ENSURING STUDENT SUCCESS

Pilot Protocol

Western Catholic Educational Association

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A pilot protocol for any combination of grades Preschool – 12

January 2019

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INTRODUCTION TO ENSURING STUDENT SUCCESS (ESS)

The Nature of Accreditation in Western Catholic Educational Association

To understand Catholic 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 school. (*See Glossary)

Accreditation has to do with the determination of the quality of a school's overall educational program. The Catholic 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 arch/diocese assigned by the local WCEA Commissioner spends two to four 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, the school's commitment to ongoing improvement, and the integrity of the self-study process, in view of which the team recommends an Accreditation Status.

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

Principles of WCEA Catholic School Accreditation

The Nature of a Principle in Ensuring Student Success

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 school experience. The principle itself affirms the integral excellence that is a requirement of this dimension of Catholic school experience.

The Seven Principles of Ensuring Student Success

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, Learning, and Assessment*

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,' it 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 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 ESS

The Nature of a Standard

Each of the seven principles of WCEA accreditation is comprised of a number 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 ESS 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 the Catholic 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   Evangelization

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, Learning and Assessment

This principle of WCEA accreditation holds that the school's teaching, learning, and assessment 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 that all students make acceptable and measurable progress towards clearly defined learning outcomes (ISOs/SLEs). There are four standards by which WCEA discerns *the excellence of a school's teaching, learning* and assessment:

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   Data Analysis

The school uses educationally sound assessment processes to collect data. The school disaggregates and analyzes student performance data and uses the analysis as a basis of curricular/instructional improvement.

C.5   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   High School, College, Career Readiness

The school provides a spiritual and academic education and culture that empowers students for future success.

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 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 critical growth area
- the goal of the action plan
- a rationale for the plan
- for each strategy:
  - 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

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

Identify the members of the ESS Leadership Team

Identify the members of each ESS Home Group

Identify the members of each ESS Integral Group

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

For each formal meeting that has to do with the Self-Study, include the "ESS Meeting Process" form. The form should be completed at the time of a meeting and then arranged according to the chapters of ESS 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 ESS.

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.

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 (one paragraph per Standard). Include a bulleted list of *key strengths* and *key growth areas* for that principle with citations from the Data Library. These findings will comprise Chapter III of the Self-Study, "Quality of the School's Program." **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 Action Plan

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

The Data Library

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

School **data*** is deliberately ordered to ESS 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 salient questions, 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 SLEs/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/grade level. Each department/grade level 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, high school teachers (or any grade that includes comprehensive semester exams) should 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. 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

a. 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.

b. 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.

c. The DL is a necessary part of the process and must be completed first; Chapter III of ESS is dependent upon it.

d. The DL is best constructed by Home Groups (e.g., departments, administrators, parents).

e. The DL is aligned to six (6) of the principles and corresponding twenty-nine (29) educational **standards*** of ESS. (*See Glossary)

f. 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.

g. Bracketed items indicate survey data. The format is consistent through all surveys.

h. 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.

i. 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 ESS.) (*See Glossary)

j. 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 27-28, **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**:

1. 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. <u>The School Owns Its Surveys</u> (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) "t*he 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).

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

a. 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 members', 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 the practice of accountability is 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., school-wide 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

    <u>Items</u>:

    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

    <u>Items</u>:

    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

    <u>Item</u>:

    D: 36

Survey Group: Board/Council

    <u>Items</u>:

    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

    <u>Item</u>:

    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

Outline of the Report

Chapter 1   Introduction/School Profile

   A. Creation of the Self-Study
- **a.** List Focus Groups with Members

   B. School Profile
1. **Introduction to the School**
   a. Name of the School, WCEA School Code
   b. Address, City, Zip
   c. Grades to be Accredited
   d. School's Year of Inception
   e. Nature of the School (Ownership, Gender, Education Thrust)
   f. School's Governance Structure
   g. School's Administrative Structure
   h. Organization Flow Chart (Inserted)

2. **Student Demographics** (Three-year breakdown in chart form)
   a. Enrollment
   b. Catholic Composition
   c. Gender Composition
   d. Racial Composition
   e. International Students

3. **School Personnel Demographics**
   a. Administrative Personnel (chart)
   b. Faculty and Staff (chart)
   c. Identify any Parent Organization
   d. Identify any Alumni Organization

