

36. Authorization to Make Payments to Middle States Association Commissions on Elementary and Secondary Schools - Accreditation (\$340,000)

## **Action Item - 36**

**Title:** Authorization to Make Payments to Middle States Association Commissions on Elementary and Secondary Schools - Accreditation (\$340,000)

**Board of Education Meeting Date:** 6/26/2025

### **Action Under Consideration:**

The Administration recommends that the Board of Education authorize The School District of Philadelphia, through the Superintendent or his designee, to execute and perform a contract, subject to funding, as follows:

#### **With:**

Middle States Association Commissions on Elementary and Secondary Schools

#### **Purpose:**

Payment of annual membership dues and fees

**Start date:** 7/1/2025

**End Date:** 6/30/2029

#### **Compensation not to exceed:**

\$340,000

#### **Location:**

Academy at Palumbo; Arts Academy at Rush; Bartram High School; Benjamin Franklin High School; Bodine High School; Building 21; Central High School; Constitution High School; Creative and Performing Arts (CAPA) High School; Crossroads Accelerated Academy; Crossroads at Hunting Park; Dobbins Career and Technical Education High School; Edison High School; Fels High School; Frankford High School; Franklin Learning Center (FLC); Furness High School; Girard Academic Music Program (GAMP); High School of Engineering and Science - Carver; High School of The Future; Hill-Freedman World Academy; Kensington Health Sciences Academy; Kensington High School; Kensington High School for Creative and Performing Arts (Kensington CAPA); Martin Luther King High School; Lankenau High School; Lincoln High School; Mastbaum Area Vocational Technical High School; Masterman High School; Motivation High School; Northeast High School; Overbrook High School; Parkway Center City Middle College High School; Parkway Northwest High School; Parkway West High School; Penn Treaty High School; Pennypack House School; Philadelphia High Schools for Girls; Philadelphia Military Academy; Philadelphia Juvenile Justice Services Center; Philadelphia Learning Academy North, Philadelphia Learning Academy West, Philadelphia Virtual Academy; Randolph High School; Robeson High School for Human Services; Roxborough High School; Saul High School; Sayre High School; Science Leadership Academy; Science Leadership

Academy at Beeber; Strawberry Mansion High School; South Philadelphia High School; Swenson Arts and Technology High School; The Linc; The U School; The Workshop School, Vaux High School Big Picture; George Washington High School; West Philadelphia High School; Widener Memorial School

The school list is subject to change contingent on school and principal readiness.

**Renewal Option:**

N/A

**Description:**

**Why is this contract needed?**

The Middle States Association Commissions on Elementary and Secondary Schools (Middle States) is recognized by the U.S. Department of Education as a worldwide leader in accreditation and school improvement. For over 125 years, Middle States has helped school leaders establish and reach their goals, develop strategic plans, promote staff development, and advance student achievement. With more than 2,900 accredited schools and school systems in 34 states and nearly 100 countries, Middle States supports our schools with improving education for the 21st-century learner.

The payment of annual membership dues and fees is a requirement of all schools that are accredited and candidate status for the Middle States Association.

**How will the success of this contract be measured?**

Success is measured by schools maintaining their accreditation status with Middle States and the annual completion of their Middle States Plan for Growth and Improvement progress monitoring tool.

**If this is the continuation of a contract, how has success been measured in the past, and what specific information do we have to show that it was successful?**

The specific information to demonstrate success is the completion of the accreditation high school 3rd-year report to the Middle States Association maintaining "good standing" as an accreditation high school and each school's completed Middle States Plan for Growth and Improvement progress monitoring tool.

**When applicable, is this an evidence-based strategy? If so, what evidence exists to support this approach?**

Research shows accreditation helps schools to meet certain standards regarding safety, resources, and infrastructure. The accreditation process requires schools to engage in a rigorous self study using qualitative and quantitative data to identify areas in need of improvement and root causes of performance gaps. This information is then used to create a holistic action plan that promotes college and career readiness, welcoming and supportive schools, enriching and well rounded

school experiences, and partnership with families. These key components are explicitly cited in the Goals and Guardrails.

**When applicable, was a larger community of District community members and/or stakeholders involved in this selection process? If so, what groups and how?**

The Middle States District Planning Team supports the accredited schools with high school grade levels. The Middle States District Planning Team meets throughout the school year to identify strategic areas of supports for schools to maintain successful accreditation status.

**Which Goal and/or Guardrail does this Action Item support?**

**Has this investment been discussed during a progress monitoring session?**

**Which session?**

High School College & Career: Every student graduates ready for college and careers.

