review Committee

VALIDATING
the
STANDARDS-ONLY SCHOOL REPORT

Elementary C-300E

Steps

1. Individual review of school reports.
2. Discussion of designated ratings.
3. Gathering of clarifying data (if necessary).
4. Determination of consensus rating.

The audit review committee shall use this checklist during their review of the C-300E school report, with each committee member required to complete a separate form for each school reviewed. Differences among the committee members in determining ratings shall be resolved during discussion, and necessary clarifying data shall be obtained prior to the final determination of rating.

The chairperson of the audit review committee shall be responsible for obtaining such clarifying data as may be necessary, for recording the full committee's deliberations on each school under consideration, for preparing individual folders containing the completed forms for each school under review, and for compiling a listing of all schools reviewed and the recommended ratings for each. File folders shall be housed at SPI; copies of the list of recommended ratings shall be sent to appropriate ESDs and to SPI.

AUDIT REVIEW COMMITTEE CHECKLIST

ACCREDITATION RECOMMENDATIONS - ELEMENTARY EDUCATION - C-300E

SCHOOL _____ SCHOOL DISTRICT _____

COUNTY _____ ESD _____ DATE _____

A. A review of the C-300 Form shows no deviations. ☐
If "A" is checked, sign the form and disregard Section "B".

B. Shortages or noncompliance are recorded in the following standards:

1. Standard I (From Accreditation Application, Part II)

Basic Education Minimum Requirements ☐

Basic Education Supplemental Requirements ☐

2. Standard II - Program Offerings

A. Program hour requirements

List areas where deviations exist: _____

_____

B. Program mix requirements

List areas where deviations exist: _____

_____

C. Subject Area Time Allocation, page 10

1. SPI staff verification - Program Hour/Mix compliance ☐

2. Table completed ☐

D. Sample weekly class schedules attached ☐

3. Standard II - Staff

A. Affirmative Action Compliance ☐

(B-E: Check if deviations in "time", "preparation", or "both" exist)

	Time	Prep	Both
B. Administrators	☐	☐	☐
C. Counseling Personnel	☐	☐	☐
D. Teachers	☐	☐	☐
E. Learning Resource Specialists	☐	☐	☐
F. Clerical Staff	☐		

G. Schools with fewer than 100 students: If "time" for any category B-F shows a deviation, check box. ☐

List areas (Example - Teaching) _____

_____

4. Standard IV - Services

A. Instructional and Learning Resources

1. Materials

☐ Check if deviations exist; list deviations: _____

_____

2. Facilities

☐ Check if deviations exist; list deviations: _____

_____

3. Budget

☐ Check if deviations exist; list deviations: _____

_____

4. Organization and Program

☐ Check if deviations exist; list deviations: _____

_____

B. Guidance Services

1. Physical Facilities

☐ Check if deviations exist: list deviations: _____

_____

2. Organization and Program

☐ Check if deviations exist; list deviations: _____

_____

C. School Health Services

1. Physical Facilities

☐ Check if deviations exist; list deviations: _____

_____

2. Organization and Program

☐ Check if deviations exist; list deviations: _____

_____

5. Standard V - Text/Supplementary Reference Materials
List area(s) with rating of "0" or "1": _____

_____

6. Standard VI - Equipment and Materials
List area(s) with rating of "0" or "1": _____

_____

7. Standard VII - Facilites
List area(s) with rating of "0" or "1": _____

_____

Summary of deviations: _____

_____

_____

_____

Additional considerations (e.g., prior or current effort, impact of enrollment fluctuation, etc.): _____

_____

_____

_____

_____

Check type of accreditation recommended by team members:

Standard ☐ Conditional ☐ Probationary ☐ Denied ☐

Audit Review Committee Member _____

Audit Review Committee Chairperson _____

Date _____

The Audit Review Committee

VALIDATING
the
STANDARDS-ONLY SCHOOL REPORT

Secondary C-300S

Steps

1. Individual review of school reports.
2. Discussion of designated ratings.
3. Gathering of clarifying data (if necessary).
4. Determination of consensus rating.

The audit review committee shall use this checklist during their review of the C-300S school reports, with each committee member required to complete a separate form for each school reviewed. Differences among the committee members in determining ratings shall be resolved during discussion, and necessary clarifying data shall be obtained prior to the final determination of rating.

The chairperson of the audit review committee shall be responsible for obtaining such clarifying data as may be necessary, for recording the full committee's deliberations on each school under consideration, for preparing individual folders containing the completed forms for each school under review, and for compiling a listing of all schools reviewed and the recommended ratings for each. File folders shall be housed at SPI; copies of the list of recommended ratings shall be sent to appropriate ESDs and to SPI.

AUDIT REVIEW COMMITTEE CHECKLIST

ACCREDITATION RECOMMENDATIONS - SECONDARY EDUCATION - C-300S

SCHOOL _____ SCHOOL DISTRICT _____

COUNTY _____ ESD _____ DATE _____

A. A review of the C-300 Form shows no deviations. ☐
If "A" is checked, sign the form and disregard Section "B".

B. Shortages or noncompliance are recorded in the following standards:

1. Standard I (From Accreditation Application, Part II)

Basic Education Minimum Requirements ☐

Basic Education Supplemental Requirements ☐

2. Standard II

Program Offerings ☐

List areas where deviations exist. _____

3. Standard II - Staff

A. Affirmative Action Compliance ☐

(B-F: Check if deviations in "time", "preparation", or "both" exist)

	Time	Prep.	Both
B. Administrators	☐	☐	☐
C. Teaching	☐	☐	☐
D. Librarian	☐	☐	☐
E. Trained Counselors	☐	☐	☐
F. Clerical Staff	☐		

G. Schools with fewer than 150 enrollment in grades 7-12: ☐
If "time" for any category B-F shows a deviation, check box.

List areas of deviation (Example - Teaching). _____

4. Standard IV - Services

A. Instructional and Learning Resources

1. Materials

[ ] Check if deviations exist; list deviations: _____

2. Facilities

[ ] Check if deviations exist; list deviations: _____

3. Budget

[ ] Check if deviations exist; list deviations: _____

4. Organization and Program

[ ] Check if deviations exist; list deviations: _____

B. Guidance Services

1. Physical Facilities

[ ] Check if deviations exist: list deviations: _____

2. Organization and Program

[ ] Check if deviations exist; list deviations: _____

C. School Health Services

1. Physical Facilities

[ ] Check if deviations exist; list deviations: _____

2. Organization and Program

[ ] Check if deviations exist; list deviations: _____

5. Standard V - Text/Supplementary Reference Materials
List area(s) with rating of "0" or "1": _____

6. Standard VI - Equipment and Materials
List area(s) with rating of "0" or "1": _____

7. Standard VII - Facilites
List area(s) with rating of "0" or "1": _____

Summary of deviations: _____

Additional considerations (e.g., prior or current effort, impact of enrollment fluctuation, etc.): _____

Check type of accreditation recommended by team members:

Standard ☐ Conditional ☐ Probationary ☐ Denied ☐

Audit Review Committee Member _____

Audit Review Committee Chairperson _____

Date _____

SCHOOL ACCREDITATION

BOOKLET VII
STANDARDS-ONLY
ELEMENTARY

WASHINGTON STATE BOARD OF EDUCATION
and
WASHINGTON STATE OFFICE OF THE
SUPERINTENDENT OF PUBLIC INSTRUCTION

1981

Monica Schmidt
Assistant Superintendent
Division of Instructional
and Professional Services

Kenneth Bumgarner
Assistant to Division Management
and Director of Program Accountability
Division of Instructional
and Professional Services

William Everhart
Supervisor, Program Accountability
and School Accreditation
Division of Instructional
and Professional Services

Dr. Frank B. Brouillet, State Superintendent of Public Instruction
7510 Armstrong Street SW., Tumwater, Washington 98504

STATE OF WASHINGTON

GRANT L. ANDERSON
ED ARMBRUSTER
LEE H. BATLEY
(PRIVATE SCHOOL REPRESENTATIVE)
EDWARD DIAMOND, D.V.M.
H. EUGENE HALL, M.D.
MARIE E. HOBMAN
LEVI S. JOHNSTON
E. E. "TINY" JORGENSEN
WALTER H. LEWIS
ROGER H. LINCOLN
MAGGIE McCARTHY
ROBERT W. RANDALL, O.D.
PHILIP E. SWAIN
DALE W. THOMPSON
OLLIE MAE WILSON

State Board of Education

OLYMPIA

DR. FRANK B. BROUILLET
PRESIDENT
GRANT L. ANDERSON
VICE PRESIDENT
DR. WM. RAY BROADHEAD
SECRETARY

MESSAGE FROM THE SUPERINTENDENT OF PUBLIC INSTRUCTION

At its March, 1981, meeting, the State Board of Education adopted a revised and expanded program of school accreditation. This adoption, under development since 1978, is the result of the cooperative efforts of members of the State Task Force for School Accreditation, staff members at schools and ESDs who participated in field test activities, SPI staff, and members of several ad hoc subcommittees. Continuing professional interest and dialogue also have contributed significantly to the development of this program.

All schools, public and private, including any grades, kindergarten through twelve, now may seek accredited status. Additionally, the availability of several optional procedures allows the selection of the method most appropriate for each participating school, thus providing for the differing needs among schools and their staffs.

As Superintendent of Public Instruction, I recommend these accreditation procedures as effective means of achieving planned program improvement at the individual school level. ESD and SPI staff will be working with all who express interest in studying and participating in these accreditation procedures. Those who seek to obtain accredited status through use of the State Board materials are encouraged to study, select, and plan carefully and to develop demanding targets of excellence toward which they can direct their energies. There is a potential of significant improvement that can be realized through judicious and effective application of this program.

Finally, on behalf of the State Board of Education, I wish to express sincere thanks to members of the State Task Force for School Accreditation and the field test participants whose names appear on the following pages. The cooperative leadership shown by these representatives of many diverse groups is most commendable, and their efforts are deeply appreciated.

Frank B. Brouillet

Frank B. Brouillet
President
State Board of Education

STATE TASK FORCE FOR SCHOOL ACCREDITATION
COMMITTEE MEMBERS

Name	Organization Represented
Grant Anderson	State Board of Education
Edward Beardslee Helen Humbert, Alternate	Washington State Council for Curriculum Coordination
Betsy Brown Bob Pickles, Alternate	Washington Education Association
Walter Carsten, Task Force Chairperson	Washington Association of School Administrators
Dick Colombini	ESD Curriculum Committee
Donn Fountain	House Education Committee
Donna Smith Dorothy Roberts Joyce Henning	Washington Congress of Parents, Teachers, and Students
Richard Hodges	Washington Council of Deans & Directors of Education
Ted Knutsen	Washington State Association for Supervision and Curriculum Development
Doug McLain	Washington Federation of Teachers
Richard Neher	Association of Washington School Principals
Janet Nelson Larry Swift, Alternate	Washington State School Directors' Association
Joe Morton Garris Timmer	Washington Federation of Independent Schools
Ken Bumgarner William Everhart	Superintendent of Public Instruction

FIELD TEST PARTICIPANTS - 1979-80

Bethel School District	Dr. Donald Berger, Assistant Superintendent
Elk Plain Elementary and	Pat Vincent, Vice-Principal
Shining Mountain Elementary	
Kapowsin Elementary	Karl Bond, Principal
Evergreen School District	
Marrion Elementary	Calvin Getty, Principal
La Center School District	Dr. George Kontos, Superintendent
La Center Elementary	Doug Goodlett, Administrative Assistant,
La Center Junior-Senior High School	Instructional Services, ESD 112
Monroe School District	Harold Bakken, Director of Special Projects
Frank Wagner Elementary	Roy Harding, Principal
Mukilteo School District	Robert Rodenberger, Director of Curriculum.
Explorer Elementary	Larry Ames, Principal
Omak School District	Carole Anderson, Administrative Assistant
East Omak Elementary	
North Omak Elementary	
Renton School District	Margaret Locke, Director of Elementary Education
Cascade Elementary	George McPherson, Principal
San Juan Island School District	Dr. Jerry Pipes, Superintendent
Friday Harbor Elementary	Cathie Mendonsa, Principal
Friday Harbor High School	Mike Vance, Principal
South Kitsap School District	
Orchard Heights Elementary	Largo Wales, Principal
Waptao School District	Walt Bigby, Administrative Assistant
Wapato Primary	Jim Devine, Principal
Central Elementary and	Jim Seamons, Principal
Parker Heights Elementary	
Wapato Intermediate	Bill Frazier, Principal
Wapato Junior High School	Bill Parker, Principal
Wapato High School	Harold Ott, Jr., Principal
Pace Alternative High School	Dennis Erikson, Principal

TASK FORCE SUBCOMMITTEE FOR DEVELOPMENT OF THE ELEMENTARY STANDARDS-ONLY PROCEDURE (C-300E)

Nancy Amundsen, teacher, Roy Elementary School
Bethel School District

Betsy Brown, teacher, Valhalla Elementary School
Federal Way School District

Bonna Strange, teacher, Capital High School
Olympia School District

Carol Hosman, principal, Cape Horn-Skye Elementary School, K-6
Washougal School District

Bruce Blaine, principal, East Olympia Elementary School, K-4
Tumwater School District

Ron May, principal, Byron Kibler Elementary School, K-3
Enumclaw School District

Margaret Jackson
ESD 189

TASK FORCE SUBCOMMITTEE FOR THE REVIEW AND REVISION OF THE C-300E AND C-300S FORMS

Betsy Brown, teacher, Valhalla Elementary School
Federal Way School District

Bonna Strange, teacher, Capital High School
Olympia School District

Joe Dargan, teacher, Sheridan Elementary School
Tacoma School District

Ron May, principal, Byron Kibler Elementary School
Enumclaw School District

Ron Van Horne, vice-principal, Cheney Junior High School
Cheney School District

Max Murray, principal, R. A. Long High School
Longview School District

Bob Close, assistant superintendent
Chehalis School District

Lucile Beckman, director
Seattle Country Day School

STANDARDS-ONLY -- ELEMENTARY

BOOKLET VII

Using This Booklet

This booklet, Standards-Only -- Elementary (C-300E), is one of two standards-only models provided by the State Board of Education's accreditation program. The C-300S, Booklet VIII, is available for secondary schools. Middle schools may need to consider both forms in order to determine which is best suited to their needs.

There is no limitation on the number of schools accepted annually for participation in standards-only accreditation procedures, whereas participation in the more demanding self-study procedures (Booklets II, III and V) is limited to 60 schools per year.

Basically, the use of the form in this booklet is self-explanatory. The person(s) responsible for completing the report must obtain the necessary information and, where standards are not met, prepare statements of rationale for exception or statements of equivalency that justify the exception, if standards so allow. The audit review committee will evaluate the level of compliance with the standards, will consider statements of rationale and/or equivalency, will review improvement efforts where applicable, and will recommend an accreditation rating to the SPI staff for presentation to the State Board of Education.