4. **Brief History of the School**
   a. Brief Narrative
   b. Most Significant Developments in School Life Since Last Self-Study

Chapter 2   School Purpose

   A. All Statements that Define the School's Purpose
1. Key Questions for reflection and discussion

Chapter 3   Quality of the School's Program

   A. Catholic Identity
1. Catholic Purpose
2. Worship
3. Religion Curriculum
4. Religion Teachers
5. Partnership with Parent
6. Service Orientation
7. Signs and Symbols
8. Evangelization

B. School Organization
1. Governance
2. Administration
3. Instructional Personnel
4. Support Staff
5. Organization Structure

C. Curriculum, Instruction, and Assessment
1. Curriculum
2. Instruction
3. Assessment
4. Data Analysis
5. Reporting Student Achievement

D. Student Support Services
1. School Environment
2. Academic Support
3. Co-Curricular Programs
4. High School/College/Career Readiness

E. Material Resources and Stewardship
1. Enrollment Resources
2. Classroom and Instructional Resources
3. Plant Resources
4. Funding Resources
5. Business Operations
6. Promotional Operations
7. Strategic Material Planning

F. Commitment to On-Going School Improvement
1. Implementation of the Prior Plan from the Last Self-Study
2. Key Strengths and Key Growth Areas from the Self-Study Findings

Chapter 4   Educational Action Plan

Chapter 1 – School Profile

The following outline is for information only. The school is to utilize the <u>ESS Self-Study Template</u> provided on the WCEA website to create the final Self-Study.

A. School Information

Name of the School
WCEA School Code
Address
Grades to be Accredited:
School's Year of Inception:

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

Ownership	**Gender**	**Education Thrust**
_____ Diocesan*	_____ All Female	_____ College Preparatory
_____ Parochial*	_____ All Male	_____ Comprehensive
_____ Religious*	_____ Coeducational	_____ Other (specify)
_____ Lay Group*		

*Identification of this Owner:

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)

School Administrative Structure [check the appropriate option]

_____ President and Principal   _____ Principal   _____ Other (specify)

H. INSERT an Organization Flow Chart (1 sheet) after this page

B.   Student Demographics Include a chart indicating a three-year breakdown of the following:

Enrollment
Catholic Composition
Gender Composition
Racial Composition
International Students (overall # and this # disaggregated according to country of origin)

C. School Personnel Demographics

Administrative Personnel (Include a chart indicating the following)
- Names and position titles and years in the position of the members of the administration
- Indicate f/t or p/t for each administrator

Faculty – Current – year of visit (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)
- Years of service at the school
- Catholic Composition
- Gender Composition
- Ethnic Composition

Board/Council – Provide
- Standing committees
- Meeting Frequency

Identify any Parent Organization
- List the function(s)

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 5-7. Be sure to include any changes in governance.

F.   ESS Self-Study Groups (Identify all members of each group. Include previous members and new members, indicating their year(s) of participation.)

Leadership Team
Home Groups
Integral Groups

G.   Explain How the Visiting Committee Will Access Required Information (The Visiting Committee will need access to the ESS Process Forms, Data Library, and representative student work for all courses.)

Chapter 2 – School Purpose

The school's purpose is defined through the school's Mission Statement, Philosophy, Schoolwide Learning Expectations (SLEs)/Integral Student Outcomes (ISOs), Vision Statement, and other governing authority expectations.

A. Insert all statements that define the school's purpose [Include Mission, Philosophy, SLEs/ISOs etc.]

Key questions for discussion and reflection regarding how the purpose statements were developed, promulgated, and integrated into the school's culture.

1. Who was involved in the creation/revision of the purpose statements?
2. How are these statements promulgated in school life?
3. How are the statements communicated to the shareholders?
4. How explicitly Catholic are the school's purpose statements?
5. How integral are the SLEs/ISOs to the life of your school?
6. How are the SLEs/ISOs integrated in the school's culture in preparing students for the future?

Concerning the response to each key question: *What evidence is there from the Data Library?*

Summary
Write a global, concise 1- to 2-page summary that reflects the school's evaluation of itself. [**Summary must not exceed two pages.]**

Chapter 3 – Quality of the School's Program

A. Catholic Identity

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

1. Catholic Purpose

The school has purpose statements 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 the corresponding data gathered in the Data Library:

How explicitly Catholic are the purpose statements of the school? Are they reflective of the charism(s) of the founding religious community or communities?

