THE PROFILE OF ORGANIZATIONAL CAPACITY

T he Profile of Organizational Capacity provides information and data that portray the school's capacity to produce the levels of student performance the school and its community of stakeholders desire and expect. The Profile consists of the results of a self-assessment of the school's adherence to the Middle States Standards for Accreditation.

The twelve Standards for Accreditation reflect research-based best practices for quality in schools. The Standards also represent the organizational "building blocks" that need to be in place to produce high levels of student performance.

The purpose of the Profile is three-fold:

- To gather information that portrays the capacity of the school system, its component schools, and its community of stakeholders to produce the levels of student performance they stated in the Mission and Profile of Graduates. The Profile is developed by completing a self-assessment of the school system's adherence to the Middle States Standards for Accreditation for School Systems. The twelve Standards for Accreditation reflect research-based best practices for quality in school systems. The Standards also represent the organizational "building blocks" that need to be in place to produce high levels of student performance when controlling for economic, social, and other factors students bring with them to the school system. The self-assessment leads to identifying the system's strengths and areas in need of improvement in the areas addressed by the Standards for Accreditation.
- The Profile will also provide those who will be participating in and contributing to the development of the system's Plan for Growth and Improvement with a good understanding of the current status of the school system's organizational capacity.
- This report of the self-assessment and its supporting documentary evidence serve as the "stepping off point" for the Visiting Team as it does its duty of determining whether the evidence seen and heard either confirms or disconfirms the system's self-assessment.

Standards for Accreditation for School Systems

Foundational Standards: Standards addressing best practices in the components of a school that provide the *foundations* for quality in the education program, services, and results in terms of student learning.
- Standard 1: Philosophy/Mission
- Standard 2: Governance and Leadership
- Standard 3: Planning for Growth and Improvement
- Standard 4: Finances
- Standard 5: Facilities
- Standard 6: System Climate and Organization

*Operational Standards***:** Standards addressing best practices in delivering the education program, services, and activities to the students.
- Standard 7: Health and Safety
- Standard 8: Educational Program
- Standard 9: Evidence of System Effectiveness
- Standard 10: Student Services
- Standard 11: Student Life and Student Activities
- Standard 12: Information Resources and Technology

A. Method(s) Used to Conduct the Self-Assessment of Adherence to the Standards for Accreditation

A. By Standards Surveys

X	YES		NO	**The self-assessment was conducted using the surveys provided by the Middle States Association and surveys by Victoria Bernhardt, WE surveys and local task force surveys.**
Total Number of Surveys Returned				2,081
The results represent surveys completed by:				/////////////

▪ **Students**	1,338
▪ **Parents**	712
▪ **Faculty and Staff**	27
▪ **Administrators**	Part of Faculty and Staff #
▪ **Board Members**	4
▪ **Business/Community Representatives**	Unknown because it was anonymous

Note: High School Students were surveyed using the Victoria Bernhardt surveys but the data has been lost since that time.

B.   By a Committee

	YES	x	**NO**	**The self-assessment was conducted by a committee for all the Standards.**
Committee Member's Name				**Role in the School's Community (e.g. teacher, parent, student, etc.)**

**NOTE: Committee size and composition may vary depending upon the school's size, the topic to be addressed, etc. If needed, add lines to the above chart.

If the school system used a single committee to conduct the self-assessment, explain below how all of the school system's community of stakeholders were given opportunities to provide input into the self-assessment.