

Ensuring Educational Excellence (E3)

Western Catholic Educational Association

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Table of Contents

Introduction to Ensuring Educational Excellence (E3)	1
The Nature of Accreditation in Western Catholic Educational Association	1
The Nature of a Principle in Ensuring Educational Excellence (E3)	1
The Seven Principles of E3	1
The Primacy of the Principle of Authentic Catholic Identity	2
The Significance of the Other Six Principles	2
The Standards that Constitute the Seven Principles of E3	3
The Nature of a Standard	3
Principles and their Constitutive Standards	3
The Self-Study Process	8
The Self-Study Outline	8
A	8
B. Chronicling the Process of the Self-Study → Written	8
C. Gathering Data	8
D. Data Analysis	8
E. Determination of Schoolwide Areas of Growth	8
F. Development of Educational Improvement Plan	8
The Evidence that is Required	10
Data Library as Evidence	10
Students’ Work as Evidence	10
Concerning the Data Library Itself	11
Survey Data in the Data Library	11
The Data to be Gathered	12
A. Authentic Catholic Identity	12
B. Organizational Efficacy	14
C. Excellence of Teaching and Learning	17
D. Student Support	20
E. Stewardship of Material Resources	22
F. Commitment to School Improvement	24
Survey Catalogue	25
The School’s Self-Study Report	27
The following outline is for information only. The school is to utilize the E3 Self-Study Template provided on the WCEA website to create the final Self-Study.	27

Outline of the Report	27
Chapter 1 – Introduction/School Profile	28
A. Introduction	28
B. Student Demographics.....	29
C. School Personnel Demographics.....	29
D. <i>Brief History of the School</i>	30
E. Most Significant Developments in School Life since the Last Self-Study	30
Chapter 2 – School Purpose.....	30
A. Include the SCHOOL’S MISSION STATEMENT	30
B. Include the SCHOOL’S PHILOSOPHY STATEMENT.....	30
C. Include the SCHOOL’S INTEGRAL STUDENT OUTCOMES (ISOs).....	30
Chapter 3 – Findings	30
A. The Principle of Authentic Catholic Identity.....	31
B. The Principle of Organizational Efficacy of the School	34
C. The Principal of Excellence of Teaching and Learning	37
D. The Principle of the Vitality of Student Support.....	39
E. The Principle of Stewardship of Material Resources	41
Discerning Areas for Critical Growth.....	46
The Synthesis of Discussion and Analysis	46
Chapter 4 – Educational Improvement Plan	46
A. Implementation of the Prior Plan from the last Self-Study	46
B. Current Educational Improvement Plan (EIP).....	47
The Accreditation Status Form	48
Glossary	48

Introduction to Ensuring Educational Excellence (E3)

The Nature of Accreditation in Western Catholic Educational Association

To understand Catholic high school **accreditation*** in the Western Catholic Educational Association (WCEA) context is to understand what ‘Catholic’ adds to all aspects of a school and what ‘accreditation’ signifies regarding this integration of faith into the life of a Catholic high school. (*See Glossary)

Accreditation has to do with the determination of the quality of a school’s overall educational program. The Catholic high school examines itself in order to define what is working well for the total **school community*** and what it needs to do better in order to meet the learning needs of the students. The school prepares a written Self-Study that identifies school strengths and **critical growth areas***. These critical growth areas form an action plan that the school community addresses in the next six-year cycle of accreditation. The local WCEA Commissioner assists the school with its preparation of the Self-Study. (*See Glossary)

A Visiting Committee composed of fellow Catholic school educators and a Chair from outside the local diocese assigned by the local WCEA Commissioner spends three and a half days verifying the Catholic educational quality of the school. This team will review documents, interview school community members, and visit classes. This team accomplishes its visit and writes a report concerning the quality of the school’s educational program, in view of which the team recommends an Accreditation Status. This recommended Status is sent to WCEA and to the applicable secular regional accrediting agency.

After all formal visits are completed, the Self-Study and the Visiting Committee report are sent to a WCEA Reading Team composed of WCEA Secondary Commissioners. The Reading Team reviews the documents and makes a recommendation for an Accreditation Status. WCEA Secondary Commission meets to review the work of the Visiting Committee and the Commission Reading Team which has read the Visiting Committee documents to affirm its recommendation of an Accreditation Status or amend it. The WCEA Secondary Commission then votes for an appropriate Accreditation Status for each school being reviewed in a given academic year.

WCEA has a Memorandum of Understanding with some regional accrediting agencies. With schools that belong to both WCEA and one or more of the partnered regional agencies, the agencies work to collaborate in the accreditation of the schools.

The Nature of a Principle in Ensuring Educational Excellence (E3)

There are seven overarching principles that a school is meant to observe, according to the requirements of WCEA accreditation. Each principle embraces a major dimension of Catholic high school experience. The principle itself affirms the integral excellence that is a requirement of this dimension of Catholic high school experience.

The Seven Principles of E3

1. The Authenticity of the School’s Catholic Identity

This principle of WCEA accreditation holds that a school’s Catholic identity ought to be authentic. Here, ‘authenticity’ has to do with a school’s two-fold orientation: toward God and toward human life. That is, in all its understandings and operations, the Catholic school is simultaneously oriented toward God (as He is worshipped and believed in the Catholic Church) and toward the formation of a human being—within himself and in relation to others. This is a formation in Christ and in culture.

2. The Organizational Efficacy of the School

This principle of WCEA accreditation holds that a Catholic school ought to be systematically and carefully organized and effectively managed.

3. The Excellence of the Teaching and Learning

This principle of WCEA accreditation holds that the school's teaching and learning ought to be of the highest quality. Here, 'teaching and learning' refers to the classroom context and dynamic. By 'excellence' or 'highest quality' is meant that an exemplary curriculum is delivered and the maximum learning capacity of each student is realized.

4. The Vitality of the Co-Curricular Programs

This principle of WCEA accreditation holds that the co-curricular or ancillary programs (i.e., in addition to the classroom) should add vitality to the overall school program. By 'vitality' it is understood that the school has programs and activities which complement the classroom education and are conducive to the development of students as whole persons.

5. The Stewardship of Material Resources

This principle of WCEA accreditation holds that the management of a school's material resources ought to be carried out responsibly, for the well-being of others, i.e., primarily students. This 'responsible management' is stewardship. In the Catholic high school context, they who manage a school's material assets or resources are stewards. They ought to do so in a spirit of care and accountability.

6. The Commitment to Improvement

This principle of WCEA accreditation holds that a school ought to be committed to improvement, in whole and in parts. What is meant by 'improvement' begins in a school's estimation of itself and its operations. 'Improvement' requires a school to strive for a better fulfillment of its mission.

7. The Integrity of the Process of a Self-Study

This principle of WCEA accreditation holds that a school's Self-Study process must demonstrate integrity — i.e., inclusivity, honesty, and thoroughness — throughout the whole of the process.

The Primacy of the Principle of Authentic Catholic Identity

It is important to note that the first of the principles — authentic Catholic Identity — holds first place among the seven. This principle highlights the faith and traditions of the Catholic Church and the formation of students in the faith as the fundamental reason for the school's existence and identity. All school reality is meant to be seen in light of its Catholic Identity, and every aspect of school life should reflect this principle.

The Significance of the Other Six Principles

After Catholic Identity, the six remaining principles are autonomous, and each has inherent significance in relation to the school's mission. The principle of Excellence of Teaching, Learning, and Assessment carries greater weight than any of the other five because it is directed to the second great action that constitutes the school mission, the formation of students in culture. Next, the Commitment to Improvement principle is especially important as it embraces the whole of school life. Finally, the remaining four principles -- Organizational Efficacy, Co-Curricular Programs, Material Resources, and the Process of the Self-Study -- share collective significance for accomplishing accreditation.

The Standards that Constitute the Seven Principles of E3

The Nature of a Standard

Each of the seven principles of WCEA accreditation is comprised of standards. A standard is an essential element of a principle. Each standard is distinguished in itself; at the same time, it does not stand alone. A standard exists as a basic part of an integral principle. (As has been declared, a principle governs a major dimension of school experience.) Thus, standards are *the parts* of a whole. Important as it is to distinguish the observance of a standard, there is a more integral task of E3 accreditation, namely incorporation of the standards into their (constitutive) principles and a subsequent determination of the degree to which the school observes the (whole) principle that governs a dimension of Catholic high school experience. In sum, the standards, *taken together*, are the means by which a principle is seen.

Principles and their Constitutive Standards

In what follows, the seven principles of WCEA accreditation are stated, along with the standards that constitute each principle. The principles are ordered from 'A to G.' It will be evident from a viewing of them that the first five of these principles (i.e., A through E) correspond exactly to the "five areas" according to which the twenty-eight standards in Chapter III of Ensuring Educational Excellence are organized.

A. The Authenticity of the School's Catholic Identity

This principle of WCEA accreditation holds that a school's Catholic identity ought to be authentic. Here, 'authenticity' has to do with a school's two-fold orientation: toward God and toward human life. That is, in all its understandings and operations, the Catholic school is simultaneously oriented toward God (as He is worshipped and believed in the Catholic Church) and toward the formation of a human being—within himself and in relation to others. This is a formation in Christ and in culture. There are eight standards by which WCEA discerns a school's *authentic Catholic Identity*:

A.1 Catholic Purpose

The school has a mission statement and a philosophy statement that indicate the integration of the Roman Catholic Faith into all aspects of school life.

A.2 Worship

The school ensures regular opportunities for the students to experience prayer, retreats, and the Sacraments.

A.3 Religion Curriculum

The school uses a Religion curriculum and instruction that is faithful to Roman Catholic Church teachings, subject to the authorization of the Local Ordinary, and that otherwise meets the requirements set forth by the USCCB.

A.4 Religion Teachers

The formation of religion teachers for catechetical and instructional competence is ongoing.

A.5 Partnership with Parents

The school maintains an active partnership with parents whose fundamental concern is the spiritual and academic education of their children.

A.6 Service Orientation

The school helps students develop a service-oriented outreach to the Church and civic community after the example of Jesus who said, "I have given you an example so that you may copy what I have done." (John 13:15)

A.7 Signs and Symbols

There is widespread use of signs, symbols, sacramentals, traditions and rituals of the Roman Catholic Church throughout the school.

A.8 Religious Engagement of All

All school personnel are actively engaged in bringing the Good News of Jesus into the total educational experience.

B. The Organizational Efficacy of the School

This principle of WCEA accreditation holds that a Catholic school ought to be systematically and carefully organized and effectively managed. There are five standards by which WCEA discerns a school's *organizational efficacy*:

B.1 Governance

The governance body of the school responsibly keeps the school's mission, delegates responsibility as necessary, and monitors for accountability regarding what is delegated.

B.2 Administration

The school administration provides quality leadership for the personnel and the operations by which the religious and educational objectives of the school are realized.

B.3 Instructional Personnel

Instructional personnel are qualified for their responsibilities and are committed to professional development toward ensuring that the religious and educational objectives of the school are realized.

B.4 Support Staff

School support staff engage in duties essential to the effectiveness of the school's religious and educational operations.

B.5 Organizational Structure

The organizational structure of the school—its offices, departments, schedules, modes of communication, and deployment of personnel—and the operations pertinent to this structure are optimum for realization of the religious and educational objectives of the school.

C. The Excellence of the Teaching and Learning

This principle of WCEA accreditation holds that the school's teaching and learning ought to be of the highest quality. Here, 'teaching and learning' refers to the classroom context and dynamic. By 'excellence' or 'highest quality' is meant that an exemplary curriculum is delivered and the maximum learning capacity of each student is realized. There are four standards by which WCEA discerns *the excellence of a school's teaching and learning*:

C.1 Curriculum/What Students Learn

The school provides a challenging, coherent, and relevant curriculum for students to accomplish the educational outcomes that the school sets for them.

C.2 Instruction/How Students Learn

Instructional personnel use a variety of appropriate methods by which to maximize the learning experiences of all students in accomplishing the educational outcomes that the school sets for them.

C.3 Assessment

School personnel responsibly engage in assessment of students' progress in accomplishing the educational outcomes.

C.4 Reporting Student Achievement

School personnel responsibly report students' achievement in accomplishing the educational outcomes that the school sets for them.

D. The Vitality of the Student Support Programs

This principle of WCEA accreditation holds that the co-curricular or ancillary programs (i.e., in addition to the classroom) should add vitality to the overall school program. By 'vitality' it is understood that the school has

programs and activities which complement the classroom education and are conducive to the development of students as whole persons. There are four standards by which WCEA discerns *the vitality of the student support programs*:

D.1 School Environment

The school provides an environment that is physically, personally, and academically safe for all students.

D.2 Academic Support

The school provides academic support services sufficient to meet the learning needs of all students.

D.3 Co-Curricular Programs

The school provides opportunities for students to engage in co-curricular activities — the arts, athletics, student government, clubs, etc. — that are conducive to their development as whole persons.

D.4 College Matriculation

The school provides support services that foster the college matriculation of students.

E. The Responsible Management — i.e., Stewardship — of Material Resources

This principle of WCEA accreditation holds that the management of a school's material resources ought to be carried out responsibly, for the well-being of others, i.e., primarily students. This 'responsible management' is stewardship. In the Catholic high school context, they who manage a school's material assets or resources are stewards. They ought to do so in a spirit of care and accountability. There are seven standards by which WCEA discerns a school's *stewardship of material resources*:

E.1 Enrollment Resources

The school's enrollment operations are well conceived and well run, toward securing the student population that the school mission intends.

E.2 Classroom and Instructional Resources

The classroom and instructional resources are sufficient both in quality and in quantity for the school to deliver an excellent educational program.

E.3 Plant Resources

The school plant—facilities, buildings and grounds—is of such size and quality as to constitute a fit house for the school's essential operations.

E.4 Funding Resources

The school's funding sources and operations — tuition, annual events, and third-source income — are of such quality as to yield revenues sufficient at minimum to offset annual expenses. Three kinds of revenue-generating operations are included in this Standard: tuition (aka "first source" income), annual events (aka "second source" income), and all other revenue streams (aka "third-source" income).

E.5 Business Operations

The school's business operations — budgeting, accounting, etc. — are sound as to planning, implementation, reporting, oversight and review.

E.6 Promotional Operations

The school's promotional operations—public relations and marketing—effectively communicate school news and attract support for the school from within and beyond the school community.