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? How often does the school community celebrate Mass?
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? Describe any sacramental preparation programs at the school (First Reconciliation, First Communion, Confirmation).
4. Do students have the opportunity to experience a variety of prayer forms including memorized and spontaneous prayer?
5. How well does the school assist students in experiencing the liturgical seasons of the Catholic Church?
6. Are there special celebrations that acknowledge the school's relationship to its patron saint and/or founding religious community?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: A. 2-5]

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 (secondary) aligned with the *Doctrinal Elements of a Curriculum Framework* religion of the USCCB? To what extent does the school (elementary) follow a standards-based curriculum approved by the local ordinary?
2. Are all religion texts in alignment with the *Conformity Listing of Catechetical Texts and Series* of the USCCB*?*
3. How responsive is the school to the oversight of the Local Ordinary concerning the religion curriculum and instruction?
4. How does the school assess the student's knowledge of the Catholic Faith?
5. How effective is the religious curriculum and instruction in promoting the *moral formation* of students?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: A.9-14]

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. Do all teachers of religion have catechist certification and/or meet the requirements of the arch/diocese?
2. How active are religion teachers in the practice of their Catholic Faith?
3. How responsive are religion teachers to the requirements for ongoing 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.15-16]

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

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 well does the school provide opportunities for parents to be involved in the faith formation of their children?
3. How well does the school provide opportunities for parents to grow in their own faith?
4. How does the school encourage the parents to participate in the faith life of the school?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: A.18-22, 38]

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. What are the school's service requirements for students?
2. How active are students in their outreach to the local community and the world?
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?
5. How are service opportunities an overt expression of the themes of Catholic Social Teaching (Life and Dignity of the Human Person; Call to Family, Community and Participation; Rights and Responsibilities; Option for the Poor and Vulnerable; The Dignity of Work and Rights of Workers; Solidarity; and Care for God's Creation).

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. Are there visual representations of the school's patron saint and and/or significant persons to the school's founding religious community?
3. How is sacred space designated throughout classrooms and campus?

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

8. Evangelization
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 'Evangelization' in light of the corresponding data gathered in Chapter III:

1. How do all school personnel demonstrate shared responsibility for the faith life of the school?
2. How does the Catholic faith permeate the policies and practices by which the school is governed and administered?
3. How much is the Catholic Faith demonstrated by the *lived example* of school personnel?
4. How responsive is the school to the programs and events that the arch/diocese sets for the promotion of the school's Catholic identity?
5. How are Catholic values integrated into subject areas other than religion?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See Data Library 28-35, 39-40]

Summary

[Write a concise 1 paragraph per standard summary that reflects the school's evaluation of itself with regards to each Catholic Identity Standard (8). [**Summary must not exceed two pages].**

Key Strengths
- [Bullet list of 2-4 Key Strengths with a brief rational for each which includes citation references to the Data Library in support of each Key Strength]

Key Growth Areas
- [Bullet list of 1-2 Key Growth Areas with a brief rational for each which includes citation references to the Data Library in support of each Key Growth Areas.]

B. School Organization

The organizational structures of the school focus on high achievement of all students and communicate student progress to all shareholders. (Key Self-Study Outcomes #2 & #3; ACS WASC Category-Based Criteria A.2, A.3, A.4, A.5, A.6, A.7; ISL Chapter 3-C)

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. Clarify the governance structure of the school.
2. With regard to any advisory board/council structure in the school, reflect on the following:
   - What is the quality of the relationship and interaction of this group with the administration?
   - Does the board/council have a written constitution and/or set of bylaws, and what is the level of compliance with these documents?
   - Do the board/council members demonstrate a clear understanding of their role as a board/council member?
   - What is the quality of the ongoing formation and training the board/council receives?
3. If there is a governing board reflect on the following:
   - What is the quality of the relationship and the interactions of this governance body with the administration?
   - How effective is the school's board in its own work?
   - How sound is the process by which the president/head of the school is hired? evaluated? (b) How sound is the process by which the principal is hired? evaluated?
   - 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?
   - Do the board members demonstrate a clear understanding of their roles and responsibilities?
   - What is the quality of the ongoing formation and training that the board receives?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: B.2-8]

