

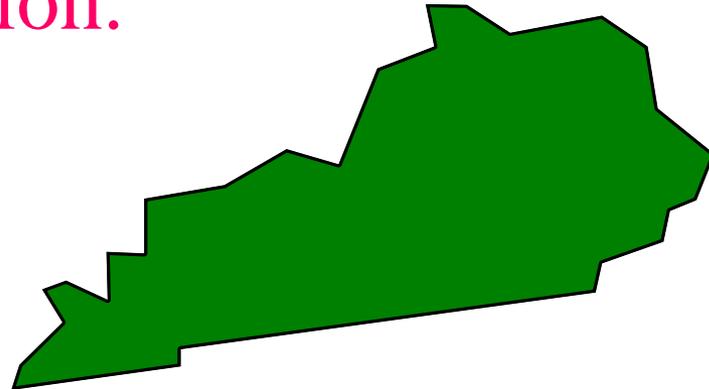
Kentucky Non-Public Schools
Commission
SITE VISITOR TRAINING

2004, 2008, 2010, 2013

History

History of State Certification of Non-Public Schools

Before the Kentucky Education Reform Act, the Commonwealth of Kentucky “accredited” all schools within the state’s borders through a “paper audit” done annually by the Office of Non-Public Education.



History of State Certification of Non-Public Schools

After KERA, accountability measures for public schools were based upon state testing of students, so non-public schools were left without a vehicle of accreditation. The four Catholic Dioceses (Covington, Lexington, Louisville, and Owensboro) in Kentucky begin to meet to explore their options.

History of State Certification of Non-Public Schools

In 1993 The Kentucky Non-Public Schools Commission, Inc. was incorporated and sanctioned as the sole recommending organization for non-public school certification. The accreditation self-study process was developed and accepted by the State Department of Education. The process has been amended four times (2001, 2004, 2010, and 2013). Several other accrediting associations were also reviewed and approved by the KBE.

Purpose



Purpose of the KyNPSC Accreditation Process

The KyNPSC's own accreditation process was designed for the improvement of student learning. It enables the school to define its current reality through a systemic look at the school and an intensive self-study, and project a vision for the future of the school using goals, objectives, strategies, & action steps.

Purpose of the KyNPSC Accreditation Process

The KyNPSC's self-study:

- Provides a means of accountability;
- Fosters community involvement; and
 - Builds public relations.

Verification of the Self-Study

Responsibilities of the Visitor

- Be familiar with all of the Accreditation materials provided;
- Verify the Demonstrators that were included in the self-study, and question those that were not included;
- Examine the IIP (Instructional Improvement Plan), the LRP (Long-Range Plan), and the School Improvement Plan;

Responsibilities of the Visitor

- Identify strengths that are deserving of “Commendations”;
- Develop “Recommendations” that may help strengthen the school’s program;
- Write a narrative report of findings based on the self-study document and the site visit.

Suggested Site Visitor Profile

Ideally, a “Site Visitor” will be an experienced administrator or instructional staff member with a Master’s degree (rank 2 Kentucky certificate).

Number of Visitors

A “site visit” involves verification of the contents of the self-study document. The visitors do **not** conduct their own self-study. Preferably, at least two visitors are desired. The school administrator may choose the visitors, subject to affirmation by the KyNPSC.

Site Visitor Activities

The visitor's activities will include those that verify the data presented in the self-study, especially the demonstrators provided in the document itself and available within the school. The visitor assures compliance with KyNPSC standards.

Site Visitor Responsibilities

- Collaborating with other visitors;
- Keeping to the schedule provided;
- Giving a brief verbal overview to the school administrator at the end of the visit;
- Writing a narrative summary report that sticks to the facts and keeps opinions to a minimum.

Verification Visit

- The schedule should be one day in most cases, with an option for arrival and a brief meeting on the evening before;
- Sample schedules are included in the Site Visitation Handbook;
- Ordinarily, the schedule is arranged in advance by the administrator and given to the visitor(s).

Verification Visit

The structure of a typical schedule:

- Arrival - met by the administrator
- Meet with Pastor or chief school officer
- Tour of the facilities
- Visitors organizational meeting – review the document together; VERIFY, don't critique
- Classroom visits – very brief

Verification Visits

Schedule Structure (cont.):

- Lunch with staff
- (If necessary) Meet with teachers or department chairs
- Meet with representatives of parents, board, etc.
- More classroom visits (if desired/necessary)
- Visitors meeting – wrapping up/writing report
- Exit interview with school administrator

Verification Visit

FYI:

In the Site Visitation Handbook, there are suggested sample questions that may be used with each constituency group.

Some questions to guide your overall work:

- Does the school's LRP accurately reflect the school's strengths and areas of concern?
- Is the school's Instructional Improvement Plan based upon continual progress in student achievement?