E.7 Strategic Material Planning

The school exercises responsible material resource planning for its future.

F. The Commitment to Improvement

This principle of WCEA accreditation holds that a school ought to be committed to improvement, in whole and in parts. What is meant by ‘improvement’ begins in a school’s estimation of itself and its operations. ‘Improvement’ obliges a school to strive for a better fulfillment of its mission. There are three standards by which WCEA discerns a school’s *commitment to improvement*:

F.1 Conscientious implementation of the improvement plan from the prior accreditation (full-visit).

Its improvement plan from the prior accreditation (full-visit)—a plan that may have included an additional growth area or two as identified by the WCEA Visiting Committee—was derived after systematic analysis of the data of school experience. This plan identified significant areas for improvement, constitutive action steps, acting agents, necessary resources, ways of assessing progress, ways of reporting progress, and a timeline for completion. This standard requires the school to conscientiously implement the previous plan. Each goal must have been addressed or the school must provide a clearly-articulated rationale to justify the decision not to implement a goal.

F.2 Ongoing improvement, planning and implementation between accreditation visits.

School improvement is an ongoing obligation. This standard requires the school to be continuously planning and implementing toward a more effective educational program.

F.3 Development of an improvement plan as a major outcome of a Self-Study.

The outcome of a Self-Study is an educational improvement plan that the school conceives, a plan that addresses all the vital areas wherein the school needs to grow. Each of these vital areas for growth ought to include these elements:

- identification of the vital growth area
- the goal of the growth plan for this area
- a rationale for the plan
- the constitutive action steps
- the acting agents
- necessary resources, including budgetary needs
- ways of assessing progress
- ways of reporting progress
- a timeline for completion.

According to this standard, these elements are required in the development of each major area that constitutes a school’s improvement plan.

G. The Integrity of the Process of a Self-Study

This principle of WCEA accreditation holds that a school’s Self-Study process must demonstrate integrity — i.e., inclusivity, honesty, and thoroughness — throughout the whole of the process.

There are three standards by which WCEA discerns *the integrity of the process of a Self-Study*:

G.1 The process is inclusive.

All members of the school community are involved in the process of the Self-Study, in a manner appropriate to each. The construction of the Self-Study itself is essentially the work of those who deliver the school’s educational mission — teachers, administrators, and support staff. Those who receive this education—students (with their parents) — must be heard (e.g., via surveys). Other constituent groups —governance bodies, alumni, benefactors, friends — should have an opportunity to provide input.

G.2 The process is honest.

The school’s educational program is openly studied, leading to an accurate, candid, and truthful assessment of its quality. The school endeavors to discern the truth of its operations—not only school

strengths but also school weaknesses. The school which honestly views itself is in the best position to grow via an educational improvement plan.

G.3 The process is thorough.

The whole of the school's educational program is studied. All aspects of school life—courses and co-curriculars, offices and operations, purposes and plans—are analyzed in the process of the Self-Study. Moreover, a Self-Study is not only about viewing and evaluating school life but also about improving this life. Thus an educational improvement plan is a major purpose of the process of the Self-Study.

The Self-Study Process

The Self-Study Outline

Note: For a more detailed outline and direction of the steps of the process, see *The E3 Process Summary*.

A. Organizing for the Work of the Self-Study → Written

Identify the members of the E3 Leadership Team

Identify the members of each E3 Home Group

Identify the members of each E3 Integral Group

B. Chronicling the Process of the Self-Study → Written

For each formal meeting that has to do with the Self-Study, include a “Process Form.” The form should be completed at the time of a meeting and then arranged according to the chapters of E3 in chronological order—beginning with the most recent meeting and extending back to the first meeting. These forms are to be kept in this chapter of E3.

C. Gathering Data

a. Gather all data as requested in the Data Library.

b. Construct the **Data Library*** → Digital

Note: **The Data Library is kept separately from the Self-Study in digital format.** (*See Glossary)

c. Gather student work by which to discern students’ accomplishment of the Integral Student Outcomes and of the curricular course standards that the school sets.

D. Data Analysis

In Integral Groups discuss what the data in the data library and what students’ work reveal about the quality of school experience relative to each standard. Use the Guide Questions provided to begin conversation, though analysis may go beyond these questions. Compose a 1- to 2-page summary of findings for each Principle including a list of *key strengths* and *key growth areas* for that principle. These findings will comprise Chapter III of the Self-Study **Written**.

E. Determination of Schoolwide Areas of Growth

Both Integral Groups and Home Groups examine the complete list of areas of growth from each principle. From this list a limited number of *Schoolwide Areas of Growth* are determined. These may be derived from multiple sections, but they must originate from the information in the report.

F. Development of Educational Improvement Plan

The school develops one EIP for each Schoolwide Area of Growth.

E3 MEETING PROCESS FORM (PF)

(FOR THE PURPOSE OF RECORDING ALL MEETINGS CONVENED TO WORK ON E3)

Date of Meeting:

Time of Meeting:

Type of Meeting: [Check one . . . Also, provide identification of the specific group.]

Leadership Team

Home Group

Integral Group

Other Group

ID of specific group: **Fill In**

Purpose of Meeting: [select all that apply]

Direct the accreditation process

Receive training in the accreditation process

Clarify school's purpose (mission/philosophy/Integral Student Outcomes)

Discern and report school progress from last accreditation visit

Construct the Data Library (i.e., gathering school demographic data, the data of student achievement, survey data from major constituent groups in the school community, and data regarding school operations)

Discuss and evaluate data in light of the educational standards of E3, of Integral Student Outcomes, and of other pertinent criteria (e.g., course content standards)

Summarize findings (i.e., whether and to what extent the school meets/realizes the standards of E3, Integral Student Outcomes, and other pertinent criteria)

Identify key strengths and key areas for growth

Discern the school's areas for vital growth

Formulate action plans to address the areas for vital growth

Summary of the Major Accomplishments of this Meeting: [bullet format]

[Duplicate this sheet, and use it to record each meeting that is related to E3. This record of meetings constitutes a large part of Chapter III, the "process chapter." Organize the records first by sorting them according to the chapters of E3 then by chronology, with the most recent meeting first. Keep the completed Process Forms separate, preferably in a binder.]

The Evidence that is Required

Data Library as Evidence

The first essential part of the school's Self-Study process is the gathering of data—which is evidence*—from the total educational experience of the school. This evidence is placed in a Data Library. The library is the repository for the facts of school experience—demographic data, students' achievement data, personnel data, planning data, the data of meetings, the perceptions of constituent (stakeholder) group, and more. These gathered facts provide evidence that will be used as the school goes about the process of writing its self-study report. To reiterate, the Data Library is not the self-study report. It is preliminary to this report.

Constructing the Data Library is a necessary first task in the E3 process, *necessary* insofar as there can be no "findings" (i.e., determinations of quality) in Chapter III of E3 without first there being data from which **findings*** are discovered. (*See Glossary) Constructing this Library is best accomplished in Home Groups.

School **data*** is deliberately ordered to E3 principles and standards. The process of gathering data is inductive, proceeding from parts (standards) to whole (principles). It is thorough work. It ranges over every aspect of school experience. Much of this work entails surveying the perceptions of constituent groups within the school community. And so there is need for the construction of surveys by which to gauge constituents' perceptions. For information on surveys available from the WCEA office, email admin@westwcea.org.

The completion of a school's Data Library signals a major part of the accomplishment of "evidence gathering." This completion is the necessary condition for the school to enter into informed conversations about the quality of school operations (recorded as "findings" in Chapter III of the self-study report). These conversations are guided by questions for discussion and reflection, the answers to which would not be possible without the facts of the Data Library.

The significance of the Data Library does not begin and end in the 18 months during which time the school is writing its report and preparing for a visit of a team of WCEA accreditors. A school may understand that, apart from its self-study report, to annually update its Data Library is an inherently worthwhile operation. The Data Library is a living document that should be regularly updated throughout the six-year cycle of accreditation. (*See Glossary)

Students' Work as Evidence

Examples of student work are gathered elsewhere and are analyzed at accreditation time and at other times as well. From a sense of students' accomplishment of ISOs and from their mastery of course content, the school may draw significant conclusions about the effectiveness of its educational program. (*See Glossary)

Student work samples should be kept electronically and shared with Visiting Committee well in advance of the visit. There should be a separate folder for each department. Each department should ensure that examples of different types of assignments/assessments (i.e. performance-based assessments, writing assignments, unit tests, student presentations, assignments that utilize technology, etc.) are included.

Each teacher should have one assignment/assessment for each course/subject area he/she teaches from the current year or past year. For each assignment/assessment, there should be three examples representing high, medium and low achievement for that assignment/assessment. In addition, teachers include a copy of the first and second semester exam (or culminating project if semester exam is not given) for each course. It is understood that teachers teaching a course for the first time will only have the first semester exam available. Each student work sample should include a Work Sample Cover Page. The Cover Page will include:

- Name of teacher
- Name of course/grade level
- Date of assignment
- Curriculum standard addressed
- SLE/ISO addressed

- High, medium, or low example
- Grade received

Attached to the Cover Page should be a copy of the lesson plan that the assignment corresponds to, and/or the written description/rubric of the assignment given to the students.

Concerning the Data Library Itself

- The Data Library is kept separately from the Self-Study in digital format. Electronic links of the DL must be available to the local Commissioner, Visiting Committee members, and Reading Team members.
- The DL is constructed prior to any work on Chapter III. This “construction” involves, among other things, the creation of survey questions which probe the perceptions of constituent groups in the school community.
- The DL is a necessary part of the process and must be completed first; Chapter III of E3 is dependent upon it.
- The DL is best constructed by Home Groups (e.g., departments, administrators, parents).
- The DL is aligned to six (6) of the principles and corresponding twenty-nine (29) educational **standards*** of E3. (*See Glossary)
- Items in the Data Library ought to take the form of a link to other school documents, a bulleted list, a table, or a brief, factual statement.
- Bracketed items indicate survey data. The format is consistent through all surveys.
- To annually update the DL is inherently worthwhile, since to do so allows a school readily to see itself. Also, to annually update the DL makes for a relatively easy organizing of facts by a school at the time of its Self-Study.
- The data of the DL are not themselves “findings.” They are facts that, upon **analysis***, yield findings. (‘Findings’ refers to the key strengths and **key growth areas*** identified in Chapter III, as well as to the areas for critical growth that are discerned at the end of Chapter III and addressed in the **Educational Action Plan*** in Chapter IV of E3.) (*See Glossary)
- Whether in the Self-Study or in the report of the Visiting Committee, any finding must be accompanied by references drawn from the DL. (These references must be cited.)

Survey Data in the Data Library

1. Survey Items

Interspersed throughout the DL are identifications of perceptions that are generated from surveys. (For a listing of these survey items, see pages 28-29 **Survey Catalogue**). Survey-generated perception data are generally indicated by **DL items with brackets at the end**. Within these brackets are three levels of response to any survey question: a high-level response, a medium-level response, and a low-level response.

For example, DL: A.3 requires identification of “students’ sense of the extent to which teachers pray with them at the outset of class.” The possible responses include (that at the outset of class teachers pray with students) “to a minimal extent, to a moderate extent, or to a great extent.” Here, the school sets up the survey with ratings as follows:

minimal extent		moderate extent			great extent	
1	2	3	4	5	6	7

If students perceive that teachers across the school pray with them to a minimal extent or not at all, then the students mark # 1 (or #2). If they think teachers pray with them to a moderate extent, they mark 3, 4, or 5. If they perceive that teachers pray with them to a great extent, they mark 6 or 7.

2. The Correspondence between Number Ratings and Language Ratings (plus some survey rules)

One can see from the survey example above here that there is a correspondence between the *numeric* rating and the *language* rating. **Without exception regarding survey items in the DL:**

- every survey rating ought to be set up according to a 7-point scale [see example above]**

2. any average from 1 to 2.4 indicates *minimal*, from 2.5 to 5.4 indicates *moderate*, from 5.5 to 7 indicates *great*
3. the language rating may vary somewhat according to the survey item. For example, the language of the levels could be “great, moderate, minimal” or “high, medium, low” or “widely, moderately, minimally.” There is nevertheless similarity all around.

3. The School Owns Its Surveys (The required DL survey items are not exhaustive.)

There are survey items that are required by the Data Library. But these required items are not the only topics concerning which a school may survey its constituencies in the course of the Self-Study. The school is expected to broaden the categories and topics on the surveys that it administers in the interests of gaining a thorough sense of the mind of the groups within the community.

4. Who is meant by ‘the School’ in the Data Library

Except for DL.B.43 and DL.E, when a survey item asks for (identification of) “*the School’s* perception,” the perception being sought is that of those on *the delivery side* of the educational mission of the school, namely teachers and administrators. In DL.B.43, ‘school’ includes all groups in the school community; in DL.E, ‘school’ often refers to the administration and the board/council (unless otherwise specified, and recorded on pages 33-34 here).

5. Data Library Identifications 19-27 in Section C. Teaching and Learning

DL identifications C.19-27 require respondents (particularly students) to register informed perceptions. To properly inform perception (without steering it), descriptions or lists are provided. These are descriptions/lists concerning: learning rigor, instructional methods, technological tools, and kinds of **assessments***. These descriptions/lists accompany the pertinent identifications in C.19-27. (*See Glossary)

The Data to be Gathered

A. **Authentic Catholic Identity**

The data category of “Catholic Identity” requires written identification of . . .

