The E3 Process Summary

Phase I: Gathering Data (Approximately One Semester)

In Which: the school orients itself to the process, establishes working groups, and gathers data about the school and school programs relative to the five principles

1. Organization of Groups (Accreditation Coordinator or Principal)
   a. Leadership Team: Comprised of the Self Study coordinator, chairperson of each of the Integral Groups (A-E), and other school administrators. Directs the work of all school groups toward final products. Composes Introduction, Chapters 1-2, and Chapter IV A of the Self Study, directs the process for identifying, gathering, and analyzing data.
   b. Home Groups: Each academic department is a Home Group that collects student work samples and other departmental data. Other Home Groups collect the data library evidence for the five Principles. For example, Home Group A will include Campus Ministry and Religion teachers. There will be a finance/enrollment/advancement home group that collects the data for Principle E. Home groups may also edit the survey questions pertinent to their section.
   c. Integral Groups (One for each of the A-E Principles): Comprised of faculty members from different departments, staff, parents, students. Analyzes evidence from the Data Library, composes findings section for their standard including the identification of strengths and areas of growth for the group’s standard. **All School Personnel should be part of an Integral Group. Any staff members new to the school during the process of the Self Study should be added to an Integral Group.**
   d. (Optional) Survey Team. Composes, distributes, collects, and collates surveys to appropriate stakeholders to provide information for the Data Library. Works under the direction of the Leadership Team and communicates with all Home Groups and Integral Groups in order to avoid duplication of surveys. **Please note:** Surveys are now available from WCEA so schools no longer need to create their own surveys. The school must have a paid SurveyMonkey account to receive copies of the surveys. Send the SurveyMonkey username to admin@westwcea.org and the surveys will be shared with your account. Once copies of the surveys are shared with the school account, the school may edit/brand the surveys as they choose.

All group meetings are to be documented using a digital or paper copy of the E3 Meeting Process Form. These forms are gathered and organized as part of the Data Library and made available to the Visiting Committee.

2. Initial Steps

All school personnel should have access to review the entire E3 Protocol. Leadership Team areas of responsibility can be assigned, if needed, to appropriate constituents.

   a. Leadership Team reviews E3 Manuals and Templates and attends E3 School Leadership Training in person or webinar (recorded webinar available at www.westwcea.org under TRAINING tab)
b. **Leadership Team** reviews **Data Library** categories and assigns topics to **Home Groups**, **Leadership Team**, and (optional) **Survey Team**

*Information for the Data Library is organized by the five Principles.*

*For each data point, the Leadership Team should consider*

- What is the reality of our school relative to this data point?
- Where is this found?
- What group is best to locate this?
- What type of evidence would best demonstrate this?

*Many items in the Data Library require survey responses from various constituencies. These should be the responsibility of the Home Groups in consultation with the Leadership Team or the optional Survey Team.*

*A school may include any additional data that supports any of the Standards. These additional items should be added at the end of the Data Library.*

c. **Leadership Team** compiles basic school data for **Chapter I** of the Self Study

d. **Leadership Team** leads appropriate stakeholders through the process of revision and review of the School’s **Mission Statement, Philosophy**, and **Integral Student Outcomes (ISOs)**. **Leadership Team** then completes written requirement of Chapter II Part E regarding the creation, review and integration of the schools mission, philosophy and ISOs (with input from stakeholders).

e. **Leadership Team** gathers data and composes a paragraph summarizing substantial changes since the previous visit (Chapter I Part E).

f. **Survey Team** creates, distributes, collects, and collates survey data from appropriate constituencies. Data is recorded in the Data Library and distributed to appropriate groups for review. (This may be accomplished by the Home Groups with the Leadership Team if a separate Survey Team is not established).

g. **Home Groups (departments)** gather subject and area oriented evidence including teaching materials, student work, and other documents. Evidence should be reviewed and discussed by the Home Group to ascertain that it truly demonstrates any statement in the Data Library. Other Home Groups for Sections A-E gather data and edit survey questions.