Some questions to guide your overall work:

- Was there involvement of the TOTAL “school community” in the creation of the school’s IIP and LRP?
- Is there congruence between what you observe and what is written in the school’s plans?

Components of the
KyNPSC
Accreditation Process

The KyNPSC Accreditation Document and Process

Standards -- what is to be accomplished/
performed

Indicators -- further define Standards and
indicate progress toward Standards; marked as **Y**
(Yes), **N** (No), **IP** (In Process) or **NA** (Not
Applicable)

Demonstrators -- show specific data reinforcing
the Indicators (i.e. artifacts or other evidence)

Collecting and Organizing Data

- Check if the Indicator was documented or observed;
- Check if Demonstrator was complete or not available;
- Write comments regarding Demonstrator;
- Commendations and/or Recommendations.

Collecting and Organizing Data

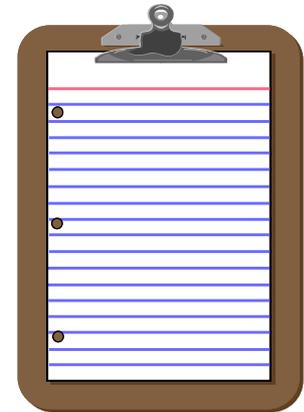
- Cite Any Deficiencies
 - Rare;
 - A “Deficiency” is any demonstrator that has not been provided or which is found to be over-represented;
 - If insufficient preparation was taken in completing a particular document, that may also be considered a deficiency.

The Self-Study Document

- COMPONENT AREAS:

- *Overview*

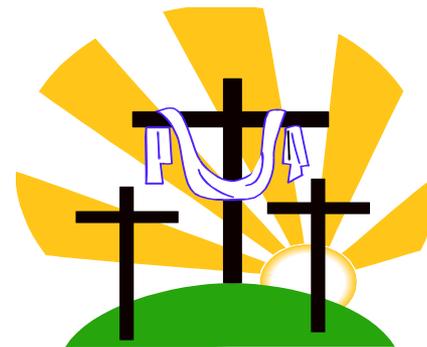
- Frames total report
 - General overall view of the school
 - Snapshot of progress
 - Brief history with some recent successes cited



The Self-Study Document

Catholic Identity

- A strong Catholic Identity is essential for success;
- Certification status of religion instructors?
- Compliance with *Charter for the Protection of Children and Young People*?
- Family Life program?



Questions for Visitors

- Catholic Identity
 - Is there well-planned religious instruction by qualified individuals?
 - Are Catholic values evident in other curricular areas as well as within the life of the school?
 - Is there evidence of compliance with the Catholic Church's implementation of programs designed to provide a safe environment?

The Self-Study Document

Mission

- All action should flow from these statements
- Suggestions for writing these statements and samples of these statements are included in the document



Questions for Visitors

- **Mission**

- Was there involvement of the TOTAL “school community” in the creation of this statement?
- Is there a common understanding of the mission and vision of the school throughout the community?
- Is there congruence between what the school says and what the school does?

The Self-Study Document

Governance

- This area is charged with overall responsibility for the school improvement process -- from initiation through the monitoring of the implementation;
- Charged with making the plan a living, breathing document;
- Holds those identified accountable for the implementation;
- Amends, when and where necessary.

Questions for Visitors

- Governance
 - Are there policies governing the administration of the school?
 - Are the policies well communicated?
 - Is the school on solid financial ground?
 - Is there evidence of short-term and long-term planning? follow-up?

The Self-Study Document

Finance

- Intertwined with Governance.

Questions for Visitors

- Finance
 - Are there policies governing the finances of the school?
 - Are the policies well communicated?
 - Does the school have a budget?
 - Is the school on solid financial ground?
 - Is there evidence of short-term and long-term planning? follow-up?

The Self-Study Document

Plant and Facilities

- There exists a safe and orderly environment conducive to learning;
- *Transportation* -- vehicles and personnel
- *Facilities planning*

Questions for Visitors

- Plant and Facilities
 - Is this a safe, attractive facility which is conducive to educational progress?
 - Is there planning for facilities?

The Self-Study Document

Administration and Staffing

- There are qualified and sufficient personnel;
- Instructional leadership v. managerial role;
- There is new teacher support and evidence of the program;
- ***Professional Development*** included -- budget, explanation , and how it is tied to school improvement.

Questions for Visitors

- Administration and Staffing
 - Are personnel qualified for their positions?
 - Are written policies provided for the personnel in the building?
 - Is the staffing adequate?
 - Is improvement in student performance a focus of the staff?