1. the Catholic composition of the student body [rendered as a percentage], including the respective percentages of current students who have received the Sacraments of Baptism and of Confirmation
2. the daily prayer practice of the School as a whole
3. students’ sense of the extent to which teachers pray with them in class [to a great extent, moderate extent, minimal extent]
4. the *annual* occasions and sites for school-wide celebrations (a) of Eucharist, (b) of Reconciliation, (c) of the School’s patron/namesake, (d) of any other special religious day
5. the parish within which the school is located, and whether the parish clergy provide Sacramental services to the student body at the school site (If not, who does?)
6. a brief outline of the retreat program that the School has established for students (including identification of the person/s who deliver this program)
7. the name of the person(s) who gives spiritual direction to students, per their spiritual need
8. the school’s sense of the percentage of the student body who worship God at Mass each Sunday [high percentage, moderate percentage, minimal percentage]
9. the religion department’s sense of the percentage of its students who receive the school’s religious instruction *as catechesis* [high percentage, moderate percentage, minimal percentage]
10. the course requirements in religion that the school sets for students
11. A list of all textbooks used in religion courses and indicate if they are approved on the USCCB High School Doctrinal Framework Text list.
12. standardized testing results in religion (i.e., ACRE results, if applicable)
13. Describe the semester exam policy for Religion classes. Are semester exams required in every course? List courses that do not require a semester exam what type of alternative summative project (if any) is utilized

- instead of the semester exam. Are semester exams submitted to department chair and/or administration for approval in advance? What is the school's policy on common final exams for courses that have sections taught by more than one teacher?
14. For the past three years, list (major) modifications to the religion department curriculum and instruction that have been implemented from a review of students' semester exam results [bullet]
 15. the name and the professional qualifications for the teaching of religion of each teacher and her/his number of years of experience as a religion teacher at the school
 16. the requirements that the governance body and/or the arch/diocese set concerning those who teach religion or serve in campus ministry
 17. the formative experiences provided by the school, its governance body, or its diocese in order to shape school personnel with responsibility for teaching the Catholic Faith (three years of data)[bullet]
 18. school-sponsored formative events for parents that promote their Catholic identity
 19. school-sponsored formative events for parents that promote their partnership with the school in forming 'the person of the student'
 20. the school's perception of the degree to which it treats parents as partners in the educational enterprise [the School perceives that it treats parents as partners: to a great degree, to a moderate degree, to minimal degree.]
 21. parents' perception of the degree to which the School treats them as partners in the educational enterprise [Parents perceive that the School treats them as partners: to a great degree, to moderate degree, to minimal degree]
 22. the School's sense of the degree of overall parent appreciation for the Catholic identity of the School [The School perceives that the parents' appreciation for the school's Catholic identity is: high, moderate, minimal.]
 23. a brief outline of the service program that the School has established for students
 24. students' sense of the extent to which they accomplish a Christological reflection on their service [to a great extent, moderate extent, minimal extent]
 25. the various annual charitable outreaches in which the School participates
 26. the three (3) most prominent signs and/or symbols of the Catholic Faith throughout the school
 27. the traditional religious practices that the school annually observes (e.g., its observance of founder's day or patron day or school namesake day)
 28. the Catholic composition of school personnel [rendered as a percentage] (a) overall and (b) disaggregated according to administration, faculty, and support staff (three years of data)
 29. the formative experiences provided by the school for the past three years, its governance body, or its diocese in order to shape school personnel in responsibility for the Catholic mission of the School [bullet]
 30. an example—drawn from a course within each department (religion excepted)—of the infusion of reasonably related Catholic content into the department curriculum
 31. the extent to which each of the departments (religion excepted) infuses reasonably related Catholic content into the department curriculum [e.g., the math department does so to ___ extent: maximum, moderate, minimal (repeat for each department)]
 32. students' perception of the overall faculty support for the Catholic identity of the School [Students perceive faculty support for Catholic identity to be: high, moderate, minimal.]
 33. students' perception of the degree to which a *Catholic spirit* permeates: (a) all their classrooms; (b) the overall sports program, (c) school activities/clubs/student government; (d) the counseling (i.e., personal/academic/college) that they receive [Students perceive that a *Catholic spirit* permeates ____ (a/b/c/d) to a great degree, to a moderate degree, to a minimal degree]
 34. the School's sense of the degree of overall student support for the Catholic identity of the School [The School perceives that the students have a ____ degree of support for the Catholic identity of the School: high; moderate; minimal]
 35. the extent to which the school participates in arch/diocesan-sponsored Faith-formation days, events, and liturgies [The school participates (a) to great extent (b) to moderate extent (c) to little extent.]

36. student's degree of attendance at worship opportunities, in their parish, church, synagogue, etc. This should be disaggregated by religion (Catholic, Orthodox, Protestant, Jewish, Hindu, Muslim, Buddhist, No Religious Affiliation, Other (list). [Students attend services weekly, usually weekly, monthly, occasionally, never]
37. parent's degree of attendance at worship opportunities, in their parish, church, synagogue, etc. This should be disaggregated by religion (Catholic, Orthodox, Protestant, Jewish, Hindu, Muslim, Buddhist, No Religious Affiliation, Other (list). [Parents attend services weekly, usually weekly, monthly, occasionally, never]
38. parent's perception of the degree to which the school is supporting the spiritual growth of their son/daughter [the parents perceive that the school is supporting the spiritual growth of their son/daughter to a high degree, to a moderate degree, to a low degree]
39. teacher's, administrator's, staff member's, parent's, student's, board member's perception of the degree that there is a spirit of Christian community among administration, faculty, staff, students, and parents. [high degree, moderate degree, low degree]
40. staff, parent's and board member's perception of the degree to which the school has a Catholic identity that is discernable to the larger community. [high degree, moderate degree, low degree]

The school may add other data pertinent to this area of **Catholic Identity**, being sure — for reference's sake — to assign a number to each datum that it adds and beginning with #41.

B. Organizational Efficacy

The data category of "Organizational Efficacy" requires written identification of . . .

[Concerning 'governance']

1. students' perception of the degree of care that the School exercises for them *as persons* [Students perceive that the degree of care exercised for them as persons is: high, moderate, low.]
2. (a) whether there is a school ownership body distinct from the governing board/council of the school; (b) the name of this body; (c) its function in relationship to the school
3. the 3 - 5 most significant school-related decisions (or policies) of the governance body (i.e., the ownership body and/or the board/council) in the most recent three-year period
4. the board's/council's overall sense of the efficacy of its own operations [In the accomplishment of its own operations, the school board perceives: a high degree of efficacy, a moderate degree, little degree.]
5. the form(s) of evaluation used to evaluate (a) the president and (b) the principal [In both cases, indicate the evaluating agent/body.]
6. the board's/council's overall sense of the effectiveness of the school in fulfilling its mission [The board/council perceives that the school fulfills its mission: to a great degree, to a moderate degree, to little degree.]
7. the perception of the school's board/council concerning the quality of the school's relationship with its arch/diocese [The board/council perceives that the quality of its relationship with its arch/diocese is: high; medium; low.]
8. the school's sense of its own responsiveness to arch/diocesan policies, concerns, and requests regarding: (a) Catholicity; (b) accreditation; (c) other pertinent matters (e.g., student safety, enrollment operations, participation in diocesan-initiated meetings) [Indicate the degree of responsiveness for each of (a), (b), and (c) here: high degree, moderate degree, little degree.]

[Concerning 'administration']

9. the 3-5 most significant work-related challenges faced by the administration in the most recent three-year period
10. (a) # of administrators
(b) administrators' years of service at the school [table: 1 to 3 years, 4 to 6, 7 to 10, 11 to 20, +20]

11. the number of administrators (a) with a teaching credential, (b) with an administrative credential, (c) with a master's degree, (d) with a doctoral degree
12. the retention rate of school administrators (i.e., the current year compared to three years ago)
13. the administration's and board's overall sense of the degree of its collaboration between administration and the board/council [The administration and board perceive the degree of collaboration between board/council and administration: to a great degree, to moderate degree, to little degree.]
14. the administrations' overall sense of its stewardship regarding the school's mission [In exercising stewardship of the school's mission, the administration perceives that it is: highly effective, moderately effective, minimally effective.]
15. the administration's overall sense of the efficiency of its operations [In the accomplishment of its operations, the administration perceives: a high degree of efficacy, a moderate degree, little degree.]
16. the administration's overall sense of the degree of its cooperation with its arch/diocesan school office regarding (a) accreditation (b) attendance/participation at pertinent meetings initiated by the arch/diocese (c) other pertinent requirements [signify such] that the arch/diocese sets for its high schools [For each matter indicate: high degree of cooperation, moderate degree, little degree.]
17. the students' perception of the degree to which teachers facilitate their learning [Students perceive that teachers facilitate their learning: to maximum degree, to moderate degree, to little degree.]

[Concerning 'instructional personnel']

18. the 3 – 5 most significant work-related challenges faced by teachers in the most recent three-year period
19. (a) # of instructors (b) instructional personnel's years of service at the school [table . . . 1 to 3 years, 4 to 6, 7 to 10, 11 to 20, +20]
20. the number of teachers (a) with a teaching credential, (b) with an administrative credential, (c) with a master's degree, (d) with a doctoral degree
21. the retention rate of instructional personnel (i.e., current year compared to three years ago)
22. how instructional personnel are hired
23. (a) the kind(s) of formal evaluation(s) that the administration has used to evaluate teachers in the most recent three-year period; (b) whether the formal evaluation of all teachers by the administration is an annual experience
24. the professional development trainings *that the faculty as a whole* has experienced (per administrative sponsorship) in the most recent three-year period
25. teachers' perception of the *usefulness in the classroom* of the information/skills from the professional development trainings in #24—i.e., their overall perception and their perception disaggregated departmentally
26. the professional development requirements that the administration sets (a) for teachers, (b) for itself (i.e., # of CEUs over a defined period of time)
27. the percentage of teachers who, on their initiative, regularly exceed the requirements of professional development that the administration sets
28. the overall percentage of instruction that is provided by teachers who are teaching outside the subject area for which they were professionally trained [i.e., overall # of courses taught by such instructors "divided by" school's total # of courses] . . . and the percentage disaggregated according to these departments: (a) religion, (b) English, (c) mathematics, and (d) science

[Concerning 'support staff']

29. any significant work-related challenges faced by support staff within the most recent three-year period
30. (a) # of support staff (b) support staff's years of service at the school [rendered as a table with categories that include 1 to 3 years, 4 to 6 years, 7 to 10 years, 11 to 20 years, +20 years]
31. the retention rate of support staff (i.e., current year compared to three years ago)

32. whether, in the hiring of support staff—including athletic coaches, these individuals receive an orientation to the school’s mission and to the intended outcomes for students that the school holds
33. (a) whether the formal evaluation of the support staff (i.e., non-instructional personnel) by the administration is an annual event; (b) the kind(s) of formal evaluation that the administration uses to evaluate support staff
34. the perception of support staff concerning the degree of significance of their work in the overall accomplishment of the school’s mission [Support staff perceive that, in relation to the accomplishment of the school’s mission, their work has significance: to a high degree, to moderate degree, to minimal degree.]

[Concerning ‘the organization of the school’]

35. the perception of the School regarding how widespread is the practice of accountability on the part of administration and teachers [The School perceives that the practice of accountability among administrators and teachers throughout the school is: widespread, moderately extensive, minimally extensive.]
36. (a) the nature of the current School schedule (i.e., the configuration of the schedule of classes—whether periodic, exclusively block, or modified block—including whether the classes rotate within the schedule); (b) the number of consecutive years that the School has used this schedule; and (c) the perception of faculty concerning the degree to which the current School schedule of classes is conducive to optimum time-on-learning [The perception that the current schedule promotes such: to a high degree, to moderate degree, to minimal degree.]
37. the faculty’s perception of the quality of the content and forms of communication that the administration uses with them [Faculty perceive that the content and forms of the administration’s communications with them are: highly effective, moderately effective, minimally effective
38. the major publications linking the School to the home (hard copy and electronic copy)
39. the School’s perception of the degree of efficiency of the student information system (SIS) in use (Here, ‘SIS’ is understood to contain students’ personal information, their course schedules, their grades, their attendance, and their Christian service record.) [The SIS is perceived by the School to be effective: to a high degree, to a moderate degree, to minimal degree.]
40. the perception of parents concerning the degree of effectiveness of school communications with them [Parents perceive that the content and forms of the school’s communications with them are: highly effective, moderately effective, minimally effective.]
41. the perception of the School regarding how well overall the school is organized and run—from governance to administration to classroom to home—toward promoting the optimum human and Christian development of students [The School perceives that the quality of its organization and operation is: high, moderate, low.]
42. the events/trainings/programs for new teachers from the school or arch/diocese
43. the perception of new teachers regarding the effectiveness of the events/trainings/programs which the school or arch/diocese provides them [New teachers perceive that these experiences are effective (a) to major extent (b) to moderate extent (c) to little extent.]

[additional concerning support staff]

44. the perception of the staff regarding the effectiveness of the evaluation process.
45. the staff’s perception of (a) the quality of the content and forms of communication that the administration uses with them and (B) the quality of the communication between staff and faculty. [staff members perceive that the content and forms of the administration’s communications with them are: highly effective, moderately effective, minimally effective.]

[additional concerning instructional personnel]

46. faculty's perception of the degree to which the school fosters a climate that encourages professional development [faculty perceive that the degree to which the school fosters a climate that encourages professional development is: high, moderate, low.]
47. teacher's perception of the usefulness of subject-area and/or department-specific professional development opportunities they have [Teacher's perception with these professional development activities are useful : to a high degree, to a medium degree, to a minimal degree.]
48. staff perception of the degree to which the school includes and welcomes them as a part of the faith community of the school

The school may add other data pertinent to this area of **Organization**, being sure — for reference's sake — to assign a number to each datum that it adds and beginning with #49.

C. Excellence of Teaching and Learning

The data category of "Teaching and Learning" requires written identification of . . .

1. the sources of the (academic) content standards that comprise the curriculum
2. the names and sequence of courses available to students in each of the subject areas of English, mathematics, science, social science, foreign language, aesthetics (i.e., music and the arts), technology, and physical education [*Religion receives a separate treatment, within the Catholic Identity standards area.*], as well as (identification of) the courses that satisfy the requirements for matriculation to the state college/university system [Note: This latter identification may be accomplished by means of an asterisk next to any course, whereby the asterisk designates 'required course for matriculation to state college/university.']
3. the number of courses and units (credits) required for graduation, per subject areas
4. for the past three years, the honors courses as well as the advanced placement courses that the school provides... and the number of students enrolled in each
5. for the past three years, the record of student achievement in advanced placement courses (i.e., by course, the number of students tested and the number who achieve a passing grade)
6. any curricular course or program that the school provides for international students and the number of students enrolled
7. any curricular course or program that the school provides for students identified with special needs and the number of students enrolled
8. any other distinctive kind of curricular course or program or emphasis that the school provides; for example, for students who are English language learners
9. major school-wide responses that teachers employ toward remedying students' low achievement [bullet them]
10. the documents that formally communicate academic policies—i.e., schoolwide and department policies
11. the school entity/entities responsible for school-wide and department monitoring, evaluation, and development of: (a) curriculum; (b) instructional methodologies; (c) assessment practices; and (d) grading
12. the perception of each department regarding how well students master the content standards pertinent to the department [e.g., The math department perceives that students are ____ proficient at math: maximally, moderately, minimally.]
13. the school's sense of the degree to which it has identified indicators throughout its whole educational program that reveal students' achievement of the Integral Student Outcomes [The school has identified these indicators to a degree: great; moderate; minimal.]
14. students' perception of the degree to which they master the Integral Student Outcomes that the school sets for them toward graduation [Students perceive that the degree to which they master the ISOs set by the school for them is: high; moderate; low.]