Schools that clearly will note many exceptions and/or equivalencies to the C-300 standards may wish to consider the use of one of the more flexible self-study models.

ACCREDITATION MATERIALS

State Board/SPI accreditation procedures are described in the series of booklets listed below. Some inquiries may be satisfied by the information found in a single booklet; others may need information from several of the topical descriptions or from a complete set.

Each school district and each Educational Service District will receive a complete set of these booklets for reference and for use; additional copies should be reproduced at the district level.

I. Introduction and General Overview

I.A. Factors Promoting Successful Self-Study Processes

II. Input/Standards Assessment, I/SA; An Approach to Self-Study

III. Process/Outcomes Analysis, P/OA; An Approach to Self-Study
- Study Area I
- Study Area II (Booklet IV)
- Study Area III

IV. School Climate Assessment
- An integral part of the P/OA Model
- An optional supplement to the I/SA and S-D Models

V. Self-Designed Model, S-D; An Approach to Self-Study

VI. Validating the Self-Study, The Plan for Program Improvement, and Standards-Only School Support

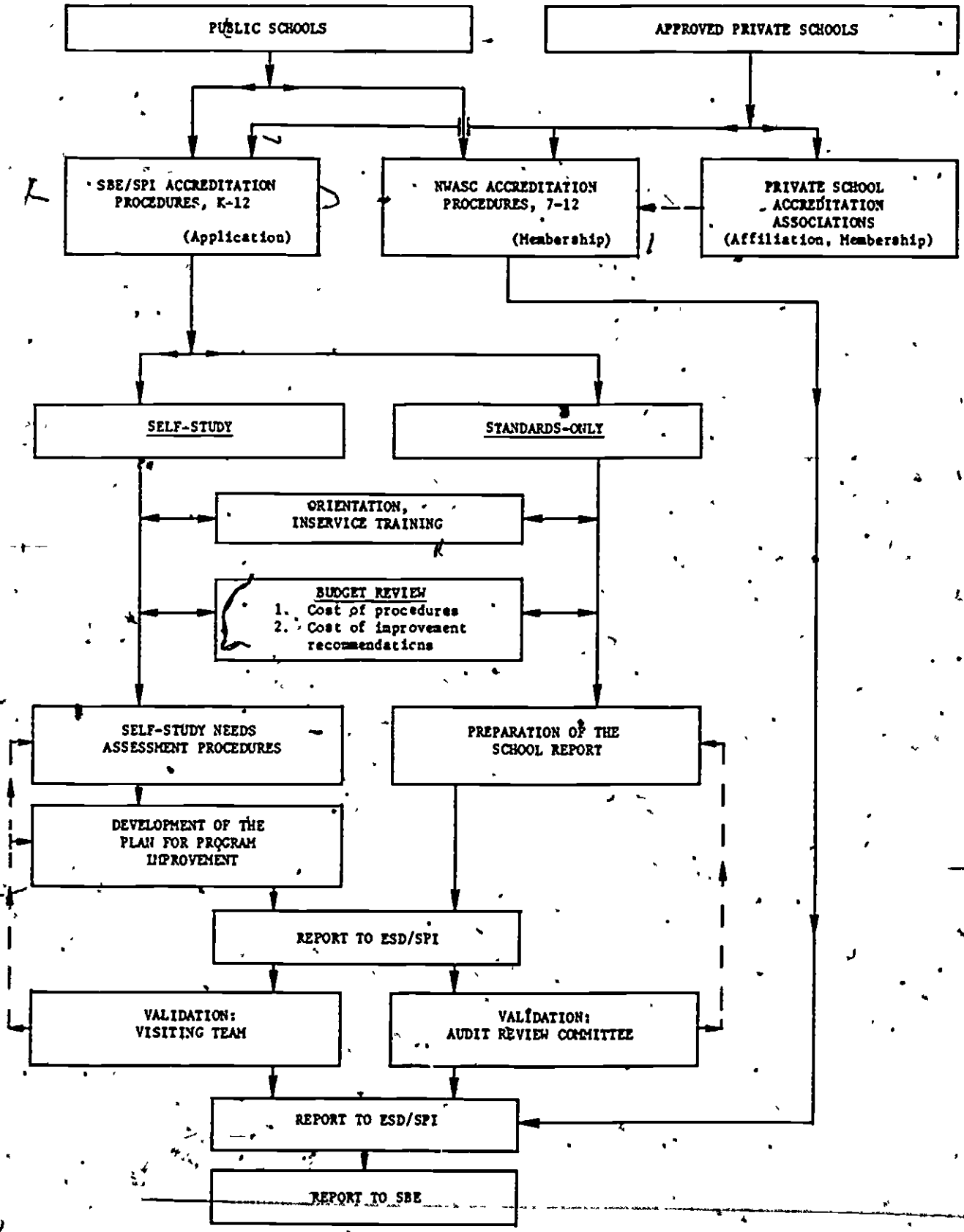
VII. Standards-Only, C-300E (Elementary)

VIII. Standards-Only, C-300S (Secondary)

IX. Selected References; Supplementary Materials

ACCREDITATION PROCEDURES CHART

Steps to be taken in the State Board of Education accreditation procedures are shown in the chart below. Optional accreditation programs are available through the Northwest Association of Schools and Colleges and through the several private school accrediting associations, however, those procedures are not shown in equivalent detail.



BOOKLET VII

TABLE OF CONTENTS

Identification Sheet 1

Directions 2

General Information 3

Standard I: Entitlement (Public Schools) and Approval Standards (Private Schools) 5

Standard II: Program Offerings 5

Standard III: Staff 12

Standard IV: Services 20

Standard V: Textbook and Supplementary Reference Materials 24

Standard VI: Equipment and Materials 25

Standard VII: Facilities 26

Certification of Report 27

Superintendent of Public Instruction

7510 Armstrong St. SW Tumwater, Wa. 98504

BOOKLET VII

Due to SPI: Nov. 30

ELEMENTARY

(Middle Schools and Junior High Schools: see also Booklet VIII)

The attached form is provided in response to your request for an appraisal of your school's accreditation status. Please complete all three copies of the form. Retain one copy for your files, and send two to your local district superintendent for examination and signature. Superintendents are asked to forward one copy to their ESD superintendent and return the other to William Everhart, Program Accountability, SPI 7510 Armstrong Street S.W., Tumwater, Wa. 98504, no later than November 30. Responses will be evaluated, and the results will be mailed to each applicant as soon as the members of the State Board of Education have acted upon staff recommendations.

NAME OF SCHOOL _____

NAME OF SCHOOL DISTRICT _____

SCHOOL ADDRESS _____

COUNTY _____ ESD _____

SCHOOL PRINCIPAL _____

DISTRICT SUPERINTENDENT _____

DATE _____

PLEASE NOTE:

Public Schools:

The district must meet (with specific exceptions) the Basic Education Allocation Entitlement Requirements (WAC 180-16-191 through 225) before any of said district's individual schools may be considered for participation in SBE/SPI accreditation procedures.

Private Schools:

The school must be in compliance with the approval requirements in Chapter 180-90 WAC before it may be considered for participation in SBE/SPI accreditation procedures.

Booklet VII

ELEMENTARY SCHOOL REPORT
STANDARDS FOR ACCREDITATION

TO: Principals of Elementary Schools

FROM: Program Accountability Section, SPI

Your cooperation in completing the following report is appreciated. In addition to serving as a backup to the preferred self-study procedures, hereby providing unlimited access to the state board accreditation program, the Standards-Only C-300 School Reports are designed to:

1. Enhance the quality of a school's educational program.
2. Provide a means by which a school can assess its relationship to established educational standards.
3. Promote subsequent follow-up activities and actions that are indicated by deviations from the standards.
4. Provide flexibility within the framework of specified standards through description(s) of program practices equivalent to the standard(s).
5. Provide assurance to the public that students in an accredited elementary school have available a program containing a comprehensive foundation of knowledge and learning skills.
6. Provide assurance to the public that students in an accredited middle school have available a program containing an expanded and reinforced foundation of knowledge and learning skills, a variety of introductory and survey courses that offer exploratory opportunities to meet emerging individual student interests, and a suitable transitional experience designed to provide a bridge from elementary to secondary instructional organization.

On objective validation of the school report will be conducted by an audit review committee, and a recommended designation of STANDARD, CONDITIONAL or PROBATIONARY accredited status will be made at that time. Subsequent to action by the state board of education, a designation of standard accreditation status will be valid for two years and may be renewed by further biennial submissions of the C-300 school report. Conditional and probationary designations are valid for one year only, and improvement(s) must be addressed within that time.

PLEASE BE SURE TO ATTACH A COPY OF YOUR SCHOOL'S DAILY SCHEDULE(S) AND COPIES OF TEACHERS' DAILY/WEEKLY SCHEDULES WHICH ARE REPRESENTATIVE OF EACH GRADE LEVEL.

GENERAL INFORMATION

Due to SPI: Nov. 30

SCHOOL _____ GRADE RANGE _____

PRINCIPAL _____

DISTRICT _____ ESD _____

YEAR THIS SCHOOL OPENED _____ LAST MAJOR BUILDING ADDITION _____

1. GRADES TO BE CONSIDERED FOR ACCREDITATION (circle):

   K 1 2 3 4 5 6 7 8

2. PRINCIPAL'S ADMINISTRATIVE RESPONSIBILITY (circle grades for which the administrator of this school is responsible):

   K 1 2 3 4 5 6 7 8 9 10 11 12

3. ORGANIZATIONAL STRUCTURE (complete any that apply):

   _____ Self-Contained, grades _____

   _____ Departmental, grades _____

   _____ Open Classrooms, grades _____

   _____ Ungraded, student ages _____

   _____ Other (specify) _____

4. ENROLLMENT BY GRADE (as of October 1):

   K _____ 3 _____ 6 _____

   1 _____ 4 _____ 7 _____

   2 _____ 5 _____ 8 _____

5. ENROLLMENT PATTERN:

   Total, October 1, this school year _____

   Total, October 1, last school year _____

   Total, October 1, five years ago _____

6.. THE SCHOOL COMMUNITY: (optional) You may note on this page any unique design or direction of your school program that has its origin in program philosophy, client/community characteristics, special purpose emphases, identified strengths/weaknesses, enrollment fluctuation, school boundary or organizational changes, setting/environment, plans for the future, etc.

ELEMENTARY STANDARDS

Standard I Entitlement to Basic Education Allocation Funds and Supplemental Program Standards or Private School Approval Requirements

Participation in state board of education accreditation activities must be arranged through the state superintendent of public instruction. Such participation is contingent upon a public school and district meeting compliance requirements as described in WAC 180-55-020(1) and a private school meeting approval requirements as described in WAC 180-55-020(2).

Public schools will address this standard in Part II of the Application to Participation - Accreditation Activities. Private school approval status will be verified by staff of the state superintendent of public instruction.

Standard II Program Offering

Introduction

While secondary program offerings are tied to graduation requirements and subject-matter credits, elementary schools have had little experience in developing and maintaining program offering requirements. The amount of instructional time alloted to any given elementary level subject may be determined by any of a number of variables, with the result that the definition of standardized elementary requirements becomes a confusing and misleading effort.

This section approaches the question of elementary school program offering requirements as follows:

1. The materials provide a description and an example of the Basic Education Allocation Entitlement Requirement rules as they pertain to elementary program hours and program mix.
2. The materials provide a grade-by-grade and subject-by-subject series of time allocation recommendations for comparison purposes.
3. Participating schools will complete a form documenting each school's subject-matter time allocations as an example of present practice.

Background

With the majority of elementary school program offerings presented in self-contained, flexibly scheduled classrooms, specific program requirements become difficult to describe. Rarely, for example, do you find subject matter credits at the elementary level, or standardized periods of departmentalized coursework; these are management and presentation characteristics of secondary school programs.

Elementary program offerings, and the time allocated to each, are commonly based on at least six factors:

1. What has been done before, i.e. common practice.
2. Enlightened, professional practice.
3. District-developed standards.
4. Individual teacher preference.
5. District standards developed in response to community input and/or community pressure.
6. District interpretation of the Basic Education Act Entitlement rules that specify program hour and program mix requirements.

The obvious lack of structure or lack of requirements governing elementary program offerings creates several conflicting conditions:

1. Districts/schools retain significant autonomy in determining the balance of coursework to be offered to elementary students.
2. Adverse test or performance results can be addressed by reordering program priorities promptly.
3. Wide time-bloc discrepancies exist among elementary schools; subjects receive inconsistent emphases.
4. Standardized requirements are difficult to identify.
5. Educational trends are difficult to identify and a data base of elementary program practices is not available.

Interim Requirement

For purposes of reporting on the C-300E form, elementary program offering standards are herein structured more precisely than has been the custom. However, the general absence of such standards creates a present need to establish a data base which will lend validity to these requirements. The ranges suggested in example 2 are subject to revisions that will be determined by an improved data base.

A. Basic Education Allocation Entitlement Requirements; impact on elementary program offerings.

1. Program hour requirements

1.1. Kindergarten requirement, 450 hours; average hours per day will depend upon the number of days in each KG calendar.

1.2. Grades 1-3 requirement, 2700 hours; average hours per day, 5.0.

1.3. Grades 4-6 requirement, 2970 hours; average hours per day, 5.5.

1.4. Grades 7-8 self-contained, 1980 hours; average hours per day, 5.5.

2. Program mix requirements

2.1. The KG program shall include instruction in reading, arithmetic, and language skills; there are no percentage requirements.

2.2. Grades 1-3: basic skills instructional time must be not less than 95% (90% after allowable variance) of the requirement.

2.3. Grades 4-6: basic skills instructional time must be not less than 90% (85% after allowable variance) of the requirement.

2.4. Grades 7-8: basic skills instructional time must be not less than 85% (80% after allowable variance) of the requirement,
AND work skills instructional time must be not less than 10% (5% after allowable variance) of the requirement.

3. Application of program mix percentages to program hour requirements

3.1. KG: No program mix percentages; check for 450 program hour compliance and for inclusion of basic skills requirements.

3.2. Grades 1-3: 90% of 2700 program hours requirement,

(a) 2700 × .9 = 2430

(b) 810 / 3/2430 (3 years)

(c) 4.5 / 180/810 (180 days)

where 4.5 hours is the minimum average daily requirement for instruction in basic skills.

3.3 Grades 4-6: 85% of 2970 program hours requirement,

(a) 2970 × .85 = 2524.5

(b) 841.5 / 3/2524.5

(c) 4.7 / 180/841.5

where 4.7 hours is the minimum average daily requirement for instruction in basic skills.

3.4. Grades 7-8: 80% of 1980 program hours requirement,

(a) 1980 × .8 = 1584

(b) 792 / 2/1584

(c) 4.4 / 180/792

where 4.4 hours is the minimum average daily requirement for instruction in basic skills,
AND: 5% of 1980 program hours requirement,

(a) 1980 × .05 = 99

(b) 49.5 / 2/99

(c) .3 / 180/49.5

where .3 hours is the minimum average daily requirement for instruction in work skills,
AND: the total 7-8 instructional program requirement is 4.7 hours, the sum of the basic skills and work skills requirements, 4.4 plus 0.3.