Goal 4a, 4b, 4c Leading Indicators 4.1, 4.2

Goal 5 Leading Indicators 5.1, 5.2

Guardrail 1, Indicators 1.1, 1.2

Guardrail 2, Indicators 2.1, 2.2

Guardrail 3, Indicators 3.1, 3.2

Guardrail 4, Indicators 4.1 (a, b, c)

**Does this Action Item support a specific strategy/intervention identified in the Strategic Plan?**

1.7 Identify, audit, and improve school climate programs.

2.8 Create a database of all District partnerships, their alignment to the strategic plan, and impact.

3.13 Expand 9th Grade On-Track (Success Networks) to reduce dropouts and increase four year graduation rates

4.1 Establish instructional leadership teams (Principal, Assistant Principal, Climate Manager, Literacy and Math School-Based Teacher Leaders, and Special Education Compliance Monitor) at every school and provide them with training and resources.

**Related resolution(s)/action item(s)**

April 25, 2024; No. 28

June 29, 2023; No. 93

October 20, 2022; No. 12

August 19, 2021; No. 31

August 20, 2020; No. 23

September 9, 2019; No. 31

December 13, 2018; No. 37

September 14, 2017; B-12

**Funding Source(s)**

FY25-26 Operating

FY26-27 Operating  
FY27-28 Operating  
FY28-29 Operating

**Office Originating Request:**  
School Performance

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**Middle States Accreditation**

- 1. Mission, Vision, and Core Values
- 2. Governance and Leadership
- 3. Student Learning
- 4. Faculty
- 5. Student Support and Well-Being
- 6. Institutional Effectiveness
- 7. Financial Resources
- 8. Accreditation and Quality Assurance
- 9. Institutional Review

The Middle States Accreditation Commission (MSAC) and Accredited Schools provide a means for ongoing and external validation of the quality of an institution's education. It is a self-regulatory process that provides a means for ongoing and external validation of the quality of an institution's education. It is a self-regulatory process that provides a means for ongoing and external validation of the quality of an institution's education.

**Goals & Quadrants Alignment**

The accreditation process requires schools to engage in a rigorous self-study using qualitative and quantitative data to identify areas of strength and areas for improvement and to develop a plan for improvement. The process is a continuous cycle of self-study, peer review, and accreditation. The process is a continuous cycle of self-study, peer review, and accreditation. The process is a continuous cycle of self-study, peer review, and accreditation.





Office of Academic Services  
Office of Postsecondary Readiness

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**Middle States Accreditation**

- 1. Mission, Vision, and Core Values
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- 8. Accreditation and Quality Assurance
- 9. Institutional Self-Study
- 10. External Review

The Middle States Accreditation Commission (MSAC) and Accredited Schools provide a means for ongoing and external validation of the quality of an institution's education. It is a self-regulatory and self-improvement process that is designed to ensure that an institution's educational programs are of high quality and that the institution is committed to continuous improvement. The accreditation process is a continuous one, involving ongoing self-study and external review. A new cycle of accreditation is initiated every five years. MSAC and Accredited Schools work together to ensure that the accreditation process is a continuous one, involving ongoing self-study and external review.

**Goals & Quadrants Alignment**

The accreditation process requires that an institution's mission, vision, and core values be aligned with its accreditation goals. The accreditation process is a continuous one, involving ongoing self-study and external review. A new cycle of accreditation is initiated every five years. MSAC and Accredited Schools work together to ensure that the accreditation process is a continuous one, involving ongoing self-study and external review.

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# Middle States Accreditation & The School District of Philadelphia Alignment

The District's strategic plan, individual school improvement plans, and the Middle States Accreditation process prioritize student and staff safety, establish deep partnerships with the community, and focus resources on proven, research-based strategies to improve student achievement. This document identifies how each plan's primary components are aligned and complementary in its execution of these shared goals.

## Accelerate Philly: SDP's Strategic Plan

Is a culmination of 5 priorities and 62 strategic actions established to facilitate the District's ability to help all children reach their innate potential.