15. parents' perception of the degree to which students master the Integral Student Outcomes that the school sets for them toward graduation [Parents perceive that the degree to which students master the ISOs is: high; moderate; low]
16. school's perception of the degree to which students master the Integral Student Outcomes [The school perceives that the degree to which students master the ISOs is : high; moderate; low]
17. students' perception of the overall degree of learning rigor that is required of them by the school's integral educational program [Students perceive that the degree of overall learning rigor required of them is: high; moderate; low.] *[A school environment characterized by 'learning rigor' tends to include: (the sum of a student's) initiative, effort, appropriation of content, note-taking, homework, higher order thinking or critical acumen, moral reasoning, collaboration with peers, creativity, problem-solving, demonstrated proficiency at required skills..... The survey item that the school uses here should facilitate students' responses.]*
18. students' perception of the five (5) most common instructional methods that teachers use in the classrooms —i.e., their perception in an overall sense *[These instructional methods are to be drawn from the following list (to which a school may add methods): teacher presentation on a topic; teacher dialogue with students (Q and A); student note-taking; completion of study guides; individual work; group work; project-based work; lab work; graphing; student research and presentation; computer-supported work; performance that demonstrates skill/s; students doing pictorials; students constructing and testing hypotheses; homework head-start; teacher feedback to students regarding their work; students checking their work for understanding; student problem-solving; students doing comparisons and contrasts; teacher modeling the learning asked of students; teacher guiding the learning- practice of students; teacher invites/promotes student questioning; teacher invites/promotes student critical inquiry; teacher invites/promotes student belief/faith; peer coaching/editing by students]*
19. students' perception of the five (5) instructional methods that enable them to learn the best—i.e., their perception in an overall sense
20. faculty's perception of the instructional methods by which their students learn the best—i.e., their perception in an overall sense and disaggregated departmentally
21. the departments that make ample use of technological tools (by teachers and students); the departments that make moderate use thereof; the departments that make minimal use of technological tools *[A highly technological learning environment tends to include: wireless access; internet stations in the classroom; computer access for each student; interactive boards; document cameras; subject area software; whiteboards for each student; technology standards embedded in the curriculum; software programs to communicate student progress to parents; a technology plan that includes, among other things, the use/replacement of hardware and software.]*
22. students' perception of the most common technological tools that faculty employ in instructing—i.e., their perception in an overall sense and disaggregated departmentally
23. faculty's perception of the most common technological tools that they employ in instructing—i.e., their perception in an overall sense and disaggregated departmentally
24. students' perception of the most common kinds of assessments that teachers employ—i.e., their perception in an overall sense *[Kinds of assessments include: quizzes, tests (multiple choice), tests (essay format), tests (mixed format), homework, research paper, evaluative essay, projects, individual student presentation (oral and/or written format), reports, group presentation, demonstration of skills, performance..... The survey item that the school uses here should facilitate students' responses.]*
25. students' perception of the most effective kinds of assessments that teachers employ—i.e., their perception in an overall sense *[By 'effective' is meant a fair and accurate measure of students' learning of pertinent curricular content]*
26. teachers' perception of the most effective kinds of assessment that they employ—i.e., their perception in an overall sense and disaggregated departmentally
27. (a) whether there exists a school-wide grading scale and, if so, (b) what it is and whether there exists any departmental grading scales and the justification for the use of different scales.

28. students' perception of the fairness of grading policies and practices—i.e., their perception in an overall sense and disaggregated departmentally [Students perceive that teachers are ____ fair in their grading policies and practices: highly, mainly, hardly]
29. Describe the semester exam policy. Are semester exams required in every course? List courses that do not require a semester exam what type of alternative summative project (if any) is utilized instead of the semester exam. Are semester exams submitted to department chairs and/or administration for approval in advance? What is the school's policy on common final exams for courses that have sections taught by more than one teacher?
30. For the past three years, the (major) modifications to a *departmental* curriculum and instruction that have been implemented from a review of students' semester exam results [bullet]
31. the standardized tests that the school annually employs at each grade level
32. for at least the past three years, students' performance on the standardized tests that the school gives [rendered in the form of a table]
33. for the past three years, (major) modifications to curriculum and instruction that have been implemented from a review of students' standardized test results: (a) schoolwide modifications and (b) subject area (i.e., departmental) modifications [bullet]
34. the mode(s) and frequency of student academic progress reports from school to home
35. the frequency according to which student report cards are given in a school year
36. students' perception of the degree to which the overall academic program of the school meets their needs [Students perceive that the school's overall academic program meets their needs (a) to great extent (b) to moderate extent (c) to little extent.]
37. any ad hoc program to leverage the performance of students achieving below proficiency levels in their coursework and the number of students enrolled
38. parents' perception of the quality of the school's communication with them regarding their child's academic performance [Parents perceive that this quality is (a) high (b) medium (c) low.]
39. parents' perception of the teachers' pro-action and availability when their child experiences academic difficulty [Parents perceive that this pro-action and availability of teachers is (a) high (b) medium (c) low.]
40. the annual events in which the school recognizes the distinguished academic achievements of students [bullet them]
41. the mode(s) and frequency by which the school communicates students' academic achievement (a) within the school community and (b) beyond it
42. parents' perception of the degree to which the overall academic program of the school meets their child's needs [Parents perceive that the school's overall academic program meets their child's needs (a) to great extent (b) to moderate extent (c) to little extent.]
43. the school policy regarding credit recovery, online courses acceptance, acceptance of credits from outside institutions, instances of school credit be granted to students not enrolled in the regular school program, and any dual-enrollment programs.
44. faculty perception of the degree of collaboration between members of the same department [high degree, moderate degree, minimal degree.]
45. faculty perception of the degree of cross-curricular collaboration that exists between faculty members [high degree, moderate degree, minimal degree.]
46. faculty and administration perception of the degree to which curriculum and instruction is enhanced through departmental and cross-curricular collaboration [to a high degree, to a moderate degree, to a minimal degree.]

The school may add other data pertinent to this area of **Teaching and Learning**, being sure — for reference's sake — to assign a number to each datum that it adds, beginning with #47. For example, a school with an international baccalaureate program could adduce data relevant to this program and do a corresponding analysis in Chapter III of E3.

D. Student Support

The data category of “Student Support” requires written identification of . . .

1. whether the school has a comprehensive safety preparedness plan (i.e., a plan that addresses the various emergencies than can come upon a school]
2. the frequency with which the school annually practices its comprehensive safety plan
3. the requirements that the school observes toward ensuring students’ sexual safety (in keeping with the safety policies emanating from the USCCB’s *Charter for the Protection of Children and Youth*)
4. students’ perception of the degree to which the school is: (a) a physically safe place for them; (b) an intellectually and emotionally safe place for them [Students perceive that the school is a safe place for them (a) to a great degree, (b) to moderate degree, (c) to little degree.]
5. parents’ perception of the degree to which the school is: (a) a physically safe place for students; (b) an intellectually and emotionally safe place for them [Parents perceive that the school is a safe place for students (a) to a great degree, (b) to moderate degree, (c) to little degree.]
6. teachers’ and administrator’s perception of the degree to which the school is: (a) a physically safe place for students; (b) an intellectually and emotionally safe place for them [Teachers perceive that the school is a safe place for students (a) to a great degree, (b) to moderate degree, (c) to little degree.]
7. students’ perception of the degree to which a climate of mutual respect permeates the school community [Students perceive that a climate of respect for persons permeates the school: to a great degree; to moderate degree; to little degree.]
8. parents’ perception of the degree to which a climate of mutual respect permeates the school community [Parents perceive that a climate of respect for persons permeates the school: to a great degree; to moderate degree; to little degree.]
9. teacher and staff perception of the degree to which a climate of mutual respect permeates the school community [Teachers and staff perceive that a climate of respect for persons permeates the school: to a great degree; to moderate degree; to little degree.]
10. students’ perception of the degree to which a climate of learning and achievement permeates the school community [Students perceive that a climate of learning and achievement permeates the school community: to a great degree; to moderate degree; to little degree.]
11. parents’ perception of the degree to which a climate of learning and achievement permeates the school community [Parents perceive that a climate of learning and achievement permeates the school community: to a great degree; to moderate degree; to little degree.]
12. school’s perception of the degree to which a climate of learning and achievement permeates the school community [the school perceives that a climate of learning and achievement permeates the school community: to a great degree; to moderate degree; to little degree.]
13. the requirements that the school sets concerning teachers’ availability to students beyond class hours
14. the ratio of counselors to students (a) overall and (b) per grade level (i.e., freshman level, etc.)
15. the percentage of ELL students (a) overall and (b) per grade level
16. the percentage of students identified with special needs (a) overall and (b) per grade level.
17. the common forms of adjustment/accommodation that the teachers use in responding to students’ learning needs [cross reference: Teaching and Learning in DL: C.6-7]
18. the perception of parents of students identified with special needs regarding how well the school meets their children’s learning needs [Such parents perceive that the school meets their children’s needs (a) to great extent, (b) to moderate extent, (c) to minimal extent.]
19. the perception of students enrolled in advanced placement (AP) classes regarding the effectiveness of these classes in preparing them for optimum achievement on AP exams [Such students perceive that AP classes are effective (a) to great extent, (b) to moderate extent, (c) to minimal extent.] [cross reference: Teaching and Learning in DL: C.4-5]

20. teachers' perception of the degree of student responsiveness to the academic support services/options that they themselves provide students [Faculty perceive that students avail themselves of these services/options (a) to great extent, (b) to moderate extent, (c) to minimal extent.]
21. students' perception of the effectiveness of the counseling they receive, counseling in the areas of: (a) academic advising, (b) standardized testing, (c) personal guidance toward achieving school success, and (d) professional referrals beyond school. [Students perceive that this _____ counseling is effective: to great extent, to moderate extent, to minimal extent.]
22. parents' perception of the effectiveness of the counseling that their sons/daughters receive, counseling in the areas of: (a) academic advising, (b) standardized testing, (c) personal guidance toward achieving school success, and (d) professional referrals beyond school. [Parents perceive that this _____ counseling is effective: to great extent, to moderate extent, to minimal extent.]
23. the school's perception of the effectiveness of the counseling that students receive, counseling in the areas of: (a) academic advising, (b) standardized testing, (c) personal guidance toward achieving school success, and (d) professional referrals beyond school. [The school perceives that this _____ counseling is effective: to great extent, to moderate extent, to minimal extent.]
24. the percentage of students participating in the following school programs: (a) the arts, (b) athletics, (c) student government, and (d) clubs and activities
25. students' perception of the quality of the school's co-curricular program (a) in the arts, (b) in athletics, (c) in student government, and (d) in clubs and activities. [Students perceive that the quality of the school's ____ program is (a) high (b) moderately high, (c) low.]
26. parents' perception of the quality of the school's co-curricular program (a) in the arts, (b) in athletics, (c) in student government, and (d) in clubs and activities. [Parents perceive that the quality of the school's ____ program is (a) high (b) moderately high, (c) low.]
27. the school's perception of the quality of its co-curricular program (a) in the arts, (b) in athletics, (c) in student government, and (d) in clubs and activities. [The school perceives that the quality of its ____ program is (a) high (b) moderately high, (c) low.]
28. students' perception of the extent to which the school's co-curricular programs support their attainment of the outcomes that the school intends for them [Students perceive that the school's program in ____ (a) arts, (b) athletics, (c) student government, (d) clubs and activities supports their attainment of the student outcomes that the school intends: to great extent; to moderate extent; to minimal extent.]
29. the required frequency of each student's one-on-one meetings with the school's college counselor (a) at the frosh level, (b) at sophomore level, (c) at junior level, (d) at senior level
30. students' satisfaction regarding the college services that the school provides [Students perceive these services to be satisfactory: (a) to high degree, (b) to moderate degree, (c) to little degree.]
31. parents' perception of the quality of the college counseling program of the school [Parents perceive that the quality of the school's college counseling program is: high, moderate, low.]
32. the school's perception (i.e., the perception of counseling/administration) regarding the degree of responsiveness that students demonstrate to the college services offered them [The school perceives that the extent of student responsiveness to the college services offered them is: high, moderate, low.]
33. for the past three years, the number and percentage of seniors who graduate; the attrition rate for each of the last three graduation classes i.e. what percentage of students who enrolled as freshmen and remained until graduation.
34. For the past three years, the percentage of seniors who matriculate to college: (a) overall and (b) disaggregated according to 2-year and 4-year colleges
35. For the past three years, the aggregate of scholarship monies that colleges offered to graduating seniors
36. the perception of most recent alumni/ae regarding the quality of the preparation for college that they received from the school [Recent alumni/ae perceive that the quality of the preparation for college that they received from the school is: highly effective, moderately effective, minimally effective.]

37. the major services to students from the school's library/media center [bullet format]
38. the school's sense of the extent to which students use the library/media center services [The school perceives that the students make use of the library/media center (a) to great extent, (b) to moderate extent, (c) to minimal extent.]
39. the perception of students regarding the effectiveness of the services from the library/media center [Students perceive that the library/media center provides services the effectiveness of which are (a) maximum, (b) moderate, (c) minimal.]
40. the major ways that the school celebrates students' participation/performance in co-curricular programs
41. administrators' perception of the degree to which a climate of learning and achievement permeates the school community [Administrators perceive that a climate of learning and achievement permeates the school community: to a great degree; to moderate degree; to little degree.
42. Board/council members' perception of the degree to which a climate of learning and achievement permeates the school community [Board members perceive that a climate of learning and achievement permeates the school community: to a great degree; to moderate degree; to little degree.

The school may add other data pertinent to this area of **Student Support**, being sure — for reference's sake — to assign a number to each datum that it adds, beginning with #43.