EXAMPLE 1

A hypothetical daily schedule illustrating program hour compliance, I and program mix noncompliance, II.

Typical 3rd Grade Schedule	Countable Program Hour Time, Minutes	Countable Instructional Time, Minutes
	I	II
Opening 9:00-9:10	10	-----
Reading I 9:10-10:15	65	65
Recess 10:15-10:30	15	-----
Spelling 10:30-10:45	15	15
Arithmetic 10:45-11:15	30	30
Science-Health 11:15-11:35	20	20
Art 11:35-11:55	20	20
Lunch-Actual Time 11:55-12:15	-----	-----
Noon Recess 12:15-12:45	30	-----
Social Studies 12:45-1:10	25	25
English 1:10-1:25	15	15

Penmanship 1:25-1:30	5	5
Music 1:30-1:50	20	20
Recess 1:50-2:00	10	-----
Physical Education 2:00-2:20	20	20
Reading II 2:20-2:40	20	20
Closing 2:40-2:50	10	-----
	330	255
	5.5 hours/day 300 minutes/5 hours is the average daily requirement.	4.25 hours/day 270 minutes/4.5 hours is the average daily requirement.

The average of the program hour requirement (col. I) in this example shows a typical day of 5.5 hours of countable time, 0.5 more than the average daily requirement; even after further subtracting deducts (early dismissal days, etc.) from the yearly total, the average of the requirement probably will be met. However, the program mix requirement is not met (col. II) since only instructional time in basic skills content areas can be counted toward the 90% figure; 90% of 5 hours equals 4.5 hours, but the actual instructional time comes to only 4.25 hours. It would be necessary to add 15 minutes of basic skills instruction daily to this schedule in order to achieve compliance; somewhat more if there are any deducts from the annual totals.

Booklet VII

B. Subject Area Time Allocation Table

EXAMPLE 2

GRADES K-6*

Subject Area Time Allocation Table
GUIDELINES

Weekly Totals; Ranges from Low to High

Activity	K	1	2	3	4	5	6
Reading Language Arts (includes foreign language if offered Spelling Penmanship	a 125 to 180 b 250 to 375	600 to 900 50	600 to 900 50	600 to 800 75	600 to 800 75	650 to 750 50	650 to 750 50
Math	a 35-75 b 75-125	125-250	125-250	200-300	200-300	225-300	225-300
Science	a 25 b 50	60-75	60-75	70-80	75-100	75-120	75-120
Health	a 25 b 50	50-60	50-60	50	50	60-75	60-75
Social Studies	**	75-100	75-100	75-100	100-200	125-225	150-250
Physical Education	a 75-125 b 100-150	100	100	100-125	100-125	100-150	100-150
Art	a 30-50 b 60-100	75-100	75-100	60-100	60-100	60-100	60-100
Music	a 30-50 b 60-100	50-100	50-100	600-100	60-100	60-100	60-100

a ½ day session
b Full day session

*Self-contained 7th and 8th grades may extrapolate from 5th/6th entries.
**Incorporated in Language Arts Activities

C. Actual Subject Area Time Allocation

1. Table, Participating Schools

Directions: Compute all entries on the basis of normal school days; multiply each subject's normal day total by 5 to obtain a normal or average minutes per week figure. Entries may be expressed as single figures or as ranges from low to high; related or combined subjects may be blocked together.

Activity	K	1	2	3	4	5	6	7*	8*.
Required Instruction									
Reading									
Language Arts (Includes foreign language if offered.)									
Spelling									
Penmanship									
Math									
Science									
Health									
Social Studies									
Physical Education									
Art									
Music									
**Non-Required Instruction									

Please explain any entries that show a marked deviation from the Guidelines found in the Informational Example: _____

* Self-contained classes only.
** If significant time is spent in instruction in non-required subjects, this may be reported here.

In your school are all program offerings met in accordance with program hour and mix standards? Yes _____ No _____

Booklet VII

Standard III Staff

A. Affirmative Action Compliance

All staffing procedures at the school are conducted under the provisions of an affirmative action policy adopted by the district. REF: RCW 28A.85, WAC 392-190, WAC 392-200. Date of policy adoption _____ ____Yes ____No

B. Administrators

Schools enrolling fewer than 100 students see page 19. For schools of 100 and more students, time requirement formulas are listed in #1 below. If the time required by formula exceeds two full-time administrators, additional required time may be met by assigning certificated personnel at the same formula rate.

1. Minimum time required by formula

Schools with 100-200 students $\frac{E^*}{200}$ _____

Schools with 201-500 students 1.0

Schools with 501 and more students $\frac{E^*}{500}$ (See note at III,C.3., p. 14) _____

Minimum Time Requirement _____

2. Administrative staff time assignment(s) (See C.3, below)

Name	Proper Administrative Credential.	FTE Time Assignment
_____	____Yes ____No	_____
_____	____Yes ____No	_____
_____	____Yes ____No	_____
_____	____Yes ____No	_____
	Total Time Assignment	_____

3. Administrative staff time shortage (if any):

If the Total Time Assignment is less than the Minimum Time Requirement, enter the difference here:

*E = FTE Enrollment as of October 1 Time Shortage _____

4. Preparation

Do the official heads of the school (Principals and vice-principals) have appropriate credentials in accordance with the regulations of the State Board of Education? ___Yes ___No

Explain deviation(s) (items 3 and 4)

C. Guidance Personnel

Schools enrolling fewer than 100 students see page 19. For schools of 100 and more students, time requirement formulas are listed in #1, below. Administrators may not be counted as guidance personnel unless 1) they possess the Educational Staff Associate Certificate as required by State Board regulations, and 2) that time may not be claimed if it is reported as administrative or teaching time for the same time period. Counselors may or may not have regular teaching certificates, but must hold the Educational Staff Associate Certificate.

1. Minimum time required by formula: $\frac{E^*}{800}$ _____

2. Guidance staff time assignment(s)

Name	Certificate Level: Continuing	Initial	Preparatory	Time Assignment
			Total Time Assignment	

Note: In cases where guidance personnel are travelling between/among schools, claim only that time that is fully delivered to the individual school; do not claim, for instance, travel time or district level planning time.

*E = FTE Enrollment as of October 1

3. In schools having an enrollment of 501 students and above, administrative time above 1.0 FTE may be allocated instead to increase available guidance personnel time. Such increase shall be in addition to the guidance personnel staff requirement computed in 4, below, and shall be calculated as follows:

$$\frac{\text{*E in excess of 500}}{800}$$

4. Guidance staff time shortage (if any):

If the Total Time Assignment is less than the Minimum Time Requirement, enter the difference here:

Time shortage _____

Explain deviation(s) (item 4)

_____

_____

_____

_____

5. Schools shall have the option of instituting other guidance programs provided that they can show such programs to be equivalent to the standard.

*E = FTE Enrollment as of October 1

D. Teachers

Schools enrolling fewer than 100 students see page 19. For schools of 100 and more students, the time requirement formula is listed in #1 below.

A full-time equivalent teacher (FTE) is one who spends 6 hours per day in instruction-related activities. Credit toward an FTE may not be claimed for personnel who are reported elsewhere on this form for the same time period. Note: Exclude self-contained special education students and staff from these calculations.

1. Minimum time required by formula: $\frac{E*}{25}$ _____

2. Actual number of certificated FTE teachers _____

3. ~~Teaching staff time~~ shortage (if any):

   If the Total Time Assignment is less than the Minimum Time Requirement, enter the difference here:

   Time shortage _____

4. Preparation

   a. Are all teachers properly certificated? ___Yes ___No

   b. Are all teachers assigned to their appropriate grade level or subject area in accordance with their competency, training, and experience? ___Yes ___No

Explain deviation(s) (items 3 and 4)

_____

_____

_____

_____

*E = FTE Enrollment as of October 1

E. Learning Resource Specialists

Schools enrolling fewer than 100 students see page 19.
For schools of 100 and more students, time requirement formulas are listed in #1 below.

1. Minimum time required by formula

Schools with 100-150 students	.5
Schools with 151-300 students: $\frac{E^*}{300}$	
Schools with 301 and more students	1.0
Minimum Time Requirement	

2. Staff

Certificated learning resource staff time assignment(s)

Name	Institution Granting Degree in Library or Media (or B)	Institution Where Presently Enrolled in Library or Media Program	Library Science, Number of Quarter Hours	Media, Number of Quarter Hours	Time Assignment
		Certificated Time Assignment			

*E = FTE Enrollment as of October 1

3. Schools with district facilities for central cataloguing and processing of books may deduct 15% of the required certificated learning resource personnel time assignment (#1 above).
Corrected Minimum Requirement (From # 2) _____

4. Learning resource staff time shortage (if any):

If the Total Time Assignment is less than the Minimum Time Requirement, enter the difference here:

Time shortage _____

5. Preparation

If librarians do not have degrees in Library Science or Media Production, do they have at least 24 quarter hours of specialized preparation* in these fields? _____Yes _____No

Explain deviation(s) (items 4 & 5)

_____

_____

_____

_____

* Note: Specialized preparation should include courses which provide proficiencies in media (print and nonprint) selection, cataloguing, reference, media utilization and production, curriculum, and administration.

6. Schools shall have the option of instituting other learning resource programs provided that they can show such programs to be equivalent to the standard.

F. Clerical Personnel

Schools enrolling fewer than 100 students see page 19.
For schools of 100 and more students, time requirement formulas are listed in #1, below. Neither administrator time nor teacher time may be counted as clerical time if either is responsible for other than clerical duties during the same time period.
Minimum clerical time for schools of 100 to 150 is that period during which students are at school.

1. Minimum time required

Schools with 100-150 students:

Regular classroom hours students are at school.

_____a.m. to _____p.m. = _____hrs. x 5 _____ hrs/wk

Schools with 151-500 students, 40 hrs/wk

Schools with 501 and more students, $\left[\frac{E^*}{500} + .2\right]$ x 40 _____ hrs/wk

2. Clerical time assignment(s)

Name	Assigned Hours Per Week

Subtotal Clerical Time _____hrs/wk

3. Lunch Program Deduct:

List any clerical time scheduled that requires secretaries to perform services related to lunch program operation.

_____hrs/wk

4. Total Time Assignment

2 - 3 = _____

5. Clerical staff time shortage (if any)

If the Total Time Assignment, #4, is less than the Minimum Time Requirement, #1, enter the difference here:

Time Shortage _____

*E = FTE Enrollment as of October 1

Explain deviation (item 5)

6. Schools shall have the option of instituting other clerical staff assignment programs provided that they can show such programs to be equivalent to the standard.

G. Time Assignment, Schools Less Than 100

This page is to be completed for any school with enrollment of fewer than 100 students in the grades for which the school is seeking accreditation.

For each item enter the actual time assigned; check yes or no to indicate whether or not the standard is met, and enter the amount of shortage, if any.

Position	Time Required	Actual Time Assigned	In Compliance	Amount of Shortage
1. Administrator	.5		Yes No	
2. Teachers	E*/25		Yes No	
3. Learning Resource Specialist	.2		Yes No	
4. Counselor	.1		Yes No	
5. Clerk	.5		Yes No	

Note: Deduct from all above positions time assigned to all tasks associated with district operations.

Explain deviation(s)

E = FTE Enrollment as of October 1

Booklet VII

Standard IV. Services

A. Instructional and Learning Resources

Record in the "Actual Number" column the number of library books, films, etc. in your school. In the "Yes--No" column, check yes or no to indicate whether or not the requirement is met.

1. Teaching Materials

Materials	Required by Standards	Actual Number	Yes--No
books (library)	number required for your school_____ 2,000 or 7 per pupil, whichever is greater	_____	(a) yes___no___
films, 16mm	Access to 250 titles	_____	(b) yes___no___
filmstrips & slide sets	Access to 200 titles	_____	(c) yes___no___
periodicals magazines (including professional)	15	_____	(d) yes___no___
tapes & records (excluding tapes for lang. labs)	Access to 200 titles	_____	(e) yes___no___
teaching-learning materials	Wide variety (school collections or access)	xxxx	(f) yes___no___

Are the minimum requirements for learning resource teaching materials (a through f above) met? yes___no___

Explain shortages (items checked "no")_____

2. Facilities

Are minimum requirements for learning resource center facilities met? yes___no___

Explain shortages_____

3. Budget

a. Actual amount budgeted for library books $ _____

b. Actual amount budgeted for materials and supplies $ _____

c. Actual amount budgeted for equipment purchase $ _____

d. Actual amount budgeted for equipment maintenance and repair $ _____

e. The amount budgeted for items a through d, above, adequately supports an effective learning resource center program. Yes____ No____

Explain "No" response to item e, above:

_____

_____

_____

_____

_____

4. Recommended Organization and Program

a. The materials collections are classified and cataloged for use. yes____ no____

b. The library is available for reading, listening, conferences, and reference throughout the school day. yes____ no____

c. Professional personnel of the learning resource center and teachers plan together for the program of library instruction. yes____ no____

d. Professional personnel of the learning resource center plan with teachers for the active use of all communication media by students and teachers alike. yes____ no____

e. Skilled help is provided to aid teachers and students in the production of teaching-learning materials. yes____ no____

B. Guidance Services

1. Physical facilities are suitably equipped to provide privacy for individual counseling. Yes___ No___

2. Recommended Organization and Program

a. There is a counselor's job description, plus description of administrator's relationship to guidance program. Yes___ No___

b. The testing program includes achievement and intelligence testing. Yes___ No___

c. There is a program of continuous identification of student developmental needs. Yes___ No___

d. Complete and permanent student records are maintained with adequate adult clerical help. Yes___ No___

C. School Health Services

1. Recommended Physical Facilities

A health service area with adequate space is provided for the following health appraisal and counseling activities:

(a) isolating students who are ill Yes___ No___

(b) administering vision screening tests Yes___ No___

(c) administering hearing tests Yes___ No___

(d) providing privacy for conferences with students, parents, teachers, and other school personnel Yes___ No___

School Health Services (continued)

2. Recommend Organization and Program

(a) Help is provided to teachers in observation and referral of students whose characteristics show deviations from those of healthy children. Yes___ No___

(b) Guidance and assistance are provided in the identification of students with unobservable handicaps who may need special educational opportunities. Yes___ No___

(c) Concise and pertinent records are maintained. Yes___ No___

(d) Procedures have been developed to help prevent and control disease; first aid procedures for the injured, and emergency care for cases of sudden illness. Yes___ No___

(e) Health services of professional and official health agencies in the community are coordinated. Yes___ No___

Standard V. Textbook and Supplementary Reference Materials

Each elementary school must have textbooks and supplementary reference materials which allow for an adequate comprehensive elementary school program consistent with criteria established by the State Superintendent of Public Instruction.

The principal of the school must rate the school's textbook and supplementary reference materials using the rating scale as follows. The same will be used for Standards VI and VII.