3. **Phase I Completion: The following should be completed before beginning the analysis and writing for Chapter II**

a. **Data Library** (substantial completion)

b. Evidence supporting statements in the **Data Library** including student work samples

c. **Chapters I and II** in the Self Study Report
Phase II: Analysis (Approximately One Semester)

In Which: The Leadership Team completes a summary of the implementation of the Action Plan from the prior Self Study while the school analyzes data relative to the standards and principles, presents findings for each of the five principles, and articulates areas of strength and key growth areas for each of the principles.

1. The Leadership Team reviews the action plans from the prior Self Study and composes a short summary of progress and completion for each action plan. These summaries should include any Critical Growth Area identified by the Visiting Committee of the previous Self Study or any interim visit. These summaries comprise Part A of Chapter IV of the Self Study.

2. Integral Groups analyze data from the Data Library and other gathered evidence relative to each Standard for that specific Principle. This analysis is led by the Key Questions for Reflection and Discussion found in the protocol manual. During the discussion of each principle the Group members should consider the following:
   a. Is this standard clearly seen/present/demonstrated in the school?
   b. What evidence justifies this?
   c. Is this standard a Key Growth Area or a Key Strength of the school?

3. If Integral Groups find that there is no evidence or insufficient evidence to support findings on any standard that comprises their principle, this should be conveyed to the Leadership Team who can best determine where this evidence can be found (through Home Groups, additional surveys, etc.).

4. After a full analysis of each of the component Standards, the Integral Groups compose a global concise 1- to 2-page summary of the findings in the school’s self-evaluations relative to the Principle.
   The summary should recognize how the school performs/embodies/demonstrates the Standards that make up the Principle. Citations from the Data Library should be included with the narrative.

5. After completing the summary for the Principle, the Integral Group identifies and lists a number of Key Strengths and Key Growth Areas relative to the standards that comprise the Principle. These areas of strength and growth should be derived directly from the analysis of data and the preparation of findings. Citations from the Data Library should be included with each Key Strength and Growth Area.

6. The reports (including areas of strength and growth) from the Integral Groups should be delivered to the Leadership Team who will provide comment and direction back to the Integral Groups.

7. Drafts of Chapter 4 (the five narratives A-E) should be circulated for review and comment within the entire school population.

8. Phase II Completion: The following should be completed before beginning the EIP
   a. Summaries of Completion/Progress on Action Plans from previous Self Study (Chapter IV, Part A)
   b. Summaries for Principles A-E
   c. Lists of Areas of Strength and Key Growth Areas for all five Principles
Phase III: Development of the Educational Improvement Plan (Approximately One Semester)

In Which: The school collates a list of Critical Growth Areas and addresses each of these areas through an Educational Improvement Plan (EIP)

1. Discerning Areas for Vital Growth
   a. The Leadership Team, in conjunction with the Integral Groups examines all of the Key Growth Areas for each Principle and from this discerns the Critical Growth Areas. These Critical Growth Areas are the conclusion of Chapter III of the Self Study

   Critical Growth Areas
   • Represent the most critical needs of a school that must be addressed in order for the school to progress and improve.
   • May represent the combination of several Key Growth Areas across the Principles.
   • Must be directly addressed in the Educational Improvement Plan

2. The Leadership Team, in conjunction with all appropriate stakeholders, constructs the Educational Improvement Plan (EIP). The EIP is comprised of Action Plans that address all identified Critical Growth Areas. Though this is often one action plan per Critical Growth Area, it is possible that the school could address more than one in a single Action Plan.

   Included in each Action Plan
   • identification of the critical growth area being addressed
   • the goal of the action plan
   • a rationale for the plan (based on the findings in Chapter IV, with appropriate references to data from the Data Library)
   • the action steps
   • the acting agents
   • necessary resources including budgetary needs
   • ways of assessing progress
   • ways of reporting progress
   • a timeline for completion

3. Drafts of entire Self Study should be circulated for review comment within the entire school population and to the WCEA Commissioner.

4. Phase III Completion: The following should be completed prior to delivering the final Self Study to the Visiting Committee
   a. Introduction to Self-Study
   b. List of Critical Areas of Growth (end of Chapter III)
   c. Educational Improvement Plan (Part B of Chapter IV)