E. Stewardship of Material Resources

The data category of "Stewardship of Material Resources" requires written identification of . . .

1. the criteria according to which the school admits students
2. for the past three years, (a) the partner schools (i.e., elementary and junior high) whose students enter the high school as ninth-graders, (b) the number of students who enter from each partner school
3. the school's perception of the degree to which the respective partner schools collaborate with the school in the school's recruitment process [The school perceives that the degree of collaboration of partner schools is: high, moderate, low.]
4. any articulation sessions (i.e., regarding overall curriculum or subject specific sessions or any topic pertinent to the partnership) that the high school hosts for partner schools/school leaders
5. (a) proximately located Catholic high schools whose recruitment endeavors involve the same partner (elementary) schools, (b) other proximate private high schools whose recruitment endeavors involve the same partner schools, (c) proximate charter high schools
6. the extent to which the school's enrollment operations conform to its mission and philosophy [The school perceives that its enrollment operations conform to its mission and philosophy: to a great extent, to moderate extent, to little extent.]
7. the quantity and quality of the books and other teaching-and-learning resources at hand [The school perceives that the quantity and quality of its teaching-and-learning resources are: high, medium, low.]
8. the quality of the physical environment of the classrooms (i.e., the quality of desks, chairs, tables, windows, lighting, heating-and-cooling, etc.) [The school perceives that the quality of the physical environment of its classrooms is: high, medium, low.]
9. the quantity and quality of the technological resources at the service of the teaching and learning [The school perceives that the quantity and quality of its technological resources at the service of teaching and learning are: high, medium, low.]
10. the quality of the technological infrastructure that supports school internal operations [The school perceives that the quality of its technological infrastructure in support of operations is: high, medium, low.]

11. the quality of the maintenance and cleanliness of the school internally (i.e., its classrooms and facilities) [The school perceives that the quality of maintenance of its classrooms and facilities is: high, medium, low.]
12. the quality of the maintenance of the school externally (i.e., its buildings and grounds [The school perceives that the quality of the maintenance of its buildings and grounds is: high, medium, low.]
13. whether there are any deferred maintenance projects concerning the buildings/grounds
14. the physical attractiveness of the school [The school perceives that the degree of its physical attractiveness is: high, medium, low.]
15. the per capita cost of education (aka “true” or “actual cost”)
16. the school’s tuition rate, along with annual percentage increase
17. the process by which the school sets its tuition rate
18. the process by which the school collects tuition
19. the school’s response to delinquent tuition
20. (a) the criteria according to which tuition assistance is awarded, (b) the aggregate amount of tuition assistance given to students, (c) the number of students receiving tuition assistance, (d) the average amount of tuition assistance given
21. The extent to which the school’s practice of awarding financial assistance conforms to its mission and philosophy [The school perceives that its practice of awarding financial assistance conforms to its mission and philosophy: to a great extent, to moderate extent, to little extent.]
22. the school’s major, annual events by which it raises funds (e.g., an auction, a festival) [bullet] [Note: Whereas tuition is the “first source” of income, annual event-based fundraising is the “second source” of income.]
23. the school’s major third sources of income [bullet] [Note: ‘Third source income’ refers to money that the school receives from its outreach to external sources—for example, an annual appeal, grants from foundations, subsidy or scholarships from the school’s arch/diocese and/or its sponsoring religious community, and other contributions.]
24. (a) whether there are government-provided services—meant for the support of needy students or for the professional development of teachers—to which the school is entitled by law and (b) whether the school accesses such services [If so, include an estimate of the financial equivalency of these services and, in question # 25, include this estimate in the aggregate of “third-source” revenue.]
25. the percentage of revenue from each of the three sources [Note: Tuition income, event-based fundraising, and third-source income each make up a portion of the sum of a school’s revenue. What portion?]
26. the school’s perception of the effectiveness of the operations by which it generates income [The school perceives that the effectiveness of its revenue operations is: high, medium, low.]
27. the process by which the salary schedule for teachers is set
28. the parity of the school’s salary schedule with the local public school district salary schedule [rendered as a percentage]
29. for the past three years, the average annual increase in faculty’s salary [rendered as a percentage]
30. the elements that constitute the benefit package that the school provides its employees [bullet]
31. the percentage of the overall expense budget that is constituted by personnel compensation (i.e., salaries and benefits)
32. whether the school has a balanced budget (i.e., annual revenues equal if not exceed annual expenses) [Note: Indicate whether the school has had to tap its reserves or even borrow money in any year.]
33. any debt/s that the school is servicing
34. whether the school has funds on reserve
35. the process by which the school budget is formalized
36. the school’s perception of the quality of its budget-setting process [The school perceives that its budget setting process manifests a ___ degree of quality: high, medium, low.]

37. the school's perception of the quality of its budget monitoring process [The school perceives that its budget monitoring process manifests a ____ degree of quality: high, medium, low.]
38. whether the school practices accrual-based or cash-based accounting
39. whether an audit or other kind of formal financial review has been conducted in the last three years [Note: If so, briefly tell the outcome.]
40. the school's perception of the degree of transparency of its financial operations (i.e., transparent to its clients, its sponsors, and its benefactors) [The school perceives that the degree of transparency of its financial operations is: high, medium, low.]
41. the extent to which the (sum of the) school's financial operations conform to its mission and philosophy [The school perceives that its financial operations conform to its mission and philosophy: to a great extent, to moderate extent, to little extent.]
42. the major goals of any capital campaign currently in effect
43. the extent to which capital campaign goals (see #42) are realized
44. the publications and other forms by which the school communicates itself to internal and external constituent groups (i.e., to parents, alumni/ae, sponsors, friends and benefactors, wider civic community) [bullet]
45. the publications and other forms by which the school markets itself to prospective students/families [bullet]
46. parents' perception concerning how well the school communicates itself to them [Parents perceive that the school communicates itself: highly effectively, moderately effectively, minimally effectively.]
47. students' perception of the quality of the school's website [Students perceive that the quality of the school's website is: high, medium, low.]
48. parents' perception of the quality of the school's website—how attractive its format? how substantive its contents? how up-to-date its news? [Parents perceive that the quality of the school's website is: high, medium, low.]
49. the quality of the school's promotional operations in (a) building relationships with key groups, (b) communicating school news to these groups, (c) fostering enrollment, and (d) engendering donor support [The school perceives that its promotional operations are ____ successful (maximally or moderately or minimally) in (a); in (b); in (c); and in (d).]
50. the extent to which the school's promotional operations conform to its mission and philosophy [The school perceives that its promotional operations conform to its mission and philosophy: to a great extent, to moderate extent, to little extent.]
51. the major features of any existing **strategic plan*** concerning the maintenance/development of material resources [bullet] (*See Glossary)
52. the perception of the school regarding the quality of its planning in the area of (a) enrollment, (b) classroom and instructional resources, (c) promotional operations, (d) funding, and (e) facilities and buildings and grounds [The school perceives that its planning in the area of (a); of (b); of (c); of (d); of (e) is: optimally effective, moderately effective, minimally effective.]
53. the perception of the school regarding the sufficiency of the resources (i.e., personnel and material) available to its Development Office [The school perceives that these resources are sufficient to ____ degree. (a) maximum (b) moderate (c) minimum]

The school may add other data pertinent to this area of **Material Stewardship**, being sure — for reference's sake — to assign a number to each datum that it adds, beginning with #54.

F. Commitment to School Improvement

1. Attach all annual reports for the past accreditation cycle
2. Attach Revisit Committee Reports (if any)
3. Attach revised Educational Improvement Plan (Action Plan) from previous visit
4. Attach any Catholic Identity/Charism reports required by arch/diocese or religious community

5. Attach any other pertinent reports related to WCEA criteria (i.e. IB reports)
6. Attach current strategic plan and implementation plan (if any)

Survey Catalogue

Survey Group: Parent

Items:

- A: 21, 37, 38, 39, 40
- B: 40, 41
- C: 15, 38, 39, 42
- D: 5, 8, 11, 18, 22, 26, 31
- E: 46, 48

Survey Group: Administration

Items:

- A: 8, 20, 22, 34, 35, 39
- B: 8, 9, 10, 11, 13, 14, 15, 35, 39,
- C: 13, 16, 46
- D: 6, 12, 23, 27, 32, 38, 41
- E: 3, 6, 7, 8, 9, 10, 11, 12, 14, 21, 26, 36, 37, 40, 41, 49, 50, 52, 53

Survey Group: Teacher

Items:

- A: 8, 9, 11, 20, 22, 31, 34, 35, 39
- B: 18, 20, 25, 28, 35, 36, 37, 39, 41, 43, 46 47
- C: 12, 13, 16, 20, 21, 23, 26, 44, 45, 46
- D: 6, 9, 12, 20, 23, 27, 32, 38
- E: 7, 8, 9, 10, 11, 12, 14

Survey Group: Student

Items:

- A: 1, 3, 24, 32, 33, 36, 39
- B: 1, 4, 17
- C: 14, 17, 18, 19, 22, 24, 25, 28, 36
- D: 4, 7, 10, 19, 21, 25, 28, 30, 39
- E: 47

Survey Group: Alumni

Item:

- D: 36

Survey Group: Board/Council

Items:

- A: 40
- B: 4, 6, 7, 13

D: 12

E: 3, 6, 8, 10, 11, 12, 14, 21, 26, 36, 37, 40, 41, 49, 50, 52, 53

Survey Group: Support Staff

Item:

A: 20,22, 34, 39, 40

B: 9, 29, 31, 34, 39, 41, 44, 45, 48

E: 10, 11, 12, 14

The School's Self-Study Report

The following outline is for information only. The school is to utilize the E3 Self-Study Template provided on the WCEA website to create the final Self-Study.

Outline of the Report

Chapter 1 Introduction to the School

- A. Introduction
 - 1. School Code and Name
 - 2. Address
 - 3. Year of Inception
 - 4. Nature of the School
 - 5. Governance Structure
 - 6. Administrative Structure
 - 7. Organizational Chart [insert]
- B. Student Demographics
 - 1. Enrollment
 - 2. Catholic Composition
 - 3. Gender Composition
 - 4. Racial Composition
 - 5. International Students
- C. Personnel Demographics
 - 1. Faculty and Staff
 - 2. Board / Council
 - 3. Parent Organization(s)
 - 4. Alumni Organization
- D. Brief History of the School
- E. Most Significant School Developments since Last Self-Study

Chapter II School Purpose

- C. Mission Statement
- D. Philosophy Statement
- E. Integral Student Outcomes (ISOs)

Chapter III Findings

(i.e., *key strengths* and *key areas for growth*, in light of Standards and **other criteria***) (*See Glossary)

A. Catholic Identity Standards

- A.1 Catholic Purpose
- A.2 Worship
- A.3 Religion Curriculum
- A.4 Religion Teachers
- A.5 Partnership with Parents
- A.6 Service Orientation
- A.7 Signs and Symbols
- A.8 Religious Engagement of All

B. School Organization Standards

- B.1 Governance
- B.2 Administration
- B.3 Teachers
- B.4 Support Staff
- B.5 Organizational Structure

C. Teaching and Learning Standards

- C.1 Curriculum: What Students Learn
- C.2 Instruction: How Students Learn
- C.3 Assessment: Its Forms and uses
- C.4 Reporting Student Achievement

D. Student Support Standards

- D.1 Educational Environment
- D.2 Co-Curricular Programs
- D.3 Academic Support
- D.4 College Matriculation

E. Material Stewardship Standards

- E.1 Enrollment Resources
- E.2 Educational Resources
- E.3 Plant Resources
- E.4 Funding Resources
- E.5 Business Operations
- E.6 Promotional Operations
- E.7 Strategic Material Planning

Discerning Areas for Vital Growth

Chapter IV Educational Improvement Plan (EIP)

- A. Implementation of the Prior Plan from the last Self-Study
- B. Current Educational Improvement Plan

Chapter 1 – Introduction/School Profile

A. Introduction

1. Name of School: _____ **School Code:** _____

2. Address:

3. School’s Year of Inception: _____

4. Nature of the School: [check the appropriate option, per category]

Ownership

- _____ Diocesan*
- _____ Parochial*
- _____ Religious*

Gender

- _____ All Female
- _____ All Male
- _____ Coeducational

Educational Thrust

- _____ College Preparatory
- _____ Comprehensive
- _____ Other (specify)



_____ Lay Group*

* Identification of this Owner: _____

5. Governance Structure: [check the appropriate option]

_____ Policy Board

_____ Advisory Board/Council

_____ Board of Limited Jurisdiction*

_____ Consultative Board/Council

_____ Other (specify)

*i.e., with reserve powers to the Owner (i.e., Diocese, Parish, Religious Congregation, Other [canonical, Juridic Person])

6. School's Administrative Structure: [check the appropriate option]

_____ President and Principal

_____ Principal

_____ Other (specify)

7. INSERTION of School's Organizational Flow Chart (1 sheet) after this page.

B. Student Demographics

Include a chart indicating a three year breakdown of the following:

- 1. Enrollment**
- 2. Catholic Composition**
- 3. Gender Composition**
- 4. Racial Composition**
- 5. International Students (overall # and this # disaggregated according to country of origin)**

C. School Personnel Demographics

1. Administrative Personnel

- **Names and position titles and years in the position of the members of the administration**
- **Indicate f/t or p/t for each administrator**

2. Faculty and Staff (Include a chart indicating the following)

- **Number of faculty**
- **Years of service at the school**
- **Catholic Composition**
- **Gender Composition**
- **Ethnic Composition**
- **Composition with:**
 - **Credential**
 - **Master's Degree**
 - **Doctorate**
- **Staff Personnel (Number of full time and part time classified staff)**

2. Board/Council – Provide

- Standing committees
- Meeting Frequency

3. Identify any Parent Organization

- List the function(s)

4. Identify any Alumni Organization

- Describe the Alumni Organization and its major function(s)

D. *Brief History of the School*

This category requires a brief narrative — no more than a paragraph — that includes defining events/features in the school’s life from its inception to the current moment.

E. Most Significant Developments in School Life since the Last Self-Study

Bullet format, limited to 5 –

Chapter 2 – School Purpose

This purpose is understood to be comprised of a Mission Statement, a Philosophy Statement, and Integral Student Outcomes. Also, if the school has a **vision*** or **motto***, it is fitting to insert it here and to provide a brief explanation of it. (*See Glossary)

A. Include the SCHOOL’S MISSION STATEMENT

B. Include the SCHOOL’S PHILOSOPHY STATEMENT

Written Requirement

Tell how the Mission and Philosophy Statements were created and/or reviewed, and then tell how they are promulgated in school life.