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 ensure the integration of the purpose statements are a lived reality of the school?
2. How effective is the administration in exercising leadership of the school?
3. How effective is the administration in the oversight of the spiritual and academic needs of students?
4. How well does the administration support and supervise the work of teachers and support staff?
5. How sound is the process by which administrators, teachers and support staff are hired?
6. How well do the SLEs/ISOs impact administrative decisions?
7. How responsive is the administration in following policies and in matters of legitimate interest to the arch/diocese, such as meeting attendance, Catholic identity, accreditation processes?

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. How well do teachers facilitate student learning?
4. How do the SLEs/ISOs impact the instruction of the students?
5. How receptive are instructional personnel to the guidance/supervision/evaluation of the administration?
6. How committed are instructional personnel to their professional development?
7. How effective is the orientation and training new teachers receive?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: B.1, B.17-28, B.43-45, B.46-47]

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 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.29-34, B.44]

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 and in relationship to each other?
3. How well does the school schedule promote optimum student learning? How do the SLEs/ISOs impact this?
4. Does the assignment of school personnel reflect the primary importance of student learning and responsible resource management?
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.35-41]

Summary
[Write a concise 1 paragraph per standard summary that reflects the school's evaluation of itself with regards to each School Organization Standards (5). **Summary must not exceed two pages].**

 Key Strengths
- [Bullet list of 2-4 Key Strengths with a brief rational for each which includes citation references to the Data Library in support of each Key Strength]

Key Growth Areas
- [Bullet list of 1-2 Key Growth Areas with a brief rational for each which includes citation references to the Data Library in support of each Key Growth Areas.]

C. Curriculum, Instruction, and Assessment

All students make acceptable and measurable progress toward clearly-defined Schoolwide Learning Expectations and challenging, comprehensive, and relevant curriculum standards.

1. Curriculum

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 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 curricular offerings?
4. To what extent does the curriculum include instruction in the ethical and moral use of technology?
5. How clear are the curriculum policies regarding students' access to courses?
6. How well does the school articulate curriculum within and among subject areas?
7. How well aligned are the elementary graduation requirements to ensure successful matriculation to the secondary school of the student's choice?
8. How well aligned are the high school graduation requirements with the requirements that are established for matriculation to the state college/university system?
9. Does the school have an inclusive process for the ongoing review of curriculum in light of arch/diocesan/college requirements and the emerging academic needs of the student population?
10. How effective is the process to evaluate student attainment of the curriculum standards?
11. How are the curricular needs of special learners being met (low/high end of the learning spectrum)?
12. To what degree are students achieving the SLEs/ISOs?
13. 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.1-17]

2. Instruction

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 research based 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 review and development of instructional methodologies?
8. How well guided by the SLEs/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: C.18-23, 36-37, 39, 42-46]

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 is student assessment data communicated with parents?
2. Based on standardized test scores and other assessment data that you collect, are all students achieving at their potential?
3. How well does the school engage in the process of formative assessment?
4. 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?
5. How well are the summative assessments used by teachers in the classroom aligned with curricular objectives? with course competencies? with intended student outcomes?
6. What is the role of student self-assessment within the school's learning culture?
7. How clearly written are the school's grading policies? How reasonable and fair for students is the school's application of these policies?
8. To what extent does the school analyze, disaggregate, and use of assessment data to evaluate and meet the needs of the students?
9. To what extent does the school analyze, disaggregate, reflect and use the results of standardized tests — HS Placement, NEDT, PLAN, PSAT, ACT, SAT, AP, STAR, MAP, etc. — to improve curriculum? to improve instruction?
10. How effectively do assessments target and measure the levels in order to move students to higher order thinking and learning skills.
11. How well do teachers collaborate and share best practices for the sake of more effective assessment?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: C.23-33]

4. Data Analysis
The school uses educationally sound assessment processes to collect data. The school disaggregates and analyzes student performance data and uses the analysis as a basis of curricular/instructional improvement.