5 - Excellent - places no restriction on a comprehensive elementary school program and stimulates experimentation and innovation

4 - Very Good - places no restriction on a comprehensive elementary school program

3 - Good - - - allows for an adequate comprehensive elementary program

2 - Fair - - - places some restrictions on a comprehensive elementary school program

1 - Poor - - - places severe restrictions on a comprehensive elementary school program

0 - Missing - - complete lack of a resource

RATING SCALE	Rating (Please circle)
Reading	0 1 2 3 4 5
Language Arts	0 1 2 3 4 5
English	0 1 2 3 4 5
Spelling	0 1 2 3 4 5
Penmanship	0 1 2 3 4 5
Social Studies	0 1 2 3 4 5
Mathematics	0 1 2 3 4 5
Science	0 1 2 3 4 5
Foreign Language (if applicable)	0 1 2 3 4 5
Physical Education	0 1 2 3 4 5
Health Education	0 1 2 3 4 5
Music (vocal and instrumental)	0 1 2 3 4 5
Art	0 1 2 3 4 5

Standard VI. Equipment and Materials

Each elementary school must have equipment and materials which allow for an adequate comprehensive elementary school program.

The principal of the school must rate the school's equipment and materials using the rating scale indicated in Standard V.

RATING SCALE	Rating (Please circle)
Reading	0 1 2 3 4 5
Language Arts	0 1 2 3 4 5
English	0 1 2 3 4 5
Spelling	0 1 2 3 4 5
Penmanship	0 1 2 3 4 5
Social Studies	0 1 2 3 4 5
Mathematics	0 1 2 3 4 5
Science	0 1 2 3 4 5
Foreign Language (if applicable)	0 1 2 3 4 5
Physical Education	0 1 2 3 4 5
Health Education	0 1 2 3 4 5
Music (vocal and instrumental)	0 1 2 3 4 5
Art	0 1 2 3 4 5
Administrative Office Area	0 1 2 3 4 5
Guidance and Counseling Area	0 1 2 3 4 5
Library and Instructional Materials Center	0 1 2 3 4 5
Health and First-Aid Center	0 1 2 3 4 5
Playground	0 1 2 3 4 5
Lunchroom	0 1 2 3 4 5

Standard VII. Facilities

Each elementary school must have facilities which allow for an adequate comprehensive elementary school program.

The principal of the school must rate the school facilities using the rating scale indicated in Standard V.

RATING SCALE	Rating (Please circle)					
Reading	0	1	2	3	4	5
Language Arts	0	1	2	3	4	5
Social Studies	0	1	2	3	4	5
Mathematics	0	1	2	3	4	5
Science	0	1	2	3	4	5
Foreign Language (if applicable)	0	1	2	3	4	5
Physical Education	0	1	2	3	4	5
Health Education	0	1	2	3	4	5
Music (vocal and instrumental)	0	1	2	3	4	5
Art	0	1	2	3	4	5
Administrative Office Area	0	1	2	3	4	5
Guidance and Counseling Area	0	1	2	3	4	5
Library and Instructional Materials Center	0	1	2	3	4	5
Health and First-Aid Center	0	1	2	3	4	5
Playground	0	1	2	3	4	5
Lunchroom	0	1	2	3	4	5

I (We) hereby certify that this is a true and correct report of the above named school. (Both signatures are required.)

Date _____ Signed _____
School Principal

Date _____ Signed _____
District Superintendent
or Designee

SCHOOL ACCREDITATION

BOOKLET VIII
STANDARDS-ONLY
SECONDARY

WASHINGTON STATE BOARD OF EDUCATION
and
WASHINGTON STATE OFFICE OF THE
SUPERINTENDENT OF PUBLIC INSTRUCTION

1981

Monica Schmidt
Assistant Superintendent
Division of Instructional
and Professional Services

Kenneth Bumgarner
Assistant to Division Management
and Director of Program Accountability
Division of Instructional
and Professional Services

William Everhart
Supervisor, Program Accountability
and School Accreditation
Division of Instructional
and Professional Services

Dr. Frank B. Brouillet, State Superintendent of Public Instruction
7510 Armstrong Street SW, Tumwater, Washington 98504

STATE OF WASHINGTON

GRANT L. ANDERSON
BO ARMBRUSTER
LEE H. BAYLEY
(PRIVATE SCHOOL REPRESENTATIVE)
EDWARD DIAMOND, D.V.M.
H. EUGENE HALL, M.D.
MARK E. HODINE
LEVY S. JOHNSTON
E. E. "TINY" JORGENSEN
WALTER H. LEWIS
ROGER H. LINCOLN
MAGGIE McCARTHY
ROBERT W. RANDALL, O.D.
PHILIP B. SWAIN
DALE W. THOMPSON
OLLIE MAE WILSON

State Board of Education

OLYMPIA

DR. FRANK B. BROUILLET
PRESIDENT
GRANT L. ANDERSON
VICE PRESIDENT
DR. WM. RAY BROADHEAD
SECRETARY

MESSAGE FROM THE SUPERINTENDENT OF PUBLIC INSTRUCTION

At its March, 1981, meeting, the State Board of Education adopted a revised and expanded program of school accreditation. This adoption, under development since 1978, is the result of the cooperative efforts of members of the State Task Force for School Accreditation, staff members at schools and ESDs who participated in field test activities, SPI staff, and members of several ad hoc subcommittees. Continuing professional interest and dialogue also have contributed significantly to the development of this program.

All schools, public and private, including any grades, kindergarten through twelve, now may seek accredited status. Additionally, the availability of several optional procedures allows the selection of the method most appropriate for each participating school, thus providing for the differing needs among schools and their staffs.

As Superintendent of Public Instruction, I recommend these accreditation procedures as effective means of achieving planned program improvement at the individual school level. ESD and SPI staff will be working with all who express interest in studying and participating in these accreditation procedures. Those who seek to obtain accredited status through use of the State Board materials are encouraged to study, select, and plan carefully and to develop demanding targets of excellence toward which they can direct their energies. There is a potential of significant improvement that can be realized through judicious and effective application of this program.

Finally, on behalf of the State Board of Education, I wish to express sincere thanks to members of the State Task Force for School Accreditation and the field test participants whose names appear on the following pages. The cooperative leadership shown by these representatives of many diverse groups is most commendable, and their efforts are deeply appreciated.

Frank B. Brouillet

Frank B. Brouillet
President
State Board of Education

STATE TASK FORCE FOR SCHOOL ACCREDITATION
COMMITTEE MEMBERS

Name	Organization Represented
Grant Anderson	State Board of Education
Edward Beardslee Helen Humbert, Alternate	Washington State Council for Curriculum Coordination
Betsy Brown Bob Pickles, Alternate	Washington Education Association
Walter Carsten, Task Force Chairperson	Washington Association of School Administrators
Dick Colombini	ESD Curriculum Committee
Donn Fountain	House Education Committee
Donna Smith Dorothy Roberts Joyce Henning	Washington Congress of Parents, Teachers, and Students
Richard Hodges	Washington Council of Deans & Directors of Education
Ted Knutsen	Washington State Association for Supervision and Curriculum Development
Doug McLain	Washington Federation of Teachers
Richard Neher	Association of Washington School Principals
Janet Nelson Larry Swift, Alternate	Washington State School Directors' Association
Joe Morton Garris Timmer	Washington Federation of Independent Schools
Ken Bumgarner William Everhart	Superintendent of Public Instruction

FIELD TEST PARTICIPANTS - 1979-80

Bethel School District	Dr. Donald Berger, Assistant Superintendent
Elk Plain Elementary and	Pat Vincent, Vice-Principal
Shining Mountain Elementary	
Kapowsin Elementary	Karl Bond, Principal
Evergreen School District	
Marrion Elementary	Calvin Getty, Principal
La Center School District	Dr. George Kontos, Superintendent
La Center Elementary	Doug Goodlett, Administrative Assistant,
La Center Junior-Senior High School	Instructional Services, ESD 112
Monroe School District	Harold Bakken, Director of Special Projects
Frank Wagner Elementary	Roy Harding, Principal
Mukilteo School District	Robert Rodenberger, Director of Curricu
Explorer Elementary	Larry Ames, Principal
Omak School District	Carole Anderson, Administrative Assistant
East Omak Elementary	
North Omak Elementary	
Renton School District	Margaret Locke, Director of Elementary
Cascade Elementary	Education.
	George McPherson, Principal
San Juan Island School District	Dr. Jerry Pipes, Superintendent
Friday Harbor Elementary	Cathie Mendonsa, Principal
Friday Harbor High School	Mike Vance, Principal
South Kitsap School District	
Orchard Heights Elementary	Largo Wales, Principal
Wapato School District	Walt Bigby, Administrative Assistant
Wapato Primary	Jim Devine, Principal
Central Elementary and	Jim Seamons, Principal
Parker Heights Elementary	
Wapato Intermediate	Bill Frazier, Principal
Wapato Junior High School	Bill Parker, Principal
Wapato High School	Harold Ott, Jr., Principal
Pace Alternative High School	Dennis Erikson, Principal

TASK FORCE SUBCOMMITTEE FOR DEVELOPMENT OF THE ELEMENTARY STANDARDS-ONLY PROCEDURE (C-300E)

Nancy Amundsen, teacher, Roy Elementary School
Bethel School District

Betsy Brown, teacher, Valhalla Elementary School
Federal Way School District

Bonna Strange, teacher, Capital High School
Olympia School District

Carol Hosman, principal, Cape Horn-Skye Elementary School, K-6
Washougal School District

Bruce Blaine, principal, East Olympia Elementary School, K-4
Tumwater School District

Ron May, principal, Byron Kibler Elementary School, K-3
Enumclaw School District

Margaret Jackson
ESD 189

TASK FORCE SUBCOMMITTEE FOR THE REVIEW AND REVISION OF THE C-300E AND C-300S FORMS

Betsy Brown, teacher, Valhalla Elementary School
Federal Way School District

Bonna Strange, teacher, Capital High School
Olympia School District

Joe Dargan, teacher, Sheridan Elementary School
Tacoma School District

Ron May, principal, Byron Kibler Elementary School
Enumclaw School District

Ron Van Horne, vice-principal, Cheney Junior High School
Cheney School District

Max Murray, principal, R. A. Long High School
Longview School District

Bob Close, assistant superintendent
Chehalis School District

Lucile Beckman, director
Seattle Country Day School

STANDARDS-ONLY -- SECONDARY

BOOKLET VIII

Using This Booklet

This booklet, Standards-Only -- Secondary (C-300S), is one of two standards-only models provided by the State Board of Education's accreditation program. The C-300E, Booklet VII, is available for elementary schools. Middle schools may need to consider both forms in order to determine which is best suited to their needs.

There is no limitation on the number of schools accepted annually for participation in standards-only accreditation procedures, whereas participation in the more demanding self-study procedures (Booklets II, III and V) is limited to 60 schools per year.

Basically, the use of the form in this booklet is self-explanatory. The person(s) responsible for completing the report must obtain the necessary information and, where standards are not met, prepare statements of rationale for exception or statements of equivalency that justify the exception, if standards so allow. The audit review committee will evaluate the level of compliance with the standards, will consider statements of rationale and/or equivalency, will review improvement efforts where appropriate, and will recommend an accreditation rating to the SPI staff for presentation to the State Board of Education.

Schools that clearly will note many exceptions and/or equivalencies to the C-300 standards may wish to consider the use of one of the more flexible self-study models.

ACCREDITATION MATERIALS

State Board/SPI accreditation procedures are described in the series of booklets listed below. Some inquiries may be satisfied by the information found in a single booklet; others may need information from several of the topical descriptions or from a complete set.

Each school district and each Educational Service District will receive a complete set of these booklets for reference and for use; additional copies should be reproduced at the district level.

I. Introduction and General Overview

I.A. Factors Promoting Successful Self-Study Processes

II. Input/Standards Assessment, I/SA; An Approach to Self-Study

III. Process/Outcomes Analysis, P/OA; An Approach to Self-Study
- Study Area I
- Study Area II (Booklet IV)
- Study Area III

IV. School Climate Assessment
- An integral part of the P/OA Model
- An optional supplement to the I/SA and S-D Models

V. Self-Designed Model, S-D; An Approach to Self-Study

VI. Validating the Self-Study, The Plan for Program Improvement, and Standards-Only School Report

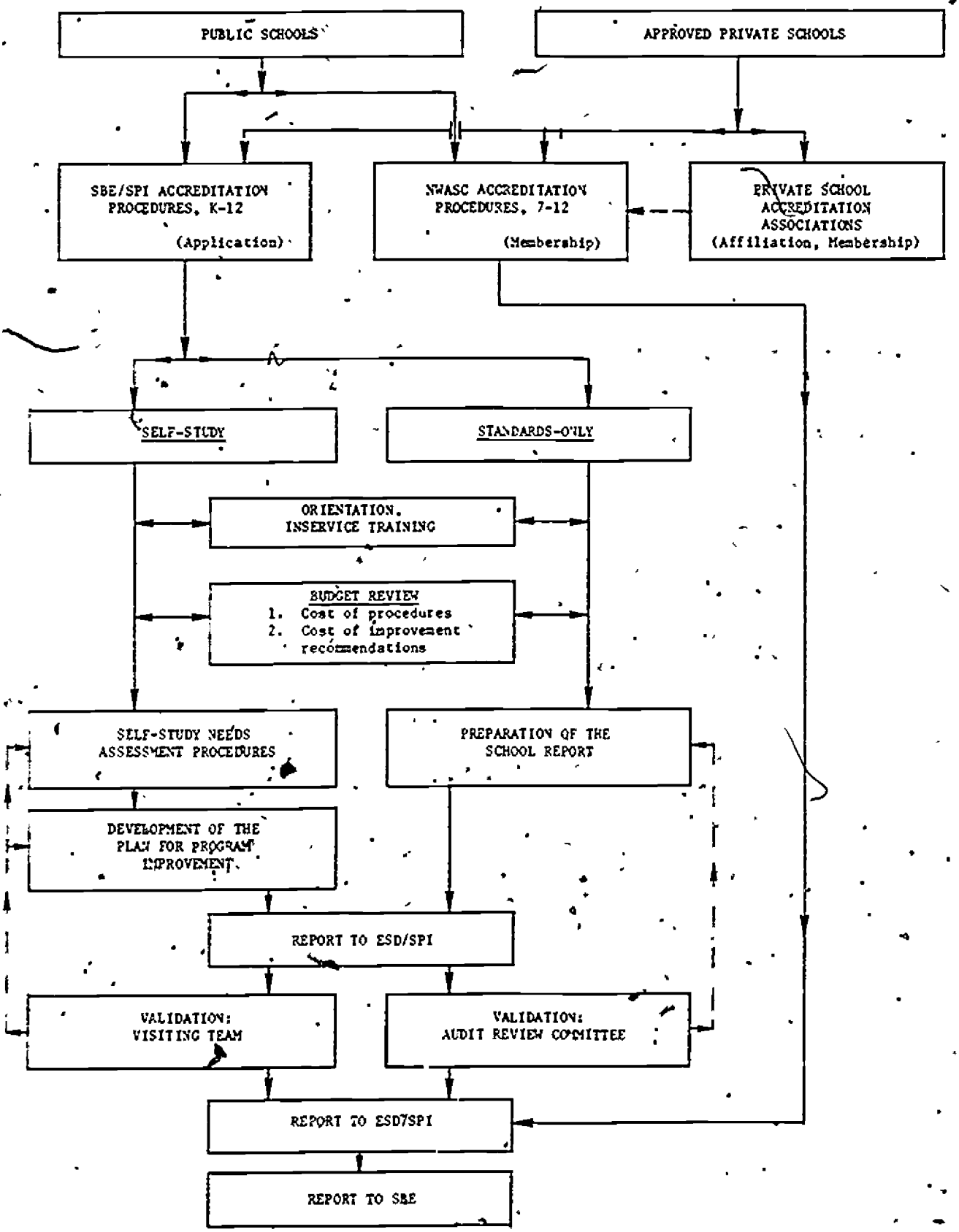
VII. Standards-Only, C-300E (Elementary)

VIII. Standards-Only, C-300S (Secondary)

IX. Selected References; Supplementary Materials

ACCREDITATION PROCEDURES CHART

Steps to be taken in the State Board of Education accreditation procedures are shown in the chart below. Optional accreditation programs are available through the Northwest Association of Schools and Colleges and through the several private school accrediting associations, however, those procedures are not shown in equivalent detail.



