

PROFILE OF ORGANIZATIONAL CAPACITY

Introduction

An essential component of the self-study and accreditation process is the development of a Profile of Organizational Capacity. This Profile is constructed by conducting a self-assessment of the school's adherence to the 12 Middle States Standards for Accreditation by the school's community of stakeholders.

The purpose of the Profile is two-fold:

- To gather information that portrays the capacity of the school and its community of stakeholders to produce the levels of student performance they desire and expect. The Profile is developed by completing 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 when controlling for economic, social, and other factors students bring with them to the school. The self-assessment leads to identifying the school's strengths and areas in need of improvement in the areas addressed by the Standards for Accreditation.
- The Profile also provides those responsible for developing the School Improvement Plan with a good understanding of the current status of the school's capacity to produce the levels of student performance it desires.

There are twelve Standards for Accreditation that schools, school districts, and similar education institutions must meet to be accredited.

Organization of the Standards

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: School Improvement Planning
- Standard 4: Finances
- Standard 5: Facilities
- Standard 6: School Climate and Organization

Woodlawn High School

Excellence by Design, Self-Study Document and Team Report

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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: Assessment and Evidence of Student Learning
- Standard 10: Student Services
- Standard 11: Student Life and Student Activities
- Standard 12: Information Resources and Technology

In developing the Profile of Organizational Capacity, the school's stakeholders conduct a self-assessment of the school's adherence to the Standards for Accreditation and their Indicators of Quality using the following rating scale:

Rating of Compliance with the Indicator	
1. Does Not Meet	The evidence indicates the school does not meet the expectations of this Indicator
2. Partially Meets/In Need of Improvement	The evidence indicates that the school partially meets the expectations of this Indicator and is in need of improvement
3. Meets	The evidence indicates the school meets the expectations of this Indicator
4. Exceeds	The evidence indicates the school exceeds the expectations of this Indicator

The Standards Self-Assessment for Woodlawn High School was conducted using the Middle States Standards Survey and were delivered to all stakeholders at various times during the Spring of 2008. It is important to note Woodlawn High School was undergoing *No Child Left Behind* Alternative Governance Planning during the planning for the Middle States Accreditation Evaluation. Identified areas of improvement are reflected in the 2008 Alternative Governance Plan, the School Improvement Plan and the Facilities Maintenance Plan.

Self-Assessment Surveys were distributed to the staff during a faculty meeting on March 7, 2008. Faculty results were averaged to find overall rankings for each of the standards. During the week of May 5, 2008, randomly selected classes of students were selected to take the survey during Social Studies classes. Additionally, students were given copies of the survey to take home to parents to complete.

The Middle States Planning Committee calculated the results of all surveys and identified the highest ranking indicators as well as the lowest ranking indicators for each of the 12 Standards. These are identified in the additional portions of Section V of the Self-Study Document in the Self-Assessment Results section. Indicator results were used to inform the School Improvement Committee and develop the School Improvement Plan for the 2008-2009 and 2009-2010 school years.

Below is the participant information gathered during this process:

Total Number of Surveys Returned	335
The results represent surveys completed by:	
▪ Students	100
▪ Parents	30
▪ Faculty and Staff	200
▪ Administrators	5
▪ Board Members	0
▪ Business/Community Representative	0
▪ Other	0

The results of the surveys of the staff, parents, and students, as well as a facilities self-study, are included as additional documents following this section.

Also included following this section is the Executive Summary for a PDK-CSMI Curriculum Management Audit for the Improvement of the Baltimore County Public Schools conducted in 2006. Both the standards for the audit and its recommendations have a direct bearing on those aspects of the Middle States Standards for Accreditation that apply to the school system and, by extension, affect the schools' ability to meet the Middle States Standards.