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

1. How effective is the school's processes for the collection, disaggregation, and analysis of student performance data?
2. What are observable trends in student performance data?
3. What trends in the school profile data might have an effect on student performance?
4. What national norm-referenced (standardized) assessment data is being collected?
5. What criteria-referenced and/or standards-based assessment is being collected at the school?
6. How is this data disaggregated? How is it analyzed?
7. What conclusions can you draw from this analysis?
8. What sub-groups are being included in the disaggregation and analysis?
9. What curricular decisions have been made from this assessment data?
10. What process is in place to assess changes in assessment data caused by curricular changes?
11. How are the SLEs/ISOs being assessed (e.g., what rubrics are being used, interviews, student self-assessment, etc.)?
12. What staff development activities, driven by assessment data, are planned to enhance student learning?
13. How is staff development analyzed to determine what impact it has on student learning?
14. How are teachers using standardized test scores and other assessment data to differentiate instruction?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: C.31-33]

5. 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? How timely is the reporting (e.g., allowing sufficient time for remediation)? How easy to access and use for both parents and students?
2. How well-informed does the school keep its governing/advisory boards concerning student achievement, including student accomplishment of the SLEs/ISOs?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: C.34-35, 38, 40, 41]

Summary
[Write a concise 1 paragraph per standard summary that reflects the school's evaluation of itself with regards to each Curriculum and Instruction Standards (5). **Summary must not exceed two pages].**

Key Strengths
- [Bullet list of 2-4 Key Strengths with a brief rational for each which includes citation references to the Data Library in support of each Key Strength]

Key Growth Areas
- [Bullet list of 1-2 Key Growth Areas with a brief rational for each which includes citation references to the Data Library in support of each Key Growth Areas.]

D. Student Support Services

Within the school's community of faith, students have opportunities to participate in support services and activities to assist them in accessing the curricular and co-curricular programs to achieve the Schoolwide Learning Expectations, arch/diocesan curriculum standards (local curriculum standards where arch/diocesan standards don't exist), and other governing authority expectations.

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 mutual respect permeate the school community? a climate of Gospel values? a climate of learning? a climate of achievement?
5. How do the SLEs/ISOs impact these?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: D.1-12, 41, 42]

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 SLEs/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 academic needs of more able learners?
6. How responsive are students to the academic support services that the school offers them?
7. Whether through a formal counseling program, or through other means, to what degree does the school accomplish the following: 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.13-23, 37-39]

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 visual and performing arts? in athletics? in student government? in the form of clubs and activities?
2. What is the process for identifying co-curricular activities? Does the level of student interest/participation in co-curricular activities warrant the school's continuing provision of such activities? To what extent do the co-curricular programs complement the school's academic program?
3. How well do the school's co-curricular offerings fulfill its responsibility to educate "the whole" acs?
4. How well do the co-curricular programs contribute to the achievement of the SLEs/ISOs?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: D.24-28, 40]

4. High School/College/Career Readiness
The school provides a spiritual and academic education and culture that empowers students for their future success.

Key Questions *for reflection and discussion* concerning "High School/College/Career Readiness" in light of the corresponding data gathered in the Data Library:

1. How ample are the college-related/career-related support services that the school provides to students and families?
2. How does the school assist middle school students in their transition to high school and high school students in their transition to college?
3. How prepared for high school/college are the students?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: D.29-36]

Summary
[Write a concise 1 paragraph per standard summary that reflects the school's evaluation of itself with regards to each Student Support Service Standard (4). **Summary must not exceed two pages].**

Key Strengths
- [Bullet list of 2-4 Key Strengths with a brief rational for each which includes citation references to the Data Library in support of each Key Strength]

Key Growth Areas
- [Bullet list of 1-2 Key Growth Areas with a brief rational for each which includes citation references to the Data Library in support of each Key Growth Areas.]

E. Material Resources and Stewardship

The pastor, principal, and school board develop, implement, and monitor resources and plans to ensure the sustainability of the school program and support high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where arch/diocesan standards don't exist), and other governing authority expectations. (Key Self-Study Outcome #6; ACS WASC Category-Based Criteria B.3, D.1, D.2; ISL Chapter 3-H)

1. Enrollment Resources
The school's enrollment policies and procedures are well developed and effective.

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 SLEs/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 preschools/elementary/middle/junior high schools that are proximate to it?
4. How much does the proximity of other Catholic 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?
6. What are the enrollment trends for the past five years? What factors have contributed to the enrollment trends?
7. What are the retention trends for the past five years? What efforts have been made to determine the true reasons for families leaving the school?
8. How does the enrollment of the school impact the quality of the school program?