BOOKLET VIII

TABLE OF CONTENTS

Identification Sheet 1

Directions 2

General Information 3

Standard I: Entitlement (Public Schools) and Approval Standards (Private Schools) 5

Standard II: Program Offerings 5

Standard III: Staff 8

Standard IV: Services 15

Standard V: Textbook and Supplementary Reference Materials 19

Standard VI: Equipment and Materials 20

Standard VII: Facilities 21

Certification of Report 22

SPI Superintendent of Public Instruction

7510 Armstrong St. SW Tumwater, Wa. 98504

BOOKLET VIII Due to SPI: Nov. 30

SECONDARY

(Middle Schools and Junior High Schools: see also Booklet VII)

The attached form is provided in response to your request for an appraisal of your school's accreditation status. Please complete all three copies of the form. Retain one copy for your files, and send two to your local district superintendent for examination and signature. Superintendents are asked to forward one copy to their ESD superintendent and return the other to William Everhart, Program Accountability, SPI, 7510 Armstrong Street S.W., Tumwater, Wa. 98504, no later than November 30. Responses will be evaluated, and the results will be mailed to each applicant as soon as the members of the State Board of Education have acted upon staff recommendations.

NAME OF SCHOOL _____

NAME OF SCHOOL DISTRICT _____

SCHOOL ADDRESS _____

COUNTY _____ ESD _____

SCHOOL PRINCIPAL _____

DISTRICT SUPERINTENDENT _____

DATE _____

PLEASE NOTE:

Public Schools:

The district must meet (with specific exceptions) the Basic Education Allocation Allocation Entitlement Requirements (WAC 180-16-191 through 225) before any of said district's individual schools may be considered for participation in SBE/SPI accreditation procedures.

Private Schools:

The school must be in compliance with the approval requirements in Chapter 180-90 WAC before it may be considered for participation in SBE/SPI accreditation procedures.

SECONDARY SCHOOL REPORT
STANDARDS FOR ACCREDITATION

TO: Principals of Secondary Schools

FROM: Program Accountability Section, SPI

Your cooperation in completing the following report is appreciated. In addition to serving as a backup to the preferred self-study procedures, thereby providing unlimited access to the state board accreditation program, the Standards-Only C-300 School Reports are designed to:

1. Enhance the quality of a school's educational program.
2. Provide a means by which a school can assess its relationship to established educational standards.
3. Promote subsequent follow-up activities and actions that are indicated by deviations from the standards.
4. Provide flexibility within the framework of specified standards through description(s) of program practices equivalent to the standard(s).
5. Provide assurance to the public that students in an accredited junior high school have available a program containing an expanded and reinforced foundation of knowledge and learning skills, a variety of introductory and survey courses that offer exploratory opportunities to meet emerging individual student interests, and a suitable transitional experience designed to provide a bridge from elementary to secondary instructional organization.
6. Provide assurance to the public that students in an accredited comprehensive secondary school have available a program in which they can prepare for the requirements of higher education and/or occupational opportunities.

An objective validation of the school report will be conducted by an audit review committee, and a recommended designation of STANDARD, CONDITIONAL or PROBATIONARY accredited status will be made at that time. Subsequent to action by the state board of education, a designation of standard accreditation status will be valid for two years and may be renewed by further biennial submissions of the C-300 school report. Conditional and probationary designations are valid for one year only, and improvement(s) must be addressed within that time.

PLEASE BE SURE TO ATTACH A COPY OF YOUR CLASS SCHEDULE(S).

GENERAL INFORMATION

Due to SPI: Nov. 30

SCHOOL _____ GRADE RANGE _____

PRINCIPAL _____

DISTRICT _____ ESD _____

YEAR THIS SCHOOL OPENED _____ LAST MAJOR BUILDING ADDITION _____

1. GRADES TO BE CONSIDERED FOR ACCREDITATION (circle):

   7 8 9 10 11 12

2. PRINCIPAL'S ADMINISTRATIVE RESPONSIBILITY (circle grades for which the administrator of this school is responsible):

   K 1 2 3 4 5 6 7 8 9 10 11 12

3. SCHEDULING PATTERN (check the scheduling pattern in use at this school):

   a. ☐ Semester ☐ Trimester

   b. ☐ The School utilizes regularly alternating schedules on certain days. (Not activity schedules.)

      _____ Rotating schedule
      _____ Alternate day schedule
      _____ Zero hour enrichment
      _____ Other (Specify) _____

   c. Length of periods (regular schedule):

      ☐ 5 Periods; minutes: _____ _____ _____ _____ _____

      ☐ 6 Periods; minutes: _____ _____ _____ _____ _____ _____

      ☐ 7 Periods; minutes: _____ _____ _____ _____ _____ _____ _____

      ☐ Modular scheduling
        Number of modules: _____
        Length of each module: _____ minutes

      ☐ Other (describe): _____

Booklet VIII

4. ENROLLMENT BY GRADE (as of October 1):

7 _____	9 _____	11 _____
8 _____	10 _____	12 _____

5. ENROLLMENT PATTERN:

Total, October 1, this school year _____

Total, October 1, last school year _____

Total, October 1, five years ago _____

6. THE SCHOOL COMMUNITY: (optional) You may note on this page any unique design or direction of your school program that has its origin in program philosophy, client/community characteristics, special purpose emphases, identified strengths/weaknesses, enrollment fluctuation, school boundary or organizational changes, setting/environment, plans for the future, etc.

SECONDARY STANDARDS

Standard I Entitlement to Basic Education Allocation Funds and Supplemental Program Standards or Private School Approval Requirements

Participation in state board of education accreditation activities must be arranged through the state superintendent of public instruction. Such participation is contingent upon a public school and district meeting compliance requirements as described in WAC 180-55-020(1) and a private school meeting approval requirements as described in WAC 180-55-020(2).

Public schools will address this standard in Part II of the Application to Participate - Accreditation Activities. Private school approval status will be verified by staff of the state superintendent of public instruction.

Standard II Program Offerings

Note: WAC 180-55-120 defines a unit of credit as follows:

WAC 180-55-120 Standards-only - secondary - unit of credit. (1) For the purpose of assessing minimum offerings (WAC 180-55-125) one unit of credit shall be equivalent to a minimum of 60 hours of instruction including normal class change passing time. Fractional credits may be given for fewer or more than 60 hours.
(2) Time spent in class shall be one criterion in judging the worth of a program; however, experimentation in organization is encouraged to provide for individual differences in pupils and better utilization of staff. Deviations from the 60 clock hour unit shall be subject to approval by the state superintendent of public instruction.

Alternation of courses in successive years may be counted in the year's total offerings, subject to the requirements of WAC 180-16-200. List in the space below the alternating courses which apply:

Booklet VIII

Minimum Offering Standards in Units of Credit as defined in WAC 180-55-120 (This table does NOT indicate numbers of Course Offerings.)

SUBJECT	GRADES 7-8	GRADES 9-12	GRADES 7-12	GRADES 7-9	GRADES 10-12
Language Arts	4	14	18 (See note a)	8	10
(May include reading, drama, speech, journalism, college prep English, etc.)					
Social Studies	4	10	14	5	9
Mathematics	4	10	14	8	6
Science	2	10	12 (See note b)	4	8
Foreign Language		6	6 (See note c)	2	6
Business Education		10	10		10
Physical Education		10	10		10
	Grades 7-8 Provide an average of at least 20 minutes in each school day				
	Grades 9-12 Provide for a minimum of 90 minutes in each school week				
Health			(See note d)		
Practical Arts	1	11	12	4	8
(May include industrial arts, agriculture, trade and industry classes, etc.)					
Homemaking	1	7	8	3	5
Music	Must be offered at all grade levels (see note e)				
Art	Must be offered at all grade levels				
Driver Education	May be offered outside of school hours				

a/ Including 6-year sequence.

b/ Must include 1 credit each of life science and physical science in grades 7, 8, and/or 9. All science courses in grades 7-12 should be laboratory oriented.

c/ Including 3-year sequence.

d/ Separate 1 credit course must be offered in grades 9-12; in grades 7-8 course may be integrated.

e/ Secondary programs must include offerings in both vocal and instrumental music.

Instructions:

Record in column I on page 7 the number of units REQUIRED by subject area in your school's program according to the Minimum Offering Standards table, above. In column II on page 7 record by subject area the number of units OFFERED in your school's program of studies in grades _____ to _____ (9-12, 10-12, 7-12, etc.)

Check YES, column III, or NO, column IV, to indicate whether or not your school meets the Minimum Offering Standards entered in column I. Please note that not all areas carry a specific unit requirement, but the standards are applicable as stated.

	Credits Required	Credits Offered	MEETS REQUIREMENTS YES	NO
1. LANGUAGE ARTS				
Your school program is part of a 6-year sequence (May include reading, drama, speech, journalism, college prep. English, etc.)				
2. SOCIAL STUDIES				
3. MATHEMATICS				
4. SCIENCE				
Grades 7,8 and/or 9: Must include 1/2 unit each of life science and physical science				
Grades 7-12: All science courses should be laboratory oriented				
5. FOREIGN LANGUAGE				
Including 3-year sequence				
6. BUSINESS EDUCATION				
7. HOMEMAKING				
8. PRACTICAL ARTS (May include industrial arts, agriculture, trade and industry classes, occupational education)				
9. HEALTH				
Grades 7-8: 1/2 unit courses may be integrated or taught as a separate course				
Grades ~~9-12:~~ Separate 1/2 unit course is offered				
10. PHYSICAL EDUCATION				
Grades 7-8: Provides an average of at least 20 minutes each day				
Grades 9-12: Provides for a minimum of 90 minutes in each school week				
11. ART				
Available at all grade levels, 7-12 for which accreditation is requested				
12. MUSIC				
Available at all grade levels, 7-12 for which accreditation is requested				
13. DRIVER EDUCATION				
(May be offered outside school hours)				

In your school are all program offerings met in accordance with State Board Standards? YES _____ NO _____

Explain deviations on an attached page.

Booklet VIII

Standard III. STAFF

A. Affirmative Action Compliance

All staffing procedures at the school are conducted under the provisions of an affirmative action policy adopted by the district. REF: 28A.85, WAC 392-190, WAC 392-200. Yes ___ No ___

Date of policy adoption: _____

B. ADMINISTRATORS

No school, regardless of size, may have less than a half-time administrator. Once the time required by formula exceeds two full-time administrators, additional required time may be met by assigning certificated personnel at the same formula rate.

Any administrative time requirement of half-time or more must be assigned to a fully credentialed administrator--up to two full-time assignments.

Schools with fewer than 150 students need not fill out the "Time Assignment" column on this page. Please enter staff names, however, and check yes or no if properly credentialed or not. Time assignments are recorded on page 14.

	Time Required
1. Time required by formula ..... Schools with fewer than 300 students *E/300 Schools with more than 300 students *E/600 + .5	

2. Staff

Name	Check if Properly Credentialed	Time Assignment

3. TOTAL TIME ASSIGNMENT FOR THE SCHOOL	
4. Compare line (3) with line (1) and enter full-time equivalent shortage, if any	

5. Time — Is the time assignment for the administrative staff in accordance with the state accreditation standards? Yes ___ No ___

6. Preparation — Do the official heads of the school (principals and vice-principals) have the appropriate credentials in accordance with the regulations of the State Board of Education? Yes ___ No ___

Explain Deviations

_____

_____

_____

*E = FTE Enrollment as of October 1

C. TEACHERS

Schools with fewer than 150 students need not fill out "Time Assignment" on this page. Supply only information for number 5 (Preparation) below. Time assignments are recorded on page 14.

A full-time equivalent teacher is one who spends 6 hours per day in instructional related activities. Credit toward an FTE may not be claimed for personnel who are reported elsewhere on this form for the same time period.

1. Time required by formula *E/25 (number of full-time equivalent teachers) . . . . . _____

Time Assignment

2. Actual number of certificated secondary classroom teachers (full-time equivalents) . . . . . _____

3. Compare line (2) with line (1) and enter full-time equivalent shortage, if any . . . . . _____

4. Time — Is the time assignment for teachers met in accordance with state standards? Yes____ No____

5. Preparation — Are the teachers assigned to their proper grade level or subject area in accordance with their competency based on training and experience? Yes____ No____

Explain Deviations

_____

_____

_____

_____

_____

*E = FTE Enrollment as of October 1

D. LIBRARIAN

After one full-time librarian recommended by a teacher education institution is assigned, additional required time may be met by assigning certificated personnel at the same ratio, or aides may be assigned at twice the required ratio.

On this page, schools with fewer than 150 students need not fill out the "Time Assignment" column. Enter only staff names, complete A or B, C and D, check yes or no for number 7 (Preparation) on page 11. Record time assignment on page 14.

	Time Required
1. Time required by formula*.	
Schools with fewer than 400 students *E/400	
Schools with more than 400 students *E/1200 + .66	

2. Staff

Name	Column A: Name of institution granting degree in library or media. If media specialist does not have degree, answer Column B.	Column B: Name of institution where presently enrolled in planned program leading to degree in library or media.	Column C: Number of quarter hours in library science.	Column D: Number of quarter hours in media.	Assigned Time

3. TOTAL ASSIGNED STAFF TIME FOR THE SCHOOL 5

If the school does not have central cataloging and processing of books, proceed to number 5 below.

