



Strengthening Viability through Accreditation

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The stats until 1975...

80%

of all deaf children were
educated in schools for the deaf

The stats today...

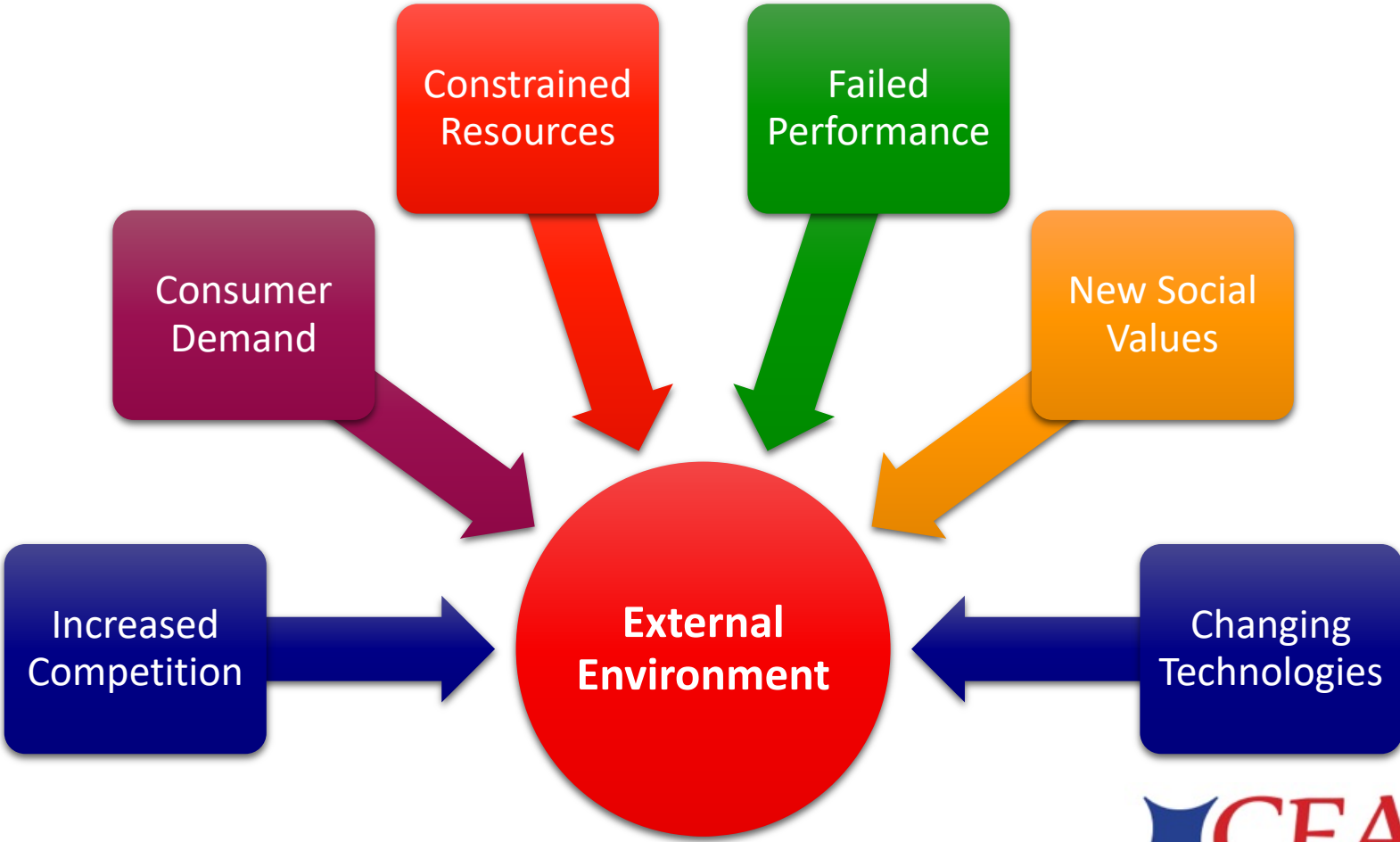
20%

of all deaf children are
educated in schools for the deaf

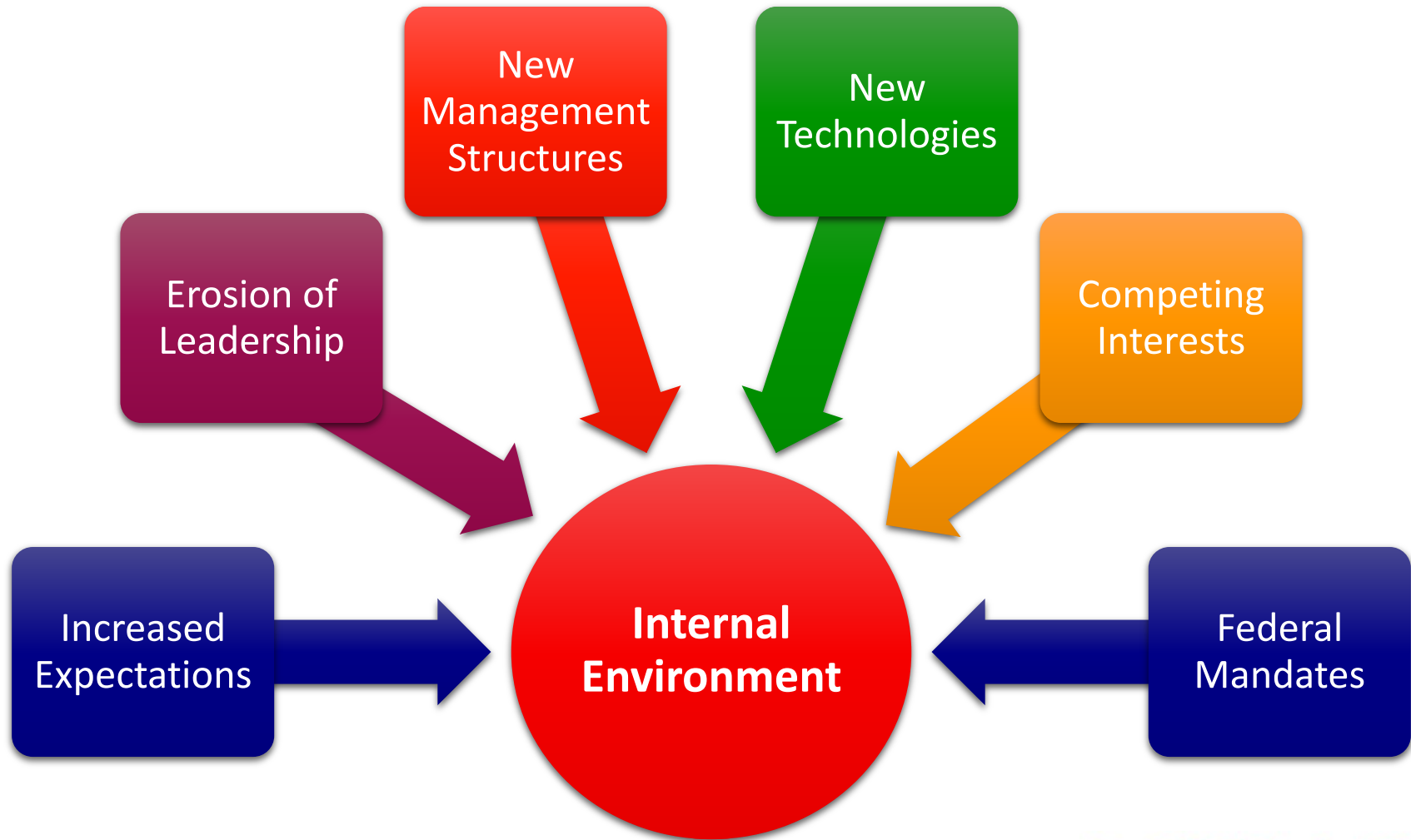
What does the data tell us?

- Did we not see the change coming?
- Did we disregard or underestimate the potential impact of the change?
- Was our message or brand weaker than that of our competition?
- Did we have the right leaders in the right places?
- Were the forces in our external environment too strong and the quality of our internal environment too weak?

Schools for the Deaf had every reason on earth to change, externally...



And internally...



The net effect is...

*We are not
perceived as **VIABLE.***

Viability defined:

*The capacity to operate
or be sustained.*

*The ability to work as intended
or to succeed.*

What makes a **Viable** School for the Deaf?

- The first is **leadership** – to assess the vitality and viability of your state or local school for the deaf, look first at the leadership team.
- The second issue is **accountability**: viable, thriving schools for the deaf are **continuously reflective**, set **clear goals** and benchmarks for achieving those goals, implemented on-going systems of program assessment and regularly reported **outcomes** to all stakeholders
- The third is **adaptability to changing demographics**; early language acquisition opportunities, hearing levels, diversity, learning styles, advances in technology, family status, economic status, access to support services.

A visual map of Viability



Accreditation defined:

The action or process of officially recognizing someone as having a particular status or being qualified to perform a particular activity.

Why is **ACCREDITATION** the best tool to support leadership, adaptability and accountability?

- Encourages us to be continuously reflective
- Encourages us to set clear goals and benchmarks for achieving those goals
- Requires us to set up on-going systems of program assessment by our Standards assessment
- Requires us to report our outcomes to our stakeholders

The 12 CEASD Standards are comprehensive measures of quality

1. Philosophy/Mission
2. Governance and Leadership
3. School Improvement Planning and Viability
4. Finances
5. Facilities
6. School Climate and Organization

The 12 CEASD Standards Contd.