C. Include the SCHOOL’S INTEGRAL STUDENT OUTCOMES (ISOs)

Written Requirement

Explain how the Integral Student Outcomes were created and/or reviewed, and then tell how they are integrated in school life.

Chapter 3 – Findings

Directions

- a. First, the school is meant **to convene in focus groups* (integral and/or Home Groups) in order to discuss responses** to the Key Questions that are connected to the Standards for each Principle. (*focus groups – see Glossary)
- b. As the focus group gathers, **there should be pertinent Data Library evidence at hand** in order to ground the discussion.
- c. Because the questions here are evaluative in nature, the focus group ought to understand that **its discussion should be analytical, dynamic, and participatory**. That is, analysis is the proper mode of intellectual work in this Findings chapter of E3.
- d. For every focus group meeting in which school experience is viewed/discussed/analyzed in light of the Standards for each Principle, **a Process Form (PF) is to be completed and included in Chapter III** (i.e., the “*process chapter*”).
- e. After there has been sufficient discussion and analysis of all the Key Questions pertinent to the Standards of the Principle, **there is a written requirement** including a 1- to 2-page **Summary** and a gathering of key **Strengths and Areas of Growth**.

A. The Principle of Authentic Catholic Identity

The school is Catholic, approved by the Local Ordinary (Canon 803), providing authentic Catholic teaching, opportunities for community worship and participation in the Sacraments, and promoting evangelization and service to the community.

1. Catholic Purpose

The school has a mission statement and a philosophy statement that indicate the integration of the Roman Catholic Faith into all aspects of school life.

Key Questions *for reflection and discussion* concerning ‘Catholic Purpose’ in light of Chapter II.A-C and Introduction to E3, “Self-Study Process”:

1. How explicitly Catholic is the mission statement of the school? Is this statement clear, and does it reflect the reality of the school? How widely-known and widely-practiced is this statement in the school community?
2. Is the philosophy statement clearly-stated? Does the beliefs and principles guide the mission? How widely-known and widely-practiced are these beliefs and principles in the school community?
3. Concerning the Integral Student Outcomes for students:
 - How well aligned are these with the mission and philosophy?
 - How widely known? How widely practiced?
 - How effective are the indicators by which to gauge students’ accomplishment of them?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See Chapter II.A-C and Introduction to E3, “Self-Study Process”:]

2. Worship

The school ensures regular opportunities for the students to experience prayer, retreats, and the Sacraments.

Key Questions *for reflection and discussion* concerning ‘Worship’ in light of the corresponding data gathered in the Data Library:

1. How well does the school pray as an assembly? How well integrated is the prayer experience throughout the school—in all the classrooms?
2. How well-organized/delivered are retreats? how systematic the retreat program? how Christ-centered the retreats?
3. How does the school ensure that Catholic students experience the Sacraments of Eucharist and Reconciliation? What are the circumstances of these Sacramental celebrations with/for students?
4. How well does the school put students in touch with the liturgical life of the Catholic Church? What is the quality of any *spiritual direction* that students receive?
5. In the interests of evangelization, how well does the school monitor and promote students’ experience of the Sacraments (notably their experience of Baptism, of Eucharist, of Reconciliation and of Confirmation)?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: A.1-9]

3. Religion Curriculum

The school uses a Religion curriculum and instruction that is faithful to Roman Catholic Church teachings, subject to the authorization of the Local Ordinary, and otherwise meets the requirements set forth by the USCCB.

Key Questions *for reflection and discussion* concerning ‘Religion Curriculum’ in light of the corresponding data gathered in the Data Library:

1. How well is the religion curriculum aligned with the *Doctrinal Framework* for high school religion of the USCCB?
2. How responsive is the school to the oversight that the Local Ordinary demonstrates concerning the religion curriculum and instruction?
3. How knowledgeable in the Catholic Faith are students?
4. How inclined are the students to receive the school’s religion curriculum *as catechesis*?
5. How much does the religious instruction promote the *moral formation* of students? How inclined are the students to receive this formation?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: A.10-14]

4. Religion Teachers

The formation of religion teachers for catechetical and instructional competence is ongoing.

Key Questions *for reflection and discussion* concerning ‘Religion Teachers’ in light of the corresponding data gathered in the Data Library:

1. How sound are the qualifications of teachers for their religion-teaching/ campus ministry duties?
2. How active are these religion teachers in the practice of their Catholic Faith?
3. How responsive are religion teachers to the requirements of personal and professional growth in the Catholic Faith?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: A.15-17]

5. Partnership with Parents

The school maintains an active partnership with parents whose fundamental concern is the spiritual and academic education of their children. Parents, in their own right, are primary educators. They are first in time and first in significance regarding the formation of their children. This partnership role with the Catholic school calls them to know and to support their child's education progress through the school's program. In addition, this partnership role is to participate in the organizations that the school has established for them for their input and support of the school program.

Key Questions *for reflection and discussion* concerning 'Partnership with Parents' in light of the corresponding data gathered in the Data Library:

1. How well does the school welcome and respect parents as educational partners?
2. How much does the parents' relationship with the school on behalf of their children extend to matters of Catholic Faith?
3. How inclined is the school to promote the formation of parents in the Faith?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: A.18-22]

6. Service Orientation

The school helps students develop a service-oriented outreach to the Church and civic community after the example of Jesus who said, "I have given you an example so that you may copy what I have done." (John 13:15)

Key Questions *for reflection and discussion* concerning 'Service Orientation' in light of the corresponding data gathered in Chapter IV:

1. How well-conceived is the school's service requirement for students?
2. How responsive to this requirement are students?
3. What opportunities do students have to reflect on their Christian service activities?
4. How well does the service program succeed in forming students for service to the Church? to the wider civic community?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: A.23-25]

7. Signs and Symbols

There is widespread use of signs, symbols, sacramentals, traditions and rituals of the Roman Catholic Church throughout the school.

Key Questions *for reflection and discussion* concerning ‘Signs and Symbols’ in light of the corresponding data gathered in Chapter IV:

1. How evident are Catholic signs and symbols throughout the school?
2. How significant are the special religious traditions that the school annually observes?
3. How effectively does the school celebrate its name/patron and teach the significance of this name/patron to students and their parents?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: A.26-27]

8. Religious Engagement of All

All school personnel are actively engaged in bringing the Good News of Jesus into the total educational experience.

Key Questions *for reflection and discussion* concerning ‘Religious Engagement of All’ in light of the corresponding data gathered in Chapter IV:

1. How wide and deep is the ‘shared responsibility’ that all school personnel demonstrate for the Catholic Faith life of the school?
2. How much does the Faith permeate the policies and practices by which the school is governed and administered?
3. How respectable a treatment does the Catholic Faith receive within all the classrooms and all the co-curricular operations of the school?
4. How much is the Catholic Faith demonstrated by the *lived example* of school personnel?
5. How responsive is the school to the programs and events that its arch/diocese sets for the promotion of the school’s Catholic identity?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: A.28-35]

Written Requirements

Summary. . .

After thorough discussion/analysis of the eight (8) Standards of Catholic Identity (based on the Key Questions), write a global concise 1- to 2-page summary that reflects the school’s evaluation of itself in relation to this principle with direct reference to the standards. **Summary must not exceed two pages**

Identification of *key strengths* and *critical growth areas* . . .

In bullet format, identify any *key strengths* and any *critical growth areas* within school experience in relation to these Standards. Include a brief rationale and citation of Data Library evidence in support of each identification.

B. The Principle of Organizational Efficacy of the School

1. Governance

The governance body of the school responsibly keeps the school’s mission, delegates responsibility as necessary and monitors for accountability regarding what is delegated.

Key Questions for reflection and discussion concerning ‘Governance’ in light of the corresponding data gathered in the Data Library:

1. If there exists a school ownership body *behind the school*—i.e., regents or trustees or “member” or sponsor or diocese or parish with powers to constitute and oversee the board/council of the school and with possible reserve powers concerning school governance, what is the quality of the relationship and the interactions of this governance body with the school—i.e., with the school’s board/council? with the school’s administration?
2. How effective is the school’s board/council in its own work?
3. In particular, how well does the board/council work with the school administration?
4. (a) How sound is the process by which the president of the school is hired? evaluated? (b) How sound is the process by which the principal is hired? evaluated?
5. What is the quality of the relationship and the interactions between the governance entity of the school and the arch/diocese within which the school resides?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: B.1-8]

2. Administration

The school administration provides quality leadership for the personnel and the operations by which the religious and educational objectives of the school are realized.

Key Questions for reflection and discussion concerning ‘Administration’ in light of the corresponding data gathered in the Data Library:

1. How well does the administration exercise its responsibility for the school’s mission/philosophy?
2. How well does the administration develop its own capacity for exercising leadership?
3. How well does the administration exercise care for students as persons?
4. How well does the administration support the work of teachers who, in turn, facilitate the learning of students?
5. How sound is the process by which administrators and teachers are hired?
6. How well does the administration hold instructional personnel accountable for their work through processes of supervision and evaluation and professional development?
7. How sound is the process by which support staff are hired?
8. How well does the administration support the work of non-instructional personnel? hold them accountable through processes of supervision and evaluation and the development of their capacities for work?
9. How well do the ISOs impact administrative decisions?
10. How responsive is the administration to its arch/diocese in meetings called by the arch/diocese? how responsive in matters of legitimate interest to the arch/diocese (e.g., Catholic identity and accreditation)?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: B.1, B.9-16]

3. Instructional Personnel

Instructional personnel are qualified for their responsibilities and are committed to professional development toward ensuring that the religious and educational objectives of the school are realized.

Key Questions *for reflection and discussion* concerning 'Instructional Personnel' in light of the corresponding data gathered in the Data Library:

1. How well are the instructional personnel professionally qualified for their assigned responsibilities?
2. How well do teachers uphold the dignity of students as persons?
3. By their instructing, how well do teachers facilitate student learning? How do the ISOs impact the instruction of the students?
4. How receptive are instructional personnel to the guidance/supervision/evaluation of the administration?
5. How committed are instructional personnel to their professional development?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: B.1, B.17-30]

4. Support Staff

School support staff engage in duties essential to the effectiveness of the school's religious and educational operations.

Key Questions *for reflection and discussion* concerning 'Support Staff' in light of the corresponding data gathered in the Data Library:

1. How well qualified are support staff for their assigned responsibilities?
2. How well does the support staff uphold the dignity of students as persons?
3. How prevalent is the support from coaches for student-athletes toward their realizing the outcomes that the school sets for them?
4. How much are support staff willing participants in the processes by which they are guided/supervised/evaluated by the administration?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: B.1, B.31-36]

5. Organizational Structure

The organizational structure of the school—its offices, departments, schedules, modes of communication, and deployment of personnel—and the operations pertinent to this structure are optimum for realization of the religious and educational objectives of the school.

Key Questions *for reflection and discussion* concerning 'Organizational Structure' in light of the corresponding data gathered in the Data Library:

1. How clear to all are the school's lines of authority and accountability?
2. How well do the administrative offices/departments of the school function in themselves? in relationship to each other?
3. How well does the school schedule promote optimum student learning? How do the ISOs impact this?

4. How conducive to maximum learning effect and to maximum cost effectiveness is the assignment of school personnel?
5. How effective are the internal and external modes of school communication?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: B.37-43]

Written Requirements

Summary

After thorough discussion/analysis of the five (5) Standards of School Organization (based on the Key Questions), write a global concise 1- to 2-page summary that reflects the school's evaluation of itself in relation to this principle with direct reference to the standards. **Summary must not exceed two pages**

Identification of *key strengths* and *key growth areas* . . .

In bullet format, identify any *key strengths* and any *key growth areas* within school experience in relation to these Standards. Include a brief rationale and citation of Data Library evidence in support of each identification.

C. The Principal of Excellence of Teaching and Learning

1. Curriculum/What Students Learn

The school provides a challenging, coherent, and relevant curriculum for students toward students' accomplishment of all the educational outcomes that the school sets for them.

Key Questions *for reflection and discussion* concerning 'Curriculum/What Students Learn' in light of the data body of student work and the pertinent data gathered in the Data Library:

1. How deliberate are the teachers in aligning curriculum to Catholic standards (e.g., The Curriculum Framework of the USCCB) and to other professionally acceptable subject based standards (e.g., the common core state standards)?
2. How systematic and sequential is the curriculum that is available in each of the subject areas of English, mathematics, science, social science, foreign language, and aesthetics (i.e., music and the arts)? [Note: Religion receives a separate treatment, within the *Catholic Identity Standards*.]
3. How well matched to the interests and capacities of students are the curriculum course offerings?
4. How clear are the curriculum policies regarding students' access to courses? how clear the policies regarding academic assignments? regarding grades? regarding course completion requirements? regarding total credits for graduation?
5. How well does the school articulate curriculum within and among the academic departments (or subject areas)?
6. How well aligned are the school's graduation requirements with the requirements that are established for matriculation to the state college/university system?
7. How effective is the annual curriculum review-and-development process? how ample the participation of all the constituent groups in such?
8. How ample is student attainment of the curriculum standards that the school sets before them?
9. How ample is student achievement of the Integral Student Outcomes that the school sets before them?
10. How rigorous is the school's overall educational program?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: C.1-19]

2. Instruction/How Students Learn

Instructional personnel use a variety of appropriate methods by which to maximize the learning experiences of all students toward students' achievement of all the educational outcomes that the school sets for them.

Key Questions *for reflection and discussion* concerning 'Instruction/How Students Learn' in light of the data body of student work and the pertinent data gathered in the Data Library:

1. How varied are the instructional methods that teachers use?
2. How well does the instruction maximize the capacities for learning of every student?
3. How well is technology integrated within the teaching-and-learning process?
4. How state-of-the-art are the instructional (pedagogical) methods that the teachers employ?
5. How state-of-the-art is the school's technology in support of student learning?
6. How well does the school articulate instructional methodologies within and among its academic departments (or subject areas)?
7. How effective is the school's annual review-and-development of instructional methodologies?
8. How well guided by the ISOs is this process?
9. How much does the professional development of teachers contribute to increased instructional efficacy?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: B.24-25; C.20-25]

3. Assessment

School personnel responsibly engage in assessment of students' learning toward students' accomplishment of all the educational outcomes that the school sets for them.