*E = FTE Enrollment as of October 1

4. Schools with central cataloging and processing of books may deduct 15% of the required certificated library personnel time assignment.
Corrected time requirement after 15% deduction . . . . _____

5. Time — Is the time requirement for library staff met in accordance with state standards? Yes____ No____

6. Enter full-time equivalent shortage, if any _____

7. Preparation — If librarians do not have degrees in Library Science or Media Production, do they have at least 24 quarter hours of specialized preparation* in these fields? Yes____ No____

Explain Deviations

_____

_____

_____

_____

_____

*Specialized preparation should include courses which provide proficiencies in media (print and nonprint) selection, cataloging, reference, media utilization and production, curriculum and administration.

E. GUIDANCE PERSONNEL

Administrators cannot be counted as guidance personnel in schools with student enrollments over 150 in grades 7-12.

Counselors may or may not have regular teaching certificates but must hold the Educational Staff Associate Certificate. Please list names of counseling staff and level of certificate held.

Schools with fewer than 150 students need not fill out the "Time Assignment" column on this page. Enter only staff names, check columns A or B or C, and check yes or no for number 6 (Preparation) below. Record time assignment on page 14.

Time Required

1. Time required by formula *E/400 _____

2. Staff — Level of Certificate

Name	Preparatory	Initial	Continuing	Assigned Time

3. TOTAL STAFF TIME FOR THE SCHOOL . . . . . _____

4. Compare line (3) with line (1), enter shortage, if any _____

5. Time — Is the time assignment for counseling staff in accordance with state standards? Yes____ No____

6. Preparation — Do all counselors hold the Educational Staff Associate Certificate as required by State Board Regulations effective November 1, 1973? Yes____ No____

Explain Deviations

_____

_____

_____

*E = FTE Ehrollmeht as of October 1

F. CLERICAL PERSONNEL

Schools with fewer than 150 students need not fill out the "Time Assignment" column on this page. Complete only number 2, staff names, and hours per week. Record time assignment on page 14.

	Time Required
1. Time required by formula *E/350 x 40 hours per week . .	

2. Staff

Name	Assigned Hours Per Week

3. TOTAL TIME ASSIGNMENT FOR THE SCHOOL	
4. Schools with central cataloging and processing of books may deduct 6% of the total minimum clerical requirement. Corrected time requirement after 6% deduction	

If the school does not have central cataloging and processing of books, proceed to number 5 below.

5. Time — Is the time assignment for clerical staff met in accordance with state standards? Yes___ No___

6. Enter full-time equivalent shortage, if any. _____

Explain Deviations

*E = FTE Enrollment as of October 1

G. TIME ASSIGNMENT, SCHOOLS LESS THAN 150

This page is to be completed for any school with enrollment of fewer than 150 students in the grades for which the school is seeking accreditation.

1. For each item (a through f), enter the actual time assigned; check yes or no to indicate whether or not the "Time Required" standard is met, and enter the amount of shortage, if any.

		Time Required	Actual Time Assigned	Check Yes or No		Amount of Shortage
(a)	Administrators	.5 (half time)*	_____	yes___	no___	(a)_____
(b)	Teachers	8.0 *FTE	_____	yes___	no___	(b)_____
(c)	Librarian	.5	_____	yes___	no___	(c)_____
(d)	Counselor	.5	_____	yes___	no___	(d)_____
(e)	Total Cert. Staff	9.5	_____	yes___	no___	(e)_____
(f)	Clerks	.57	_____	yes___	no___	(f)_____

*Full-time equivalents

2. Are all the required time assignments met? yes___ no___

Explain Deviations

_____

_____

_____

_____

_____

Standard IV. SERVICES

A. Instructional and Learning Resources

Record in the "Actual Number" column the number of library books, films, etc. in your school. In the "Yes--No" column, check yes or no to indicate whether or not the requirement is met.

1. TEACHING MATERIALS

Materials	Required by Standards	Actual Number	Yes--No
books (library)	number required for your school_____ 2,000 or 7 per pupil, whichever is greater	_____	(a) yes___no___
films, 16mm	250 titles*	_____	(b) yes___no___
filmstrips & slide sets	200*	_____	(c) yes___no___
newspapers	1 local	_____	(d) yes___no___
	1 national		(e) yes___no___
	2 area metropolitan dailies		(f) yes___no___
periodicals magazines (including professional)	35 junior high 50 senior high	_____	(g) yes___no___
tapes & records (excluding tapes for lang. labs)	200*	_____	(h) yes___no___
teaching-learning materials	wide variety*	xxxx	(i) yes___no___

*Available through rental, etc.

Are the minimum requirements for teaching materials (a through i above) met? yes___no___

Explain shortages (items checked "no")_____

2. FACILITIES

Are minimum requirements for facilities met? yes___no___

Explain shortages_____

A. (Continued) Instructional and Learning Resources

3. BUDGET (Library)

	Budget Standard	Amount Required for Your School	Actual Amount	Yes--No
(a)	$900 or $3.50 per pupil whichever is greater	$_____	$_____	(a) yes____ no____
(b)	Adequate	Does your school have adequate budget over and above the book budget to purchase audiovisual materials, equipment, etc.?		(b) yes____ no____

Are minimum requirements (a and b) for budget met? yes____ no____

Explain shortages (items checked "no") _____

_____

_____

_____

* Available through rental, etc.

4. RECOMMENDED ORGANIZATION AND PROGRAM

a. The materials collections are classified and catalogued for use. yes____ no____

b. The library is available for reading, listening, conferences, and reference throughout the school day. yes____ no____

c. Professional personnel of the learning resource center and teachers plan together for the program of library instruction. yes____ no____

d. Professional personnel of the learning resource center plan with teachers for the active use of all communication media by students and teachers alike. yes____ no____

e. Skilled help is provided to aid teachers and students in the production of teaching-learning materials. yes____ no____

B. Guidance Services

1. Physical facilities are suitably equipped to provide privacy for individual counseling. Yes___ No___

2. Recommended Organization and Program

a. There is a counselor's job description, plus description of administrator's relationship to guidance program. Yes___ No___

b. A functional guidance committee exists. Yes___ No___

c. The testing program includes achievement and aptitude testing. Yes___ No___

d. There are adequate and up-to-date materials pertaining to educational and occupational opportunities. Yes___ No___

e. There is a program of systematic, continuous identification of student developmental needs. Yes___ No___

f. Complete and permanent student records are maintained with adequate adult clerical help. Yes___ No___

C. School Health Services

1. Recommended Physical Facilities. A health service area with adequate space is provided for the following health appraisal and counseling activities:

a. Isolating students who are ill. Yes___ No___

b. Administering vision screening tests. Yes___ No___

c. Administering hearing tests. Yes___ No___

d. Providing privacy for conferences with student, parents, teachers, and other school personnel. Yes___ No___

2. Recommended Organization and Program

a. Help is provided to teachers in observation and referral of students whose characteristics show deviations from those of healthy children. Yes___ No___

b. Guidance and assistance are provided in the identification of students with unobservable handicaps who may need special educational opportunities. Yes___ No___

c. Concise and pertinent records containing information that will help to further educational opportunities and potential of students are maintained. Yes___ No___

d. Procedures have been developed to help prevent and control disease; first aid procedures for the injured, and emergency care for cases of sudden illness. Yes___ No___

e. Health services of professional and official health agencies in the community are coordinated. Yes___ No___

270

Standard V. TEXTBOOK AND SUPPLEMENTARY REFERENCE MATERIALS

Each secondary school must have textbooks and supplementary reference materials which allow for an adequate comprehensive secondary school program consistent with criteria established by the State Superintendent of Public Instruction.

The principal of the school must rate the school's textbook and supplementary reference materials using the rating scale as follows, The same will be used for Standards VII and VIII.

5 - Excellent - places no restriction on a comprehensive secondary school program and stimulates experimentation and innovation

4 - Very Good - places no restriction on a comprehensive secondary school program

3 - Good - - - allows for an adequate comprehensive secondary program

2 - Fair - - - places some restrictions on a comprehensive secondary school program

1 - Poor - - - places severe restrictions on a comprehensive secondary school program

0 - Missing - - complete lack of a facility

RATING SCALE	Rating (Please circle)					
Language Arts	0	1	2	3	4	5
Social Studies	0	1	2	3	4	5
Mathematics	0	1	2	3	4	5
Science	0	1	2	3	4	5
Foreign Language	0	1	2	3	4	5
Homemaking	0	1	2	3	4	5
Industrial Arts	0	1	2	3	4	5
Physical Education	0	1	2	3	4	5
Health Education	0	1	2	3	4	5
Music (vocal and instrumental)	0	1	2	3	4	5
Art	0	1	2	3	4	5
Business Education (with exception of 7-9)	0	1	2	3	4	5
Driver Education (with exception of 7-9)	0	1	2	3	4	5

Standard VI. EQUIPMENT AND MATERIALS

Each secondary school must have equipment and materials which allow for an adequate comprehensive secondary school program consistent with criteria established by the State Superintendent of Public Instruction.

The principal of the school must rate the school's equipment and materials using the rating scale indicated in Standard VI.

RATING SCALE	Rating (Please circle)
Language Arts	0 1 2 3 4 5
Social Studies	0 1 2 3 4 5
Mathematics	0 1 2 3 4 5
Science	0 1 2 3 4 5
Foreign Language	0 1 2 3 4 5
Homemaking	0 1 2 3 4 5
Industrial Arts	0 1 2 3 4 5
Physical Education	0 1 2 3 4 5
Health Education	0 1 2 3 4 5
Music (vocal and instrumental)	0 1 2 3 4 5
Art	0 1 2 3 4 5
Business Education (with exception of 7-9)	0 1 2 3 4 5
Driver Education (with exception of 7-9)	0 1 2 3 4 5
Administrative Office Area	0 1 2 3 4 5
Guidance and Counseling Area	0 1 2 3 4 5
Library and Instructional Materials Center	0 1 2 3 4 5
Health and First-Aid Center	0 1 2 3 4 5
Playground	0 1 2 3 4 5
Lunchroom	0 1 2 3 4 5

Standard VII. FACILITIES

Each secondary school must have facilities which allow for an adequate comprehensive secondary school program consistent with criteria established by the State Superintendent of Public Instruction.

The principal of the school must rate the school facilities using the rating scale indicated in Standard VI.

RATING SCALE	Rating (Please circle)					
Language Arts	0	1	2	3	4	5
Social Studies	0	1	2	3	4	5
Mathematics	0	1	2	3	4	5
Science	0	1	2	3	4	5
Foreign Language	0	1	2	3	4	5
Homemaking	0	1	2	3	4	5
Industrial Arts	0	1	2	3	4	5
Physical Education	0	1	2	3	4	5
Health Education	0	1	2	3	4	5
Music (vocal and instrumental)	0	1	2	3	4	5
Art	0	1	2	3	4	5
Business Education (with exception of 7-9)	0	1	2	3	4	5
Driver Education (with exception of 7-9)	0	1	2	3	4	5
Administrative Office Area	0	1	2	3	4	5
Guidance and Counseling Area	0	1	2	3	4	5
Library and Instructional Materials Center	0	1	2	3	4	5
Health and First-Aid Center	0	1	2	3	4	5
Playground	0	1	2	3	4	5
Lunchroom	0	1	2	3	4	5

Booklet VIII

I.(We) hereby certify that this is a true and correct report of the above named school. (Both signatures are required.)

Date _____ Signed _____
School Principal

Date _____ Signed _____
District Superintendent or Designee

SCHOOL ACCREDITATION

BOOKLET IX
SELECTED REFERENCES
SUPPLEMENTARY MATERIALS

WASHINGTON STATE BOARD OF EDUCATION
and
WASHINGTON STATE OFFICE OF THE
SUPERINTENDENT OF PUBLIC INSTRUCTION

1981

Monica Schmidt
Assistant Superintendent
Division of Instructional
and Professional Services

Kenneth Bumgarner
Assistant to Division Management
and Director of Program Accountability
Division of Instructional
and Professional Services

William Everhart
Supervisor, Program Accountability
and School Accreditation
Division of Instructional
and Professional Services

Dr. Frank B. Brouillet, State Superintendent of Public Instruction
7510 Armstrong Street SW, Tumwater, Washington 98504

STATE OF WASHINGTON

GRANT L. ANDERSON
ED ARMBRUSTER
LEE H. BAYLEY
(PRIVATE SCHOOL REPRESENTATIVE)
EDWARD DIAMOND, D.V.M.
H. EUGENE HALL, M.D.
MARK E. HOEHNE
LEVY S. JOHNSTON
A. E. "TINY" JORGENSEN
WALTER H. LEWIS
BODIE H. LINCOLN
MAGGIE McCARTHY
ROBERT W. RANDALL, O.D.
PHILIP B. SWAN
DALE W. THOMPSON
OLLIE MAE WILSON

State Board of Education

OLYMPIA

DR. FRANK B. BROUILLET
PRESIDENT
GRANT L. ANDERSON
VICE PRESIDENT
DR. WM. RAY BROADHEAD
SECRETARY

MESSAGE FROM THE SUPERINTENDENT OF PUBLIC INSTRUCTION

At its March, 1981, meeting, the State Board of Education adopted a revised and expanded program of school accreditation. This adoption, under development since 1978, is the result of the cooperative efforts of members of the State Task Force for School Accreditation, staff members at schools and ESDs who participated in field test activities, SPI staff, and members of several ad hoc subcommittees. Continuing professional interest and dialogue also have contributed significantly to the development of this program.

All schools, public and private, including any grades, kindergarten through twelve, now may seek accredited status. Additionally, the availability of several optional procedures allows the selection of the method most appropriate for each participating school, thus providing for the differing needs among schools and their staffs.

As Superintendent of Public Instruction, I recommend these accreditation procedures as effective means of achieving planned program improvement at the individual school level. ESD and SPI staff will be working with all who express interest in studying and participating in these accreditation procedures. Those who seek to obtain accredited status through use of the State Board materials are encouraged to study, select, and plan carefully and to develop demanding targets of excellence toward which they can direct their energies. There is a potential of significant improvement that can be realized through judicious and effective application of this program.

Finally, on behalf of the State Board of Education, I wish to express sincere thanks to members of the State Task Force for School Accreditation and the field test participants whose names appear on the following pages. The cooperative leadership shown by these representatives of many diverse groups is most commendable, and their efforts are deeply appreciated.