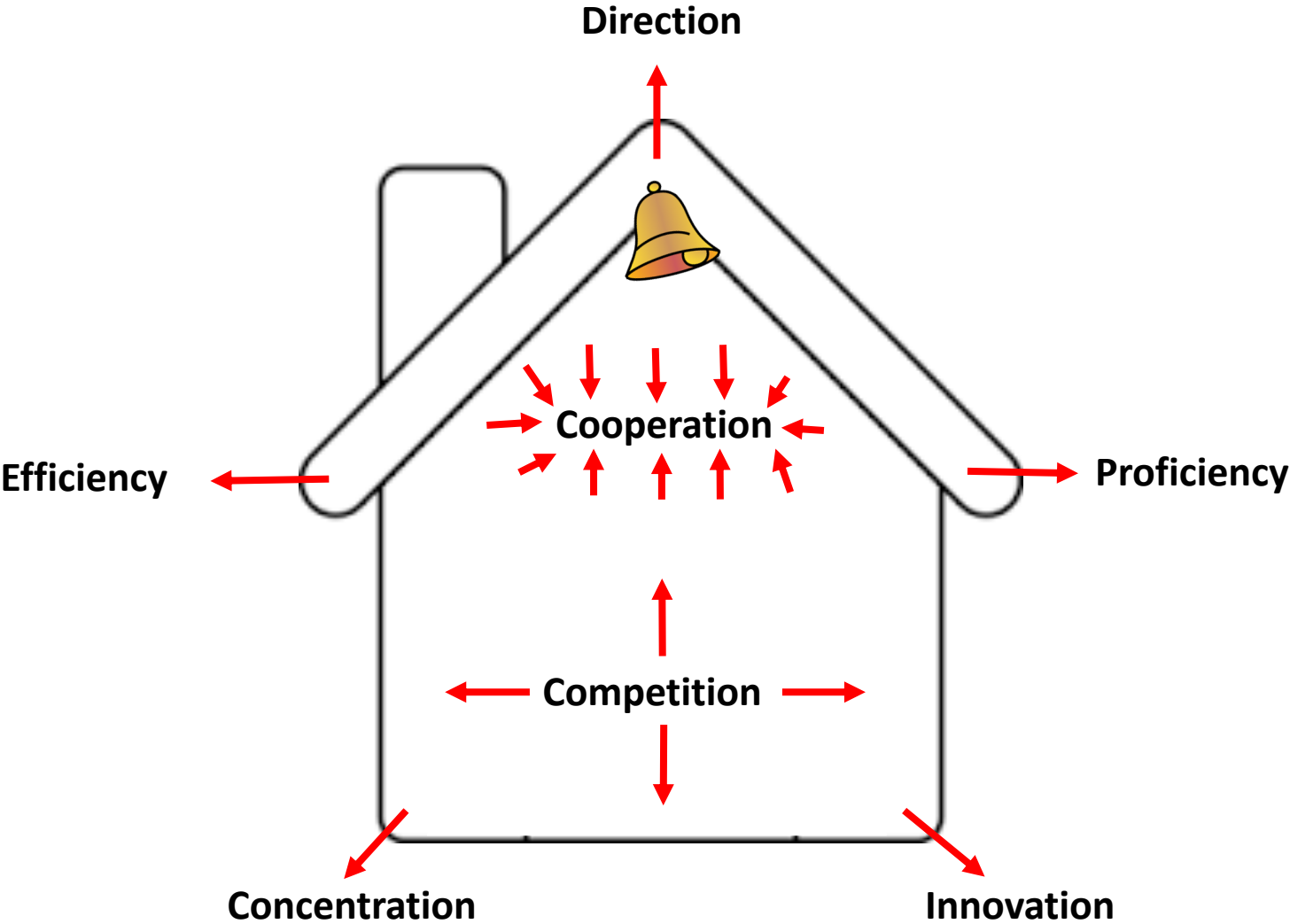
7. Health and Safety
8. Educational program
9. Assessment and Evidence of Student Learning
10. Student Services
11. Student Life, Student Activities, and Residential Living
12. Learning Resources and Information Technology

Why is **ACCREDITATION** a tool to support leadership, adaptability and accountability?

- Encourages us to define our partnerships and relationships outside of our campus boundaries
- Keeps us focused on teaching and learning, highly effective teachers and staff and professional development
- Allows us to demonstrate the *value added* that preserving our unique social, cultural and linguistic values brings

Our schools are complex organizations

Henry Mintzberg System of Forces



What school doesn't need Accreditation?

Accreditation =

Strategic Vision
Continuous Improvement
Value-Added
Standards of Quality
Peer Review
Seal of Approval

Why should you care about CEASD Accreditation Process?

- You control the self-study and your own self-analysis
 - You use the 12 CEASD Standards and Regional Standards to self-assess
 - You Identify your strengths and opportunities for growth from the analysis
 - You formulate student and organization goals based on the analysis
 - You provide evidence for the team to review
 - You get feedback and quality assurance from a team of your peers

Accreditation alone does not = Viability

- **Other Viability efforts**

- “Stickiness” of our Message
- Innovation
- Branding
- Outreach
- Speak out on our Core Values
- Partnerships/Relationships



Questions?