Priority Area 1: Improve safety & well-being

Priority Area 2: Partner with families and community

Priority Area 3: Accelerate Academic Achievement

Priority Area 4: Recruit & retain diverse and highly effective educators

Priority Area 5: Deliver efficient, high-quality, cost-effective operations

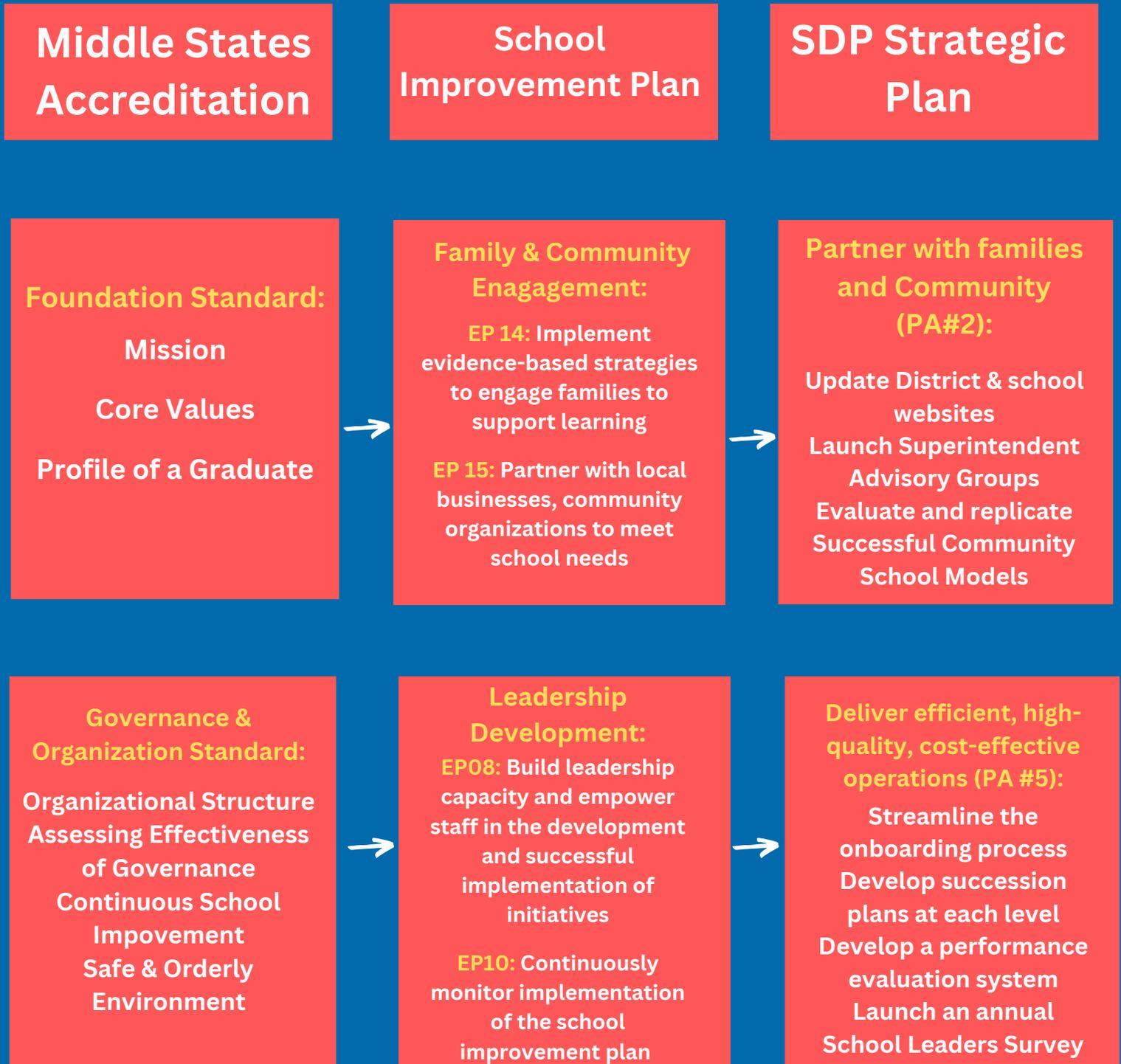
## Middle States Accreditation

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## SDP's School Improvement Plan

The Planning and Evidence-Based Supports Office leads the development of school comprehensive plans that address student achievement needs and guides progress toward improved student outcomes. Individual school improvement plans directly influence the strategic priorities and objectives targeted in the Middle States Accreditation self-study and action plan.

Schools assess themselves based on key concepts with specific indicators for achieving each MSA Standard. The MSA Standards, Key Concepts, and Indicators directly align with the District's *Accelerate Philly* Strategic Plan and each school's School Improvement Plan.