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 are the instructional/learning resources in enabling the teachers to meet the academic needs of the students the school serves?

2. How adequate are the technological resources (i.e., hardware and software) in serving the needs of teachers and students?
3. How adequate is the physical environment of each classroom (i.e., adequate regarding desks, chairs, tables, windows, sunlight, lighting, heating-and-cooling, etc.) in meeting the needs of teachers and students?
4. How adequate is the technological infrastructure to meet the academic needs of teachers and students?
5. How adequate is the technology infrastructure to meet the administrative needs of the school?

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

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 are the facilities, buildings, and grounds in supporting the physical and academic needs of the faculty, staff, and students?

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

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 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 effective is the process to set annual tuition?
2. How effective is the practice of tuition collection?
3. What is the oversight and review of the school's financial position?
4. How effective are the programs/events that generate fundraising income?
5. How effective is the process to secure grants and funds from foundations?
6. How effectively does the school access and utilize federal funding programs?
7. How does scholarships/tuition assistance influence the school's revenue?
8. How well do the school's revenue-generating operations reflect its mission and philosophy and Church teaching?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: E.15-26, 53]

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 maintained? 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 processes?
5. How ample is the oversight and review of all budget and accounting operations by the school's governance body?
6. How transparent to parents, to donors, and to other shareholders of the school are the school's fiscal facts and operations?
7. If applicable, what is the overall quality of the current capital campaign in which the school is engaged?

 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 effective are the school's promotional operations in building relationships, in communicating schools' news, in promoting enrollment, and in engendering donor support?
2. How well does the school cultivate relationships with shareholders and the community at-large?
3. How effectively does the school communicate itself (students' achievement, activities, SLEs/ISOs, news) to internal and external publics?
4. How attractive is the school's marketing literature? How attractive its website? How diverse are the forms (the media) of school marketing?
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 SLEs/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]

Summary
[Write a concise 1 paragraph per standard summary that reflects the school's evaluation of itself with regards to each Material Resources and Stewardship Standard (7). **Summary must not exceed two pages].**

Key Strengths
- [Bullet list of 2-4 Key Strengths with a brief rational for each which includes citation references to the Data Library in support of each Key Strength]

Key Growth Areas
- [Bullet list of 1-2 Key Growth Areas with a brief rational for each which includes citation references to the Data Library in support of each Key Growth Areas.]

Chapter 4 – Educational Action Plan

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

The school has used the previous accreditation findings, both those discovered by the school and those identified by the Visiting Committee, and other pertinent data to ensure high achievement of all students and to drive school improvement.

List each of the Goals from the previous Action Plan/Educational Improvement Plan plus any goals added since the last Self-Study. After each listed goal, write a one-paragraph narrative describing the degree to which this goal has been accomplished and what effect accomplishment of this goal has had on student learning. [Refer to Data Library F]

B. Key Strengths and Key Growth Areas from the Self-Study Findings

Key Strengths
- Create **one** bulleted list of all the key strengths listed in the conclusions of Chapter 3, sections A-E.

Key Growth Areas:
- Create **one** bulleted list of all the key growth areas listed in the conclusions of Chapter 3, sections A-E.

B. Create New Educational Action Plan (EAP)

As a staff, discuss each of the significant goals listed above and their impact on student achievement. Prioritize the list above with those having the greatest impact on student achievement. Based on your discussion, create a bulleted list of the **four key growth areas** whose accomplishment will have the greatest impact on student achievement. Similar or related goals could be logically combined into a single goal.

Written Requirement #1:
Discuss, in one brief, concise paragraph per goal, the rationale for each of the four critical goal (how the accomplishment of each critical goal will result in high achievement of all students). The rationale should include references from the Data Library.

Written Requirement #2: Create an Educational Action Plan.
1. Each critical growth area requires an action plan, to include the following:
   - identification of the critical growth area being addressed
   - the goal of the action plan
   - the strategies
   - for each strategy:
     - the acting agents (persons responsible)
     - necessary resources including budgetary needs
     - ways of assessing progress
     - ways of reporting progress to shareholder/stakeholders
     - a timeline for beginning and completion of each strategy