Frank B. Brouillet

Frank B. Brouillet
President
State Board of Education

STATE TASK FORCE FOR SCHOOL ACCREDITATION
COMMITTEE MEMBERS

Name	Organization Represented
Grant Anderson	State Board of Education
Edward Beardslee Helen Humbert, Alternate	Washington State Council for Curriculum Coordination
Betsy Brown Bob Pickles, Alternate	Washington Education Association
Walter Carsten, Task Force Chairperson	Washington Association of School Administrators
Dick Colombini	ESD Curriculum Committee
Donn Fountain	House Education Committee
Donna Smith Dorothy Roberts Joyce Henning	Washington Congress of Parents, Teachers, and Students
Richard Hodges	Washington Council of Deans & Directors of Education
Ted Knutsen	Washington State Association for Supervision and Curriculum Development
Doug McLain	Washington Federation of Teachers
Richard Neher	Association of Washington School Principals
Janet Nelson Larry Swift, Alternate	Washington State School Directors' Association
Joe Morton Garris Timmer	Washington Federation of Independent Schools
Ken Bumgarner William Everhart	Superintendent of Public Instruction

FIELD TEST PARTICIPANTS - 1979-80

Bethel School District	Dr. Donald Berger, Assistant Superintendent
Elk Plain Elementary and	Pat Vincent, Vice-Principal
Shining Mountain Elementary	
Kapowsin Elementary	Karl Bond, Principal
Evergreen School District	
Marrion Elementary	Calvin Getty, Principal
La Center School District	Dr. George Kontos, Superintendent
La Center Elementary	Doug Goodlett, Administrative Assistant,
La Center Junior-Senior High School	Instructional Services, ESD 112
Monroe School District	Harold Bakken, Director of Special Projects
Frank Wagner Elementary	Roy Harding, Principal
Mukilteo School District	Robert Rodenberger, Director of Curriculum
Explorer Elementary	Larry Ames, Principal
Omak School District	Carole Anderson, Administrative Assistant
East Omak Elementary	
North Omak Elementary	
Renton School District	Margaret Locke, Director of Elementary
Cascade Elementary	Education
	George McPherson, Principal
San Juan Island School District	Dr. Jerry Pipes, Superintendent
Friday Harbor Elementary	Cathie Mendonsa, Principal
Friday Harbor High School	Mike Vance, Principal
South Kitsap School District	
Orchard Heights Elementary	Largo Wales, Principal
Wapato School District	Walt Bigby, Administrative Assistant
Wapato Primary	Jim Devine, Principal
Central Elementary and	Jim Seamons, Principal
Parker Heights Elementary	
Wapato Intermediate	Bill Frazier, Principal
Wapato Junior High School	Bill Parker, Principal
Wapato High School	Harold Ott, Jr., Principal
Pace Alternative High School	Dennis Erikson, Principal

SELECTED REFERENCES - SUPPLEMENTARY MATERIALS

BOOKLET IX

USING THIS BOOKLET

This booklet, Selected References and Supplementary Materials, provides sources of additional information about accreditation: developmental activity, rationale, effective use, sample instruments, and other related topics. Whether or not a school accreditation coordinator, steering committee or other participant chooses to use this material is dependent upon the need for more extensive background information and/or the need to review assessment procedures other than those provided in the several booklets.

The first of the two sections, Selected References, lists nearly 100 articles, monographs, surveys, books, and some sample assessment or survey instruments. Section two, Supplementary Materials, identifies the titles of additional surveys, questionnaires, opinionnaires, etc. This list later will be expanded by the periodic addition of revised or newly developed instruments that are created by participants in the accreditation program. Additions also will include titles of new forms developed in other states.

The introduction to each section contains further directions for use of this material.

State Board/SPI accreditation procedures are described in the series of booklets listed below. Some inquiries may be satisfied by the information found in a single booklet; others may need information from several of the topical descriptions or from a complete set.

Each school district and each Educational Service District will receive a complete set of these booklets for reference and for use; additional copies should be reproduced at the district level.

I. Introduction and General Overview

I.A. Factors Promoting Successful Self-Study Processes

II. Input/Standards Assessment, I/SA; An Approach to Self-Study

III. Process/Outcomes Analysis, P/OA; An Approach to Self-Study
- Study Area I
- Study Area II (Booklet IV)
- Study Area III

IV. School Climate Assessment
- An integral part of the P/OA Model
- An optional supplement to the I/SA and S-D Models

V. Self-Designed Model, S-D; An Approach to Self-Study

VI. Validating the Self-Study, The Plan for Program Improvement, and Standards-Only School Report

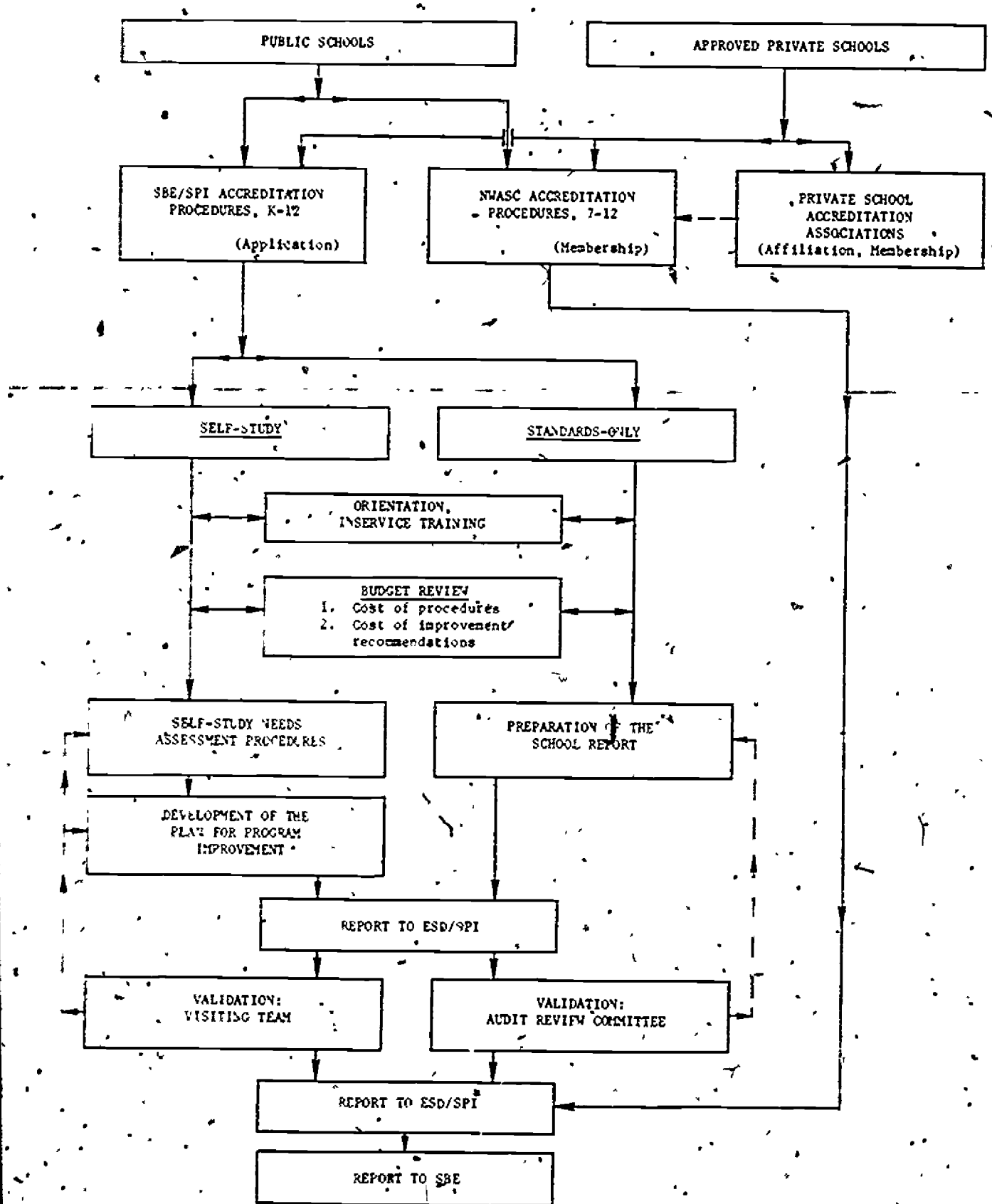
VII. Standards-Only, C-300E (Elementary)

VIII. Standards-Only, C-300S (Secondary)

IX. Selected References; Supplementary Materials

ACCREDITATION PROCEDURES CHART

Steps to be taken in the State Board of Education accreditation procedures are shown in the chart below. Optional accreditation programs are available through the Northwest Association of Schools and Colleges and through the several private school accrediting associations, however, those procedures are not shown in equivalent detail.



BOOKLET IX

TABLE OF CONTENTS

SELECTED REFERENCES

Introduction 1

State Office Needs-Assessment/
Accreditation Programs 1

Surveys of Needs-Assessment/
Accreditation Programs and Procedures 2

Needs-Assessment/Accreditation Design,
Methods and Forms 3

Self-Study and School Improvement 5

School Climate 6

Evaluation/Validation 6

Other 7

SUPPLEMENTARY MATERIALS

Introduction 9

Comprehensive Needs-Assessment
Standards and Procedures 9

School Climate 10

Project Management Guidelines 11

Miscellaneous Survey Forms 11

SELECTED REFERENCES

Introduction

The following list of selected references has been compiled from several sources including the materials used during the development of accreditation procedures, information recommended by field test participants, resources used during earlier accreditation studies, and a computer search of two education data banks. A topical organization has been used and the seven topic headings include:

1. State Office Needs Assessment/Accreditation Programs
2. Surveys of Needs-Assessment/Accreditation Programs and Procedures
3. Needs Assessment/Accreditation Design, Methods, and Forms
4. Self-Study and School Improvement
5. School Climate
6. Evaluation/Validation
7. Other

The seven categories tend to overlap, and some references possibly could be placed under another heading.

There are some weaknesses in this list of references, and users should be aware of possible problems in order to make the best use of the information available:

- The listing cannot be kept current; new material is published frequently.
- Inclusion in the list of selected references and supplementary materials results from the identification of titles which appear applicable from the many references noted during a thorough search of computer data bases. All have not been reviewed; the inclusion of a title does not necessarily mean an endorsement of the article or its contents. Users are advised to review such materials and make decisions based on utility, local needs, interest, policy, etc.

The intent behind the presentation of this list of references is to point the way toward some potentially helpful materials. The titles represent the kinds of information available, and it then becomes necessary that the accreditation coordinator, steering committee, or others interested in greater background information make such efforts as are necessary to secure and apply selected bits of information. Access or ERIC files, to computer search facilities, to college or university education libraries, etc., is important. SPI assistance is available also.

1. State Office Needs-Assessment/Accreditation Programs

"Accreditation of Colorado School Districts," Colorado Department of Education, Accreditation and Accountability Services Unit, Denver, Colorado, 80203. 1980.

Arkansas Department of Education. Division of Communication and Dissemination, "The State Educational Renewal Project." 1980. 53 pp.

"The Colorado School Accreditation Handbook - A Practical School Improvement Guide for Educational Leaders," Colorado Department of Education, School Improvement and Leadership Unit, Office of Program Development. 1979.

Cook, J. Marvin, "The D.C. Schools' Plan for Systemwide Achievement," Educational Leadership. November 1977. pp. 114-117.

"Establishing Educational Priorities Through the Illinois Problems Index." Survey Instruments and User's Manual. Illinois State Office of Education, Springfield. 175 pp.

Fisher, Thomas H., "Florida's Approach to Competency Testing," Phi Delta Kappan. May 1978. pp. 599-604.

"Handbook on Tentative Standards and Procedures for the Registration of Secondary Schools," New York State Education Department, Albany. October, 1979. 102 pp.

Hornbeck, David W., "Maryland's Project Basic," Educational Leadership, November, 1977. pp. 98-101.

Nance, W. K., "How Far is Competency Development in Oregon?", Educational Leadership, November, 1977. pp. 102-107.

New Jersey State Department of Education. "Needs Assessment in Education: A Planning Handbook for Districts." Handbook Series on Comprehensive Planning for Local Education Districts, No. 3." Trenton, Division of Research, Planning and Evaluation, 1974. 72 pages.

New Mexico Department of Education. A Manual to Aid the Understanding and Implementation of Statewide Evaluation. New Mexico State Department of Education. Santa Fe. 1973.

"Principles and Standards for Accrediting Elementary and Secondary Schools, and List of Approved Courses--Grades 7-12." Texas Education Agency, Austin, Oct. 1974. 85 pp.

"Principles, Standards, and Procedures for the Accreditation of School Districts," Texas Education Agency, 201 East 11th Street, Austin, Texas, 78701. Office of Planning and Evaluation.

"Standards and Recommendations for Elementary Schools," Idaho State Department of Education, Division of Instruction. Summer, 1977.

Surveys of Needs Assessment/Accreditation Programs and Procedures

Averch, Harvey A., et. al., How Effective is Schooling? A Critical Review and Synthesis of Research Findings. Rand Corporation, Santa Monica, California. March, 1972.

Buhl, A. J., "Assessing the Assessment Movement," School and Community. February, 1978. pp. 17-19.

Gajewsky, Stan. Accreditation: Review of the Literature and Selected Annotated Bibliography. A Monograph. McGill University, Montreal, Quebec. 1973.

Hanson, Gordon P., Accountability: A Bibliography. Cooperative Accountability Project. Madison, Wisconsin. 1973.

Kaplan, Bernard A., "On Monitoring School Effectiveness and Quality Control in the State of Missouri." Report by Development and Evaluation Associates, Inc., Midtown Plaza, 700 East Water Street, Syracuse, New York, 12310. July 31, 1978.

Kells, H. R.; Kirkwood, Robert, "Analysis of a Major Body of Institutional Research Studies Conducted in the Northeast, 1972-77: Implications for Future Research," October 12, 1978. 18 pp.

Western Washington State College, "A Survey of Accreditation Programs and Practices," Program of School Administration, March 14, 1975.

Whittier Union High School District, "Results of a Survey of 107 Colleges and Universities Regarding the Role and Purpose of Accreditation," Whittier, California. 1978.

3. Needs-Assessment/Accreditation Design, Methods, and Forms

Almen, Roy, "SEA Parent Opinion Survey-1974. Final Report," Minneapolis: Southeast Alternatives Program, Minneapolis Public School, 1974. 79 pp.

"Assessing and Improving Communications About School Programs and Services. A Handbook for the Professional Staff," Columbus Public Schools, Ohio. 1975. 36 pp.

Berk, Richard A. and Rossi, Peter H., "Doing Good or Worse: Evaluation Research Politically Reexamined," Social Problems. February, 1976. pp. 337-349.

Boyd, Robert L., "A Child in the House: Accrediting the Elementary School," North Central Association Quarterly. February, 1976. pp. 263-67.

Campbell, Paul B., "Needs Assessment in Educational Planning," Educational Planning, 1, 1 (May 1974) pp. 34-40.

Carpenter, James L., "Association Evaluation and Institutional Change," North Central Association Quarterly. February, 1970. pp. 259-63.

'Child Development Needs Assessment Manual,' Minnesota State Planning Agency. St. Paul. July, 1975. 62 pp.

Crim, Roger D.; Bownes, Malcolm, "Needs Assessment for Staff Development Report," October, 1975. 57 pp.

DeLorme, Hsuan L.; and Others, "Pupil-Perceived Needs Assessment Package," Research for better schools, Inc., Philadelphia, PA. Oct. 1974. 197 pp.

Eisner, Elliot W., "Some Alternatives to Quantitative Forms of Educational Evaluation," Association of California School Administrators Bulletin. May, 1972. pp. 13-15.