\*PA: Priority Area  
\*EP: Essential Practice

**Student Well-Being Standard:**

Safe & Secure Environment  
Health & Wellness  
Student Activities & Experiences  
School Climate



**Climate:**

**EP11:** Promote and sustain a positive school environment  
**EP12:** Implement an evidence-based system of school-wide positive behavior interventions and supports



**Improve Safety & Well-being (PA #1):**

Establish a facilities master plan  
Improve management of environmental conditions  
Replace analog security cameras  
Expand the Safe Path Program  
Identify, audit, and improve school climate programs

**Resources Standard:**

Finances  
Facilities  
Technology  
Transportation  
Food Service



**Leadership Development:**

**EP09:** Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community



**Deliver efficient, high-quality, cost-effective operations (PA #5):**

Extend the operating budget development timeline  
Provide the staffing, resources, and training to meet school cleanliness standards

**Teaching & Learning Standard:**

Educational Programs  
Variety of Instructional Methods  
Assessment  
Support Services  
Professional Development



**Instruction:**

**EP01:** Align curriculum, assessments, and instruction to the PA Standards  
**EP02:** Use systemic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based



**Accelerate Academic Achievement (PA #3):**

Inventory and improve access to high quality Pre-K programs  
Purchase and implement standards aligned core instructional resources for math, English, and science  
Audit & Improve compliance with IEPs

For further information please contact:

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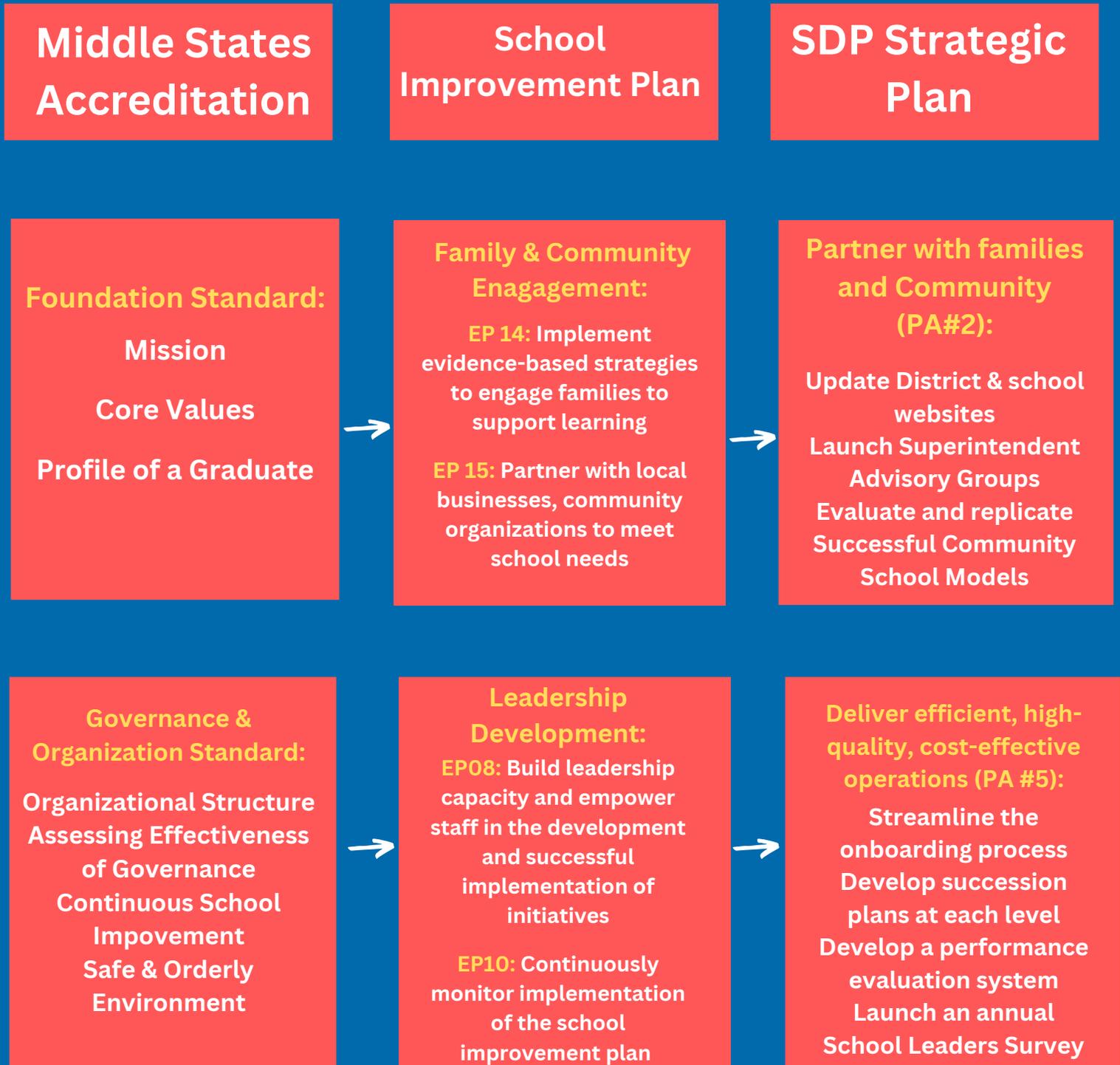
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