Key Questions *for reflection and discussion* concerning 'Assessment' in light of the body of student work and the corresponding data gathered in the Data Library:

1. How well does the school engage in the process of formative assessment?
2. How much do teachers use the results of formative assessments (i) to enable students to plan for their subsequent learning? (ii) to plan the delivery of subsequent curriculum and instruction?
3. How well are the summative assessments used by teachers in the classroom aligned with curricular objectives? with course competencies? with intended student outcomes?
4. How clearly written are the school's grading policies? how reasonable and fair for students is the school's application of these policies?
5. To what extent does the school analyze, disaggregate, and use the results of comprehensive course examinations to improve departmental curriculum? departmental instruction?
6. To what extent does the school analyze, disaggregate, and use the results of standardized tests — HS Placement, NEDT, PLAN, PSAT, ACT, SAT, AP, etc. — to improve curriculum? to improve instruction?
7. How effectively do assessments target and measure the levels of students' cognition (i.e., levels that move from simple to complex, as, for example, from factual recall to investigative and synthesizing operations)?

8. How well do teachers collaborate intra-departmentally and inter-departmentally for the sake of more effective assessment?
9. How effective is the school's annual review and development of assessment (whether formative, summative, or standardized), and how well guided by the ISOs is this process?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: C.26-35]

4. Reporting Student Achievement

School personnel responsibly report students' achievement toward students' accomplishment of all the educational outcomes that the school sets for them.

Key Questions *for reflection and discussion* concerning 'Reporting Student Achievement' in light of the body of student work and the pertinent data gathered in the Data Library:

1. How effectively does the school report student achievement to students/parents—that is, how substantive the reporting (i.e., conveying content that is significant as well as readily understood)? how timely the reporting (e.g., allowing sufficient time for remediation of sub-par work)? How easy to access and use for both parents and students?
2. How well-informed does the school keep its governing body and its arch/diocese concerning students' achievement, including students' accomplishment of the integral outcomes that the school intends?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: C.36-41]

Written Requirements

Summary

After thorough discussion/analysis of the four (4) Standards of Teaching and Learning (based on the Key Questions), write a global concise 1- to 2-page summary that reflects the school's evaluation of itself in relation to this principle with direct reference to the standards. **Summary must not exceed two pages**

Identification of key strengths and key growth areas . . .

In bullet format, identify any *key strengths* and any *key growth areas* within school experience in relation to these Standards. Include a brief rationale and citation of Data Library evidence in support of each identification.

D. The Principle of the Vitality of Student Support

1. School Environment

The school provides an environment that is physically, personally, spiritually, and academically safe for all students.

Key Questions *for reflection and discussion* concerning 'School Environment' in light of the corresponding data gathered in the Data Library:

1. How detailed are the school policies/plans that concern the safety of students? how *practiced* are the plans that ensure student safety in view of emergencies?
2. How secure are the school premises?
3. How well supervised are students at all times?
4. How much does a climate of respect for persons permeate the school community? a climate of free inquiry permeate? a climate of belief? a climate of learning? a climate of achievement?
5. How do the ISOs impact these?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: D.1-12; also, cross reference with C.19]

2. Academic Support

The school provides academic support services sufficient to meet the learning needs of all students.

Key Questions *for reflection and discussion* concerning ‘Academic Support’ in light of the corresponding data gathered in the Data Library:

1. How available beyond classroom hours are teachers to students in order to assist them with their academic work?
2. How well does the school meet the learning needs of students who struggle academically? How do the ISOs impact this?
3. How well does the school meet the needs of English language learners?
4. How well does the school support the students identified with special needs?
5. How well does the school meet the learning needs of students for whom academic achievement comes easily?
6. How responsive are students to the academic support services that the school offers them?
7. What degree of success does the school’s formal counseling achieve regarding each of the major facets of its work with students (excepting the college-related facet) —i.e., academic advising, testing, prescribing interventions, giving personal assistance, informing and assisting teachers concerning students, connecting students/families with support services beyond the school?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: D.13-26]

3. Co-Curricular Programs

The school provides opportunities for students to engage in co-curricular activities — in the arts, in athletics, in student government, in clubs, etc. — that are conducive to their development as whole persons.

Key Questions *for reflection and discussion* concerning ‘Co-Curricular Programs’ in light of the corresponding data gathered in the Data Library:

1. How ample are the co-curricular offerings in the aesthetic arts? in athletics? in student government? in the form of clubs and activities? How do the ISOs impact decisions about this?
2. Does the level of student interest/participation in co-curricular activities warrant the school’s continuing provision of such activities? (does this interest) suggest a need for new activities?
3. To what extent do the co-curricular programs complement the school’s academic program?

4. How well do the co-curricular programs contribute to the realization of intended student outcomes? For example, how well does the school's athletic program promote the *character development* of students?
5. How well do the school's co-curricular offerings fulfill its responsibility to educate 'the whole person' of the student?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: D.27-32]

4. College Matriculation

The school provides support services that assist with the college matriculation of students.

Key Questions *for reflection and discussion* concerning 'College Matriculation' in light of the corresponding data gathered in the Data Library:

1. How ample are the college-related support services that the school provides to students and their families?
2. How responsive are students to the college-related services that the school offers them?
3. What degree of success does the school's formal counseling achieve regarding the college-related services that it gives to students?
4. How well-prepared for college work are the students in view of their school experiences?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: D.33-40]

Written Requirements

Summary

After thorough discussion/analysis of the four (4) Standards of Student Support (based on the Key Questions), write a global concise 1- to 2-page summary that reflects the school's evaluation of itself in relation to this principle with direct reference to the standards. **Summary must not exceed two pages**

Identification of *key strengths* and *key growth areas* . . .

In bullet format, identify any *key strengths* and any *key growth areas* within school experience in relation to these Standards. Include a brief rationale and (include) citation of Data Library evidence in support of each identification.

E. The Principle of Stewardship of Material Resources

1. Enrollment Resources

The school's enrollment operations are well developed and well run, toward securing the student population that the school mission intends.

Key Questions *for reflection and discussion* concerning 'Enrollment Resources' in light of the corresponding data gathered in the Data Library:

1. How well do the recruitment/admissions policies and practices embody the school's mission, philosophy, and the ISOs?

2. How significant is the impact of tuition assistance on overall enrollment?
3. How healthy are the school's relationships with its "partners"—i.e., the elementary/middle/junior high schools that are proximate to it?
4. How much does the proximity of other Catholic high schools affect the school's recruitment/admissions? the proximity of other private schools? of charter schools?
5. How well has the school maximized efforts to recruit/admit the students to whom its mission directs it?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: E.1-6]

2. Classroom and Instructional Resources

The classroom and instructional resources are sufficient both in quality and in quantity for the school to deliver an excellent educational program.

Key Questions *for reflection and discussion* concerning 'Classroom and Instructional Resources' in light of the corresponding data gathered in the Data Library:

1. How adequate in the service of the school's educational operations are the instructional/learning resources at hand for teachers and students?
2. How adequate in the service of teaching/learning are the technological resources (i.e., hardware and software) that the school provides/uses?
3. How adequate in the service of the school's educational operations is the physical environment of each classroom (i.e., adequate regarding desks, chairs, tables, windows, sunlight, lighting, heating-and-cooling, etc.)?
4. How adequate in the service of the school's educational programs is its technological infrastructure? how adequate this infrastructure for the school's administrative operations? how well-maintained is this technological infrastructure itself?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: E.7-11; also, see C.21]

3. Plant Resources

The school plant — facilities, buildings and grounds — is of such size and quality as to constitute a fit house for the school's essential operations.

Key Questions *for reflection and discussion* concerning 'Plant Resources*' in light of the corresponding data gathered in the Data Library:

1. How clean and well-maintained are the facilities, buildings and grounds?
2. How attractive are the school premises?
3. How adequate in the service of the school's curricular and co-curricular programs are the facilities, buildings, and grounds? how adequate are these in the service of the school's administrative operations?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: E.12-14] (*See Glossary)

4. Funding Resources (i.e., revenue generating)

The school's funding sources and operations — tuition, annual fundraising events, and other sources of income (grants, foundations, etc.) — are of such quality as to provide revenues sufficient at minimum to meet annual expenses.

Key Questions *for reflection and discussion* concerning 'Funding Resources' in light of the corresponding data gathered in the Data Library:

1. How thoughtful and extensive is the planning that generates tuition revenue? how effective the practice of tuition collection itself? how successful the result? how subject to oversight and review by the school's governance body?
2. How thoughtful and extensive is the planning for annual event-based fundraising? how effective the staging of such events? how successful the results? how subject to oversight and review by the school's governance body?
3. How thoughtful and extensive is the planning that generates third-source income? how effective the practices that generate this revenue stream? how successful the result? how subject to oversight and review by the school's governance body?
4. How does the need to generate scholarships/tuition assistance influence the school's revenue planning? How does Church teaching about assistance influence this planning? Are there satisfactory results regarding the provision of scholarships/assistance?
5. How well do the school's revenue-generating operations reflect its mission and philosophy?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: E.15-26]

5. Business Operations

The school's business operations — budgeting, accounting, etc. — are well developed in their planning, implementation, reporting, oversight, and review.

Key Questions *for reflection and discussion* concerning 'Business Operations' in light of the corresponding data gathered in the Data Library:

1. How does the need to generate just compensation and benefits for its employees influence the school's budget planning? How does Church teaching about compensation influence this planning? Are there satisfactory results regarding the provision of employee compensation/benefits?
2. Regarding accounting operations, how much care is taken to ensure that standard accounting procedures are observed? (to ensure) that cash flow is continuous? that tuition is reconciled on a regular basis and that outstanding tuition monies are pursued? that payroll operations adhere to legal requirements? that financial reserves are not steadily eroded? that, if applicable, debt service is responsibly carried out?
3. How much care is taken to ensure that there is financial documentation of *all* fiscal aspects of the school?
4. What is the overall quality of the school's budget operations?
5. How ample is the oversight and review of all budget and accounting operations by the school's governance body? Do the ISOs influence any of this, and how?
6. If applicable, what is the overall quality of the current capital campaign in which the school is engaged?

7. How transparent to parents, to donors, and to other friends of the school are the school's fiscal facts and operations?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: E.27-43]

6. Promotional Operations

The school's promotional operations—public relations and marketing—effectively communicate school news and attract support for the school from within and beyond the school community.

Key Questions *for reflection and discussion* concerning 'Promotional Operations' in light of the corresponding data gathered in the Data Library:

1. How cordial are the relations that the school enjoys with its parents, alumni/ae, benefactors, and friends? (how cordial) its relations with Church publics? its relations with civic community publics? How well does the school cultivate these relationships?
2. How effectively does the school communicate itself—its students' achievement, its activities, its ISOs, its news to internal and external publics?
3. How attractive is the school's marketing literature? How attractive its website? How diverse are the forms (the media) of school marketing?
4. How effective are the school's promotional operations in building relationships, in communicating schools news, in promoting enrollment, and in engendering donor support?
5. What is the quality of oversight and review of promotional operations by the school's governance body?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: E.44-50]

7. Strategic Material Planning

The school exercises responsible material resource planning for its future.

Key Question *for reflection and discussion* concerning 'Strategic Material Planning' in light of the corresponding data gathered in the Data Library:

1. How well does the school (with its governing body) plan for the future regarding enrollment?
2. How well does the school (with its governing body) plan for the future regarding instructional and classroom resources?
3. How well does the school (with its governing body) plan for the future regarding promotional operations?
4. How well does the school (with its governing body) plan for the future regarding funding?
5. How well does the school (with its governing body) plan for the future regarding the maintenance and development of the school plant and campus and any other facilities that it uses?
6. Do the ISOs have any impact on this Strategic Material Planning?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: E.51-52]

Written Requirements

Summary

After thorough discussion/analysis of the seven (7) Standards of Material Stewardship (based on the Key Questions), write a global concise 1- to 2-page summary that reflects the school's evaluation of itself in relation to this principle with direct reference to the standards. **Summary must not exceed two pages**

Identification of *key strengths* and *key growth areas* . . .

In bullet format, identify any *key strengths* and any *key growth areas* within school experience in relation to these Standards. Include a brief rationale and (include) citation of Data Library evidence in support of each identification.

Discerning Areas for Critical Growth

The Synthesis of Discussion and Analysis

1. Having completed summary evaluations and having identified key growth areas—all in light of the Standards of E3, the school must now ***discern its critical growth areas***.
2. This discernment is essentially a matter of identifying the critical growth areas that must be addressed and remedied **in order for the school to achieve or maintain its vitality**. It may be the case that a key growth area is *not* deemed vital to a school's growth. Or, a key growth area *could* be seen by the school to be vital to school growth *in itself*. Or, the force of two (or more) key growth areas taken together could cause the school to discern a critical growth area.
3. As this is a discernment activity, identifying the critical growth areas will require the school to pay particular attention to the areas at the heart of Catholic schooling—especially, 'Catholic identity' and 'teaching and learning.' Without downplaying the significance of other areas of school experience, this discernment should first attend to these areas, for they are unsurpassed in the weight they carry.
4. Of course, a critical growth area can be discerned in any one of the five Principle areas (A-E) of E3. Also, a single Principle area—particularly the two that are identified in the preceding paragraph—may admit of more than one critical growth area.
5. As to the number of critical growth areas that a school may discern, there is no preordained number of them that E3 requires. Given the numerous areas in which the Catholic high school must realize its potential, the discernment that is required here can yield a number of significant areas in need of critical growth.
6. Following this page, list all critical growth areas upon which the various constituents have reached consensus (in bullet format).
7. Any critical growth area that is identified here must then be addressed in the form of an action plan for improvement within the following Chapter IV.

Chapter 4 – Educational Improvement Plan

A. Implementation of the Prior Plan from the last Self-Study

Written Requirements

The task for the school in Part A of Chapter IV involves a written summary, narrative form, approximately one paragraph for each of the action plans that constituted the overall improvement plan from the prior self-study.