The Self-Study Document

Curriculum

- There is a clearly defined curriculum and standards for student learning;
- There is a cohesion between curriculum planning, instruction, and student assessment;
- There are various instructional methods/strategies;
- There is an integration of technology, with a Technology Plan.

Questions for Visitors

- Curriculum

- Is the academic program consistent with the school's Mission?
- Are there defined standards for learning?
- Is technology integrated into the curriculum?
- Are there clear academic expectations?
- Are expectations demonstrated and reflected in the planning, curriculum, instruction, and assessment?

The Self-Study Document

Instructional Improvement Plan

- It is based on data;
- It includes instructional goals, objectives, etc.

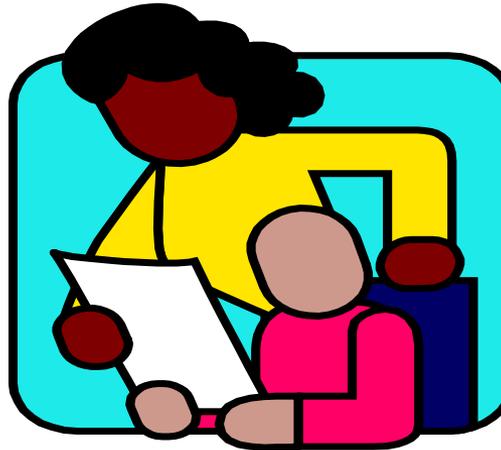
Questions for Visitors

- Instructional Improvement Plan
 - Is the plan complete?
 - Does the plan include an evaluation component?

The Self-Study Document

School Climate

- Concerns positive interactions within the school;
- Includes surveys of the various constituent groups;
- Examines transfer and admission policies.



Questions for Visitors

- School Climate
 - Are the relationships within the building and between the school and its immediate community generally positive?
 - Does respect for one another permeate the school?

The Self-Study Document

School–Community Relationships

- There is positive interaction between the school and the broader community;
- There is a PR plan, matrix, and analysis included;
- There is a vibrant connection to **outside** community:
 - volunteers service
 - parents alumni
 - business partnerships cultural resources

Questions for Visitors

- School Climate and Community
 - Are there positive interactions between the school community and the broader community?
 - Does the school utilize community resources?
 - What is the parents' role in the school?

The Self-Study Document

Institutional Advancement

- The school looks at enrollment trends and disaggregates the data by grade, parish, and special needs;
- There is a good understanding of the school's demographics;

Questions for Visitors

- Enrollment
 - Is enrollment data kept and used to predict future enrollment and thereby determine the needs of those students?
 - How is enrollment data used in planning?
 - How is demographic data collected and updated?

The Self-Study Document

Indicators of Success

- Includes the collection and uses of data:
 - Student testing data;
 - Attendance data, for both students and faculty; and
 - Honors conferred in and out of school

Questions for Visitors

- Indicators of Success
 - Is relevant data recorded and used as the foundation for instructional goals?
 - What does the pattern of attendance indicate?

The Self-Study Document

Co-Curricular and Special Programs

- *Counseling program*
- *Student leadership*
- *Special needs*
- *Other special programs such as:*
 - Before/Afterschool programs;
 - Food services;
 - Preschool
 - Service programs;
 - Sports

Questions for Visitors

- **Co-curricular and Special Programs**
 - Are there sufficient programs and services offered to the students?
 - Are there adequate school policies governing the programs and services?
 - Are there procedures through which the school can identify students whose needs cannot be met within the school, for the purpose of directing them to appropriate services?

Exit Interview with the Administrator

The exit meeting between the visitor(s) and the administrator is generally brief (ten to fifteen minutes), and includes general observations of the visit. While this is ordinarily just a courtesy, sometimes major (potentially disqualifying) issues are brought up and discussed.

Written Report

- Sample in the Site Visitation Handbook
- Generally, the report will consist of:
 - i. An Introduction, which includes a brief general narrative of the entire visit;
 - ii. A general summary, including *Commendations* and *Recommendations*, of each of the component areas of the self-study;
 - iii. Any other issues that might need attention but are not considered a deficiency;

Written Report (cont.)

- iv. Any deficiencies, with detailed explanations;
- v. The last page includes the *Accreditation Recommendation*:
 - Full Accreditation
 - One-Year Accreditation (with a followup to check on the status of some correctable issue that is major, but not a “deficiency”)
 - Not Recommended At This Time (almost never happens; usually due to some deficiency in physical plant, finance, or staffing)

“Finishing Up”

- Expenses – mileage, etc.; are to be turned in to administrator of school;
- Materials – unused binders should be returned to school; a scanned copy of the entire self-study, including documentation, should be saved to a “thumb drive” and sent with the report to the KyNPSC;
- All confidential materials is kept at school.

Kentucky Non-Public Schools Commission, Inc.

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