"Examining the Quality of a Local School Program" Consisting of Two Parts "A Manual and A Guide" National Education, 1201 16th Street, NW. Washington, D.C., 20036.

Goetz, Frank; and Others, "Assessment of Physical Facilities. A Phase II Report of the Facilities Study Committee," Birmingham Public Schools, Mich. September, 1974. 61 pp.

Grady, Michael J., Jr., Using Educational Indicators for Program Accountability, Cooperative Accountability Project, Madison, Wisconsin, 1974.

Hoffman, Cynthia L., "A Catalogue of Products That Can Aid Schools in Doing Organization Development and Needs Assessment," Florida State Dept. of Education, Tallahassee. June, 1979. 40 pp.

"An Instrument for School District Evaluation by the Local Association," WEA Accreditation Task Force; Second Draft, 1975.

Johnson, Bruce, "Taping Parent Opinion," 1979 (March 1979) pp. 144-45.

Jongeword, Ray, "NFIRE Survey of Rural Education Needs," National Federation for the Improvement of Rural Education. January 18, 1977. 9 pages.

Kuh, George D., and Others, "Designing a Problem-Focused Needs Assessment," Bloomington, Indiana, Indiana University School of Education, 1979.

Levin, Henry M., A New Model of School Effectiveness, Stanford Center for Research and Development in Teaching, Stanford, California. May, 1970.

McNeil, John D. and Laosa, Luis, "Needs Assessment and Cultural Pluralism in Schools," Educational Technology, 15, 12 (December 1975), pp. 25-27.

Marco, Gary L.; Murphy, Richard T.; and Quirk, Thomas J., "A Classification of Methods of Using Student Data to Assess School Effectiveness," Journal of Educational Measurement. Winter, 1976. pp. 243-252.

Milwaukee Public Schools, "School-Based Needs Assessment Procedure, Planning Document 1. Rough Draft," Wisconsin, 1972. 11 pages.

Mullen, David J. and Mullen, Rosemary C., "A Principal's Handbook for Conducting a Needs Assessment Using the School Program Bonanza Game," 1974. 69 pages.

"Needs Assessment for Inservice Education," National Education Association, Washington, D.C. Division of Instruction and Professional Development. 1975, 21 pages.

Price, Nelson C., Ed.; and Others. "Comprehensive Needs Assessment," San Mateo County Superintendent of Schools, Redwood City, California, Division of Educational Support and Planning. July, 1977. 77 pages.

"Procedures for Appraising The Elementary School,' A Cooperative Pilot Project, Association of California School Administrators and Western Association of Schools and Colleges. 1973 edition.

Rookey, T. Jerome, "Needs Assessment Model: East Stroudsburg. Project NAMES Workbook. Second Edition," East Stroudsburg State College, PA, Education Development Center. April, 1976. 55 pages.

Russell, Dale, and Others, "Developing a Workable Needs Assessment Process," Los Angeles County Superintendent of Schools, California, 1977, 85 pages.

Schlaefle, Elisabeth, Ernst, Shirley, "Reading Program Assessment and Planning Handbook," Idaho State Department of Education, Boise. June, 1977. 123 pages.

Schroder, H. M., "Organizational Control: Monitoring Ongoing Programs," in Scarvia B. Anderson and Claire D. Cole's (editors), Exploring Purposes and Dimensions: New Directions for Program Evaluation. Jossee-Bass, Inc., Publishers, 1978. pp. 83-94.

Schurr, Terry, Sciara, Frank, "The ISTA/RCPSS Professional Education Inservice Needs Assessment." Nov. 1977. 40 pages.

Semrow, Joseph J., "Institutional Assessment and Evaluation for Accreditation. Topical Paper No. 9," Arizona Univ., Tucson, College of Education. June, 1977. 29 pages.

Troyer, Jennifer Gentry; Wood, Charles L., 'Preplanning: The Key to Conducting a Successful Accreditation Evaluation," NASSP Bulletin, v63, n425 March, 1979.. pp. 78-84.

Utz, Robert T.; Glick, I. David, "The Collection, Analysis, and Use of Needs Assessment Data for the Determination of Educational Priorities," Dr. Robert T. Utz, College of Education, University of Toledo, Toledo, Ohio, 43505. June, 1978. 20 pages.

Witkin, Belle Ruth, "An Analysis of Needs Assessment Techniques for Educational Planning at State, Intermediate, and District Levels: Hayward, California: Alameda County Superintendent of Schools. 1975. 182 pages.

Wormer, Frank B., Developing A Large Scale Assessment Program. Cooperative Accountability Project. Madison, Wisconsin. 1973.

4. Self-Study and School Improvement

"Guides to Conducting Programs of School Improvement," Southern Association of Colleges and Schools, Commission on Elementary Schools, 795 Peachtree St. N.E., 5th Floor, Atlanta, Georgia, 30308.

"Handbook for Institutional Self-Study," Commission on Higher Education, Philadelphia, PA, Middle States Association of Colleges and Schools. 1977. 27 pages.

"A Handbook of Institutional Self-Study," Southern Association of Colleges and Schools, Commission on Elementary Schools.

Kells, H. R., "Self-Study Processes: A Guide for Postsecondary Institutions," American Council on Education, One Dupont Circle, Washington, D.C., 20036, 1980.

King, Royce, "Development of an Administrator's Guide for School District Self-Evaluation." Feb. 2, 1976. 42 pages.

McDowell, L. C.; Fagen, B. T., "Making the Self-Study for Accreditation and School Improvement." 1975. pp. 31-32.

Northwest Association and Association of Washington School Principals, "School Improvement Through Self-Study," Washington State Committee.

Stappenbeck, Herb, "A Practical Approach to Institutional Self-Study," North Central Association Quarterly. 1978. pp. 464-71.

5. School Climate

Bedley, Eugene, "Climate Creators," People-Wise Publications, Irvine, CA, 1981.

Bedley, Eugene, "How Do You Recognize A Good School?" People-Wise Publications, Irvine, CA, 1978.

Fox, Robert S., et al., "School Climate Improvement: A Challenge to the School Administrator," CFK Ltd., 1973.

Wiant, Albert R., "Affective Accountability," Commentary, Cooperative Accountability Project, Colorado Department of Education, Vol. 1, No. 5. September 1975. 7 pages.

6. Evaluation/Validation

"Building-Based Planning and Evaluation. A Discussion Paper," Grand Rapids Public Schools, Mich. 11 pages.

Cawelti, Gordon, "Requiring Competencies for Graduation," Education Leadership. November, 1977. pp. 86-91.

'Essentials for Good Elementary Schools. Supporting Services for Children and Staff,' Southern Association of Colleges and Schools, Fifth Floor, 795 Peachtree Street, N.E., Atlanta, Georgia, 30308. 1969.

"Evaluating the Elementary School. A Guide for Cooperative Study," Southern Association of Colleges and Schools, Atlanta, GA., Commission on Elementary Schools. 1964. 63 pages.

"Evaluating the Elementary School," Southern Association of Colleges and Schools, Commission on Elementary Schools, 795 Peachtree St. N.E., Atlanta, GA, 30308. 1964 edition.

Georgiades, William, "How Good is Your School?" The National Association of Secondary School Principals, Reston, VA., 1978.

Goodlad, John I., Klein, M. Frances, and Associates, 'Looking Behind the Classroom Door," Charles A. Jones Publishing Company, Worthington, Ohio.

Houston, Samuel R.; Duff, William L., Jr.; and Roy, Melvin R., 'Judgement Analysis as a technique for Evaluating School Effectiveness," The Journal of Experimental Education. Summer 1972. pp. 56-61.

Jordon, L. Forbis, "Program Improvement Through School Evaluation,' Educational Leadership, 1977. pp. 272-275.

Leggett, Stanton, "How to Rate Your Own School," American School Board Journal. November 1977. pp. 31-35.

Pipho, Chris, "Minimum Competency Testing in 1978: A Look at State Standards," Phi Delta Kappan. May, 1978. pp. 585-8.

Stone, James C., "E-VALUE-ation" in Scarvia B. Anderson and Claire D. Cole's (Editors), Exploring Purposes and Dimensions; New Directions for Program Evaluation. Jossey-Bass, Inc., Publishers. 1978. pp. 73-82.

Szylor, Galen, "Three Essentials in Determing the Quality of Education," Educational Leadership. January 1977. pp. 243-5.

Thomas, M. Donald, "How to Recognize a Gem of A School When You See One," American School Board Journal. March 1975, pp. 27-30.

"Visiting Committee Handbook. Accreditation Program. Secondary Schools,' Western Association of Schools and Colleges, Accrediting Commission for Secondary Schools, 1499 Bayshore Highway, Burlingame, California, 94010, 1971 Edition.

"The Visiting Committee in the Elementary School Accrediting Process,' Southern Association of Colleges and Schools, Commission on Elementary Schools, 795 Peachtree Street, N.E., Atlanta, Georgia, 30308.

7. Other

Brickell, Henry M., "Seven Key Notes on Minimum Competency Testing,' Phi Delta Kappan. May 1978. pp. 589-92.

Bryk, Anthony S., "Evaluation Program Impact: A Time to Cast Away Stones, A Time to Gather Stones Together" in Scarvia B. Anderson and Claire D. Cole's (editors), Exploring Purposes and Dimensions: New Directions for Program Evaluation. Jossey-Bass, Inc., Publishers. 1978. pp. 31-58.

Carpenter, James L., "Accreditation Evaluation and Institutional Change." March, 1970. 17 pages.

Cody, Wilmer S., 'School Tax Increase During Hard Times: The Birmingham Story," July, 1976. 8 pages.

Dyer, Henry S., 'The Role of Evaluation in School Systems," Association of California School Administrators Bulletin. May, 1972. pp. 5-10.

Goodlad, John I., "Schools Can Make a Difference," Educational Leadership, November 1975. pp. 108-117.

Kells, Herbert R., "Institutional Accreditation: New Forms of Self-Study," Educational Record, 53, 2. 1972. pp. 153-48.

Orlich, Donald C. and Ratcliffe, James L., "Coping with the Myth of Accountability," Educational Leadership. January, 1977. pp. 246-51.

Orstein, A. C., "Politics of Accountability," Educational Forum, November, 1976. pp. 61-8.

Wilson, Elizabeth C., "Quality Control in the Public Schools," Educational Technology. October 1971. pp. 25-29.

SUPPLEMENTARY MATERIALS

Introduction

The following titles or descriptors of supplementary materials represent specific forms, questionnaires, surveys, standards, and checklists that may be useful in expanding a needs-assessment or program improvement activity. In some cases samples of an item may be available through SPI; most often, however, contact should be made with the source in order to obtain copies. As accreditation experience is gained in Washington State, the SPI bank of materials will grow and a wider range of supplemental forms will become available.

Contributions to this section are encouraged.

1. Comprehensive Needs Assessment Standards and Procedures

Elementary School Evaluative Criteria*
National Study of School Evaluation (NSSE)
2201 Wilson Blvd.
Arlington, VA 22201

Junior High School/Middle School Evaluative Criteria*
NSSE
2201 Wilson Blvd.
Arlington, VA 22201

Secondary School Evaluative Criteria*
NSSE
2201 Wilson Blvd.
Arlington, VA 22201

Assessing School Readiness as a Precondition for Effective Instructional Improvement Planning
Albert Haugerud, Ph.D.
with Donna VanKirk and Alice Jordan
Published by Instructional and Professional Services Division, SPI

Examining the Quality of a Local School Program
National Education Association (NEA)
1201 16th Street NW
Washington D.C. 20036

Evaluating the Elementary School
Commission on Elementary Schools
Southern Assoc. of Colleges and Schools
795 Peachtree Street NE
Atlanta, GA 30308

Evaluating Your Elementary School
Washington Elementary Principals' Association in Cooperation with SPI
1967 (Note: This booklet is out of print. Inquiry among elementary principals or at AWSP offices may locate a copy.)

*The NSSE Evaluative Criteria are used as a basis for accreditation activities conducted by the six independent regional accrediting associations.

2. School Climate

Operations Notebook: Improving the School Climate
Frank J. Clark
Association of California School Administrators
1575 Old Bayshore Highway
Burlingame, CA 94010

School Climate Profile (Revised from material used in Booklet IV; revision by James Tunney and James Jenkins under the direction of Dr. William Georgiades.)
School of Education
University of Southern California
Los Angeles, CA 90007

School Climate Questionnaire (Revised from material found in Booklet IV.)
Dr. George Kontos, Superintendent
La Center School District
Box 168
La Center, WA 98629

Parent Opinion Inventory
National Study of School Evaluation (NSSE)
2201 Wilson Blvd.
Arlington, VA 22201

Student Opinion Inventory
NSSE
2201 Wilson Blvd.
Arlington, VA 22201

Teacher Opinion Inventory
NSSE
2201 Wilson Blvd.
Arlington, VA 22201

Student Approach-Avoidance Response: (Item #24)
Program Accountability, SPI

Kennedy Junior High Climate Improvement Project; (Item #31)
Program Accountability, SPI

Student Attitude Survey; (Item #32)
Program Accountability, SPI

3. Project Management Guidelines

Seven Year Curriculum Development Timeline; (Item #12)
Program Accountability, SPI

Comprehensive K-12 Curriculum and Instruction Needs Assessment Plan
(Includes: Tasks, Timeline, Responsible Person, Resource Person)
Dr. George Kontos, Superintendent
La Center School District
Box 168
La Center, WA 98629

Needs Assessment Survey; (Item #21)
Program Accountability, SPI

Needs Assessment Survey; (Item #25)
Program Accountability, SPI

4. Miscellaneous Survey Forms

Citizens' Questionnaire
Dr. George Kontos, Superintendent
La Center School District
Box 168
La Center, WA 98629

Elementary School Parents' Survey; (Item #26)
Program Accountability, SPI

Parent Questionnaire; (Item #23)
Program Accountability, SPI

Students' Questionnaire
Dr. George Kontos, Superintendent
La Center School District
Box 168
La Center, WA 98629

Former Student Questionnaire
Dr. George Kontos, Superintendent
La Center School District
Box 168
La Center, Wa. 98629

Teachers' Questionnaire
Dr. George Kontos, Superintendent
La Center School District
Box 168
La Center, WA 98629

Leader Behavior Description Questionnaire
Ohio State University
Columbus, Ohio

Conditions of Professional Services; (Item #30)
Program Accountability, SPI

Staff Personnel Policies and Procedures; (Item #29)
Program Accountability, SPI

Reading Questionnaire; (Item #22)
Program Accountability, SPI

Instructional Function Survey; (Item #27)
Program Accountability, SPI

Administrative Operation Survey; (Item #28)
Program Accountability, SPI

Consultant Evaluation Form
Dr. George Kontos, Superintendent
La Center School District
Box 168
La Center, WA 98629

Sample: Curriculum and Instruction Committee Recommendations
Dr. George Kontos, Superintendent
La Center School District
Box 168
La Center, WA 98629