1. It is presumed here that any "critical growth area" that was identified by the visiting accreditation team at the time of the last self-study was *necessary cause for the school to amend its action plan then so as to include this critical growth area (i.e., the remedy thereof) in the form of either a modification to an existing plan or a new plan.*
2. Based on the accreditation term it received at the time of its last self-study, a school may have completed a "mid-term" progress report that would have been reviewed by a two-person accrediting team. If so, this mid-term report (or any official accreditation report completed subsequent to the last self-study) is useful to a school in writing this section.

3. Finally, if a new action plan has been conceived and implemented since the last self-study, the progress on implementing this plan ought to be summarized here. (Note: The “V” section from the Introduction contains information that could reveal a need for a new action plan, a plan constructed between the prior full visit of an accreditation team and the current, imminent full visit.)

B. Current Educational Improvement Plan (EIP)

Written Requirements

The task for the school in Part B of Chapter IV involves the construction of an Educational Improvement Plan (EIP) comprised of an action plan for each of the Critical Growth Areas that the school has discerned and listed at the conclusion of Chapter III.

1. The movement from Chapter III to Chapter IV is the movement from identifying the critical growth areas of the school to constructing plans in order to engender growth in these areas. The identification of a critical growth area necessarily requires a corresponding action plan by which to engender this growth.
2. Each critical growth area requires an action plan, the likes of which needs to include the following:
 - 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 III, 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



Visiting Committee Recommendation

Click/tap here

WCEA School Code
(S999 or K999)

Click/tap here

School Name

Click/tap here

School Street Address, City, State, Zip

Click/tap here

Arch/Diocese

Click/tap here

Dates of Full Visit

ACCREDITATION with Annual Reports

The consequences of this status for the school include implementation of its (amended) EIP over the remaining course of the cycle and completion of a (written) report annually. The annual report includes an updating of the school's Data Library, identification of significant changes in school life since the full visit, and description of the implementation of its EIP. These annual reports are sent to the local WCEA Commissioner who then communicates them to the WCEA Commission.

ACCREDITATION with REVISIT/REPORT

The consequences of this status for the school include implementation of its (amended) EIP over the course of the first year and completion of a Revisit/Report in advance of a one-day visit of a two-person committee during the third year. In its Revisit/Report the school is meant to include an updating of its Data Library, identification of significant changes in school life since the full visit and description of the implementation of its (amended) EIP since its visit.

***The Revisit/Report leads to one of two possible outcomes at that point:** (1) the school goes forward as 'accredited with annual reports' or (2) (the school goes forward) as 'on probationary accreditation'. *(In either case it is the WCEA Commission that authorizes the accreditation status of the school.)* The recommendation of 'probationary accreditation' by the WCEA Visiting Committee at the Revisit/Report follows from this committee's basic discernment that the school has not sufficiently implemented its (amended) EIP. Should this be the case, the WCEA Commission communicates to the school the requirements that attend probation, and the school goes about meeting these requirements in the course of the next year of its accreditation cycle, at the end of which there is a probation visit and report (i.e., two-person committee over one-and-a-half days).

Glossary



Accreditation: A process of ongoing school improvement that examines all aspects of the school program and operations in relation to the impact on high quality student learning. A school conducts a Self-Study that serves as the basis for a review by a Visiting Committee of professional educators representing WCEA and the local accrediting agency (ACS WASC, NWAC, and NCA AdvancED). The Visiting Committee assists the school in assessing the effectiveness of the school's program and operations and its impact on student achievement. The school is assessed on (1) the Catholic Identity of the school; (2) the degree to which there is clarity of the school's mission reflected through the school's leadership, instructional program, policies, and use of time and resources; and (3) how well the data is being analyzed and the extent to which the data analysis drives curricular change.

Analysis: The process of looking at data sources to determine trends and discerning the underlying causes of the trends.

Assessment: The gathering, recording, and analyzing of information about student progress or program effectiveness.

- **Alternative Assessment:** Any type of assessment in which students create a response to a question (as opposed to assessments in which students choose a response from a given list, such as multiple-choice, true/false, or matching). Alternative assessments can include short answer questions, essays, performance assessment, oral/visual/PowerPoint presentations, demonstrations, exhibitions, portfolios, etc.
- **Authentic Assessment:** Assessment tasks that elicit demonstration of knowledge and skills in ways that resemble "real life" as closely as possible. It also engages students in activities that reflect best instructional practices.
- **Baseline Assessment:** Initial student assessment data against which growth will be measured.
- **Formative Assessment:** Any form of assessment yielding results that teachers and students use to gauge progress points concerning student learning, to plan strategies for student achievement, and to plan strategies for instruction delivery.
- **Multiple Assessments:** Using more than one measure to evaluate whether or not a student has mastered a curricular standard or accomplished an ISO.
- **Ongoing Assessment:** Periodic assessment data used to show student growth in comparison to baseline assessment data.
- **Performance Assessment:** Direct observation of student performance or student work and professional judgment of the quality of that performance. Good quality performance assessment has pre-established performance criteria.
- **Summative Assessment:** Any form of assessment yielding results that teachers and students understand signal the end point of student achievement and indicate the level of student understanding, mastery of standards, and/or program effectiveness.

Best Practices: Methods or techniques that have consistently demonstrated outstanding results to those achieved by other means; developing or following a standard recognized to be superior.

Boards: At the secondary level, there could be many different boards serving the school community:

- **School Advisory Board:** or School Board, School Advisory Commission, School Advisory Committee, School Advisory Council. A consultative body that advises the administration, recommends policy, reviews finances. They follow Church norms for consultative groups. The name, authority and responsibilities may vary by Arch/diocese.

- **President’s Advisory Council:** Selected individuals from the school community and/or civic community.
- **Board of Regents:** Usually a volunteer, non-governing body charged with various responsibilities, including but not limited to gift cultivation and fund raising. Members are often appointed by the governing body
- **Board of Limited Jurisdiction (Trustees):** An advisory body with jurisdiction and authority in certain areas of school administration, as defined by the school’s constitution and bylaws and often by arch/diocese policy.

Catholic Identity: The distinctive religious dimension found in Catholic schools which emphasizes message, community, service, and worship centered in Eucharist as found in the Catholic tradition.

Critical Growth Areas: These areas are derived from the Key Growth Areas defined by the school community under each of the standards (e.g. Catholic Identity—the key growth area of prayer before each class and activity may be selected as a Critical Growth Area if the school community is determined to have this practice solidly in place throughout the school. This area would be included in the EIP (Educational Improvement Plan)

Curriculum Standards: Also called content standards, they are designed to encourage the highest achievement of every students, by defining the knowledge, concepts, and skills that students should acquire to meet the A-G University requirements by graduation.

Data: Refers to the facts of the school experience and to student work. They are detailed information serving as a basis for discussion, inference, or policy determination.

Data Library: The Data Library is a necessary document in the E3 process. The facts of the school experience constitute this library and must be gathered prior to a schools’ work on Chapter III of E3, “Findings” because the data of the school experience inform the school’s findings. The data collected for the Data Library are kept in a separate binder and are not reproduced into the school’s Self-Study document.

Disaggregation of Data: Taking parts of a data whole for the purpose of analysis, e.g. gender, ethnicity, socio-economic, etc.

Discerning the degree to which: An evaluative judgment that follows from the viewing of evidence, an understanding of the standard of quality. ***not as a whole phrase – only discerning for vital growth appears

E3 Process Form: Form used to chronicle the process of the Self-Study. For each formal meeting that has to do with the developing the school’s Self-Study, the school completes this process form which is to be duplicated as often as meetings occur. All collected forms are included in the Self-Study.

Educational Improvement Plan: A unified document that consists of goals and strategies identified by the school to improve student learning, also referred to as an Action Plan. An Educational Improvement Plan may have several goals and multiple strategies within each goal. All strategies include resources needed for implementing the **strategy***, a timeline for implementation, and a process for monitoring and reporting the implementation of the strategy. (*See Glossary)

Essential Standards: Also called core, enduring, or power standards. These are the critical standards that must be mastered before a student can successfully transition to the next grade.

Evidence: For the purposes of E3, any kind of physical or electronic material that indicates student achievement of a curricular standard. This evidence of student achievement includes homework, projects, quizzes, note-taking,

essays, tests, etc. used to determine whether the outcomes the school intends for the students, both academic outcomes and integral student outcomes, are realized in actuality. The facts of student work are not gathered into the data Library.

Findings: Determinations of quality of data in light of the standards and corresponding inferences developed as a result of the gathering and thorough analysis of all components of the Data Library. Findings are defined in the form of the school's key strengths and key areas for growth. These are identified by the school as it completes the Self-Study process.

Focus Groups: Data analysis groups organized by one of the seven E3 principles. Their chief task is to determine the extent to which this principle is a lived reality of the school.

Goal: desired outcome toward which a strategy is directed. In the context of E3, the accomplishment of a **goal*** will result in a measurable improvement of student learning (see Strategy). A goal is generally non-specific and not measurable. (*See Glossary)

Home Groups: Data analysis groups organized by academic departments, grade levels or subject matter. Their chief task is the gathering and analysis of student work. Other **Home Groups*** may be established to look at other data within the school community (non-certificated staff, parents, etc.) (*See Glossary)

Integral Groups: Certificated staff members and representatives from other members of the school community (interdisciplinary). They may include parents and students as well as School Board members.

Integral Student Outcomes (ISOs): Essential attributes of an educated person, as someone formed in a Catholic culture. They are derived from the school's mission and philosophy statements and are defined in the form of broad-based behaviors signifying what a student knows, understands, values, and practices. They are integral as they serve to unify all the academic achievement outcomes and the co-curricular outcomes that the school establishes as goals for its students.

Key Growth Areas: Key Growth areas are defined as those areas that the school community judges to be important areas for concern within a given standard (e.g. Catholic Identity—more attention must be given to prayer at the beginning of each class period and activity).

Leadership Team: A team of 3-5 school staff including administration, instructional staff and support staff. The purpose of the Leadership Team is to oversee the Self-Study process, create a draft of the Educational Improvement Plan, and oversee the implementation and reporting of this plan.

Mission Statement: Overall statement of purpose and intentions of a school, incorporating the beliefs, concepts, and values on which the school's programs are based, and the goals toward which the school's efforts are directed. Taken from the Latin word "mission" or "sent", the mission statement reveals who is sending, who is sent, why they are sent, and to whom they are sent. In the case of a Catholic high school, the "who is sending" refers to the owner/board/sponsoring community, "who is sent" refers to the high school personnel who carry the mission, "the reason" refers to the core rationale for the existence of this unique school, and "to whom" refers to the particular students that the school intends to serve.

Motto: A sentence, phrase, or word meant to formally summarize the general direction or intention of a school's purpose, spirit, or focus.

Organizational Structures: Those leadership groups of the school, such as the school board, parent board/club, finance committee, faculty/staff (as a whole), and administration (including pastor [if applicable], president, principal) who exercise influence over the programs and directions that support high achievement of all students. There may be some overlap with governance structures (see Boards), but the groups are not necessarily identical.

Other Criteria: refers to curriculum content standards, to other program criteria, and to a school's integral student outcomes (ISOs).

Philosophy: Basic beliefs or principles which relate to what the school is attempting to do, clearly and concisely expressing the fundamental purpose of the school, and reflecting the four-fold dimension of Catholic education which includes message, community, service, and worship. It lays out the basic beliefs and principles that guide the mission and its implementation.

Principle: For the purposes of E3, a broad ideal concerning a major dimension of a Catholic high school. (See page 4 herein.) In conjunction with standards, which are more specific facets of school life, principles identify excellence in a major dimension of a school's program. There are seven principles comprising WCEA accreditation.

Regional Accrediting Agencies:

- **ACS WASC:** Western Association of Schools and Colleges Accreditation Commission for Schools. Accredits schools in the states of California and Hawaii, schools in Guam, the Commonwealth of the Northern Marianas, American Samoa, the Federated States of Micronesia, the Republic of the Marshall Islands, and East Asia.
- **NWAC/AdvancEd:** Northwest Accrediting Commission. Accredits schools in the states of Alaska, Idaho, Montana, Nevada, Oregon, Utah and Washington.
- **NCA CASI/AdvancED:** AdvancED is the unified organization of the North Central Association commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE). AdvancED accredits schools in the states of Arkansas, Arizona, Colorado, Iowa, Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming, as well as the Department of Defense Dependent Schools and schools in the Navajo Nation.
- **WCEA:** Western Catholic Educational Association. Accredits Catholic secondary schools in the states of Arizona, California, Hawai'i, Idaho, Montana, Nevada, Oregon, Utah, Washington, New Mexico and the island of Guam.

Report of Findings: A document created by the Visiting Committee and left with the school after the visit. It is structured into seven sections. In each section, the Visiting Committee reports its findings about each of the seven principles of WCEA accreditation, following the directions in the Visiting Committee Manual.

Resources: All the physical (buildings, materials), personnel (teachers, students, staff, parents, administration, committees), community relationships, and financial assets of the school that exist or can be developed.

School Community: The School community includes faculty, support staff, non-certified staff, administration, pastor/parish (if applicable), parent, students, boards, arch/diocese, and community partners (businesses, education institutions, agencies, and service organizations).

Sources of Revenue: There are three kinds of revenue generating operations included in the discussion of Material Stewardship Standards: tuition (first source income), annual events (second source income) and all other revenue streams (third source income).

Standard: For the purpose of this E3 protocol, a standard is an essential indicator of professional educational quality. (See page 6 herein.) Some of these standards are unique to Catholic schooling, as reflected in the school's Catholic Identity. Other standards are germane to education per se. In conjunction with principles, a standard is an ideal concerning a more particular facet of school life that is ordered to the broad dimension of a principle. It represents part of the reality. Both terms – principle and standard – move the school to excellence.

Strategic Plan: A comprehensive plan that helps the school identify present needs, develop strategies to help it adjust to changing conditions, make current decisions that are future-oriented, and make future decisions more effectively. A comprehensive strategic plan will address finance and development, facilities and maintenance, enrollment and marketing, staffing, curriculum, technology, and health and safety issues.

Strategy: A specific sequence of activities designed to help accomplish a goal. Each strategy should include baseline measurement, activities cost, person in charge, methods of evaluation, and process for communicating the accomplishment of the strategy to the shareholders.

Trustees: See Boards – Boards of Limited Jurisdiction

Vision: Different from the Mission Statement which states the current purpose and intention of the school or the current reality, the Vision Statement expresses the direction and dreams of the school – where it wants to be.