ENSURING EDUCATIONAL EXCELLENCE

WESTERN CATHOLIC EDUCATIONAL ASSOCIATION

SEPTEMBER 2012

TABLE OF CONTENTS

September 2012

The Nature of Accreditation in the Western Catholic Educational Association

To understand Catholic high school accreditation in the Western Catholic Educational Association (WCEA) context is to understand schooling as such, what 'Catholic' adds to schooling, and what 'accreditation' signifies.

WCEA Accreditation
Accreditation has to do with the determination of the quality of a school's overall educational program. There are two dimensions to accreditation in the WCEA context:

1) an internal or subjective dimension
2) an external or objective dimension.

The internal dimension has to do with the Catholic school examining itself so as to see and declare what it does well and what it needs to improve. Practically speaking, the school constructs a written Self Study according to a specified format, a study that identifies school strengths and weaknesses along with a plan to remedy the latter. The agents of this internal dimension are the school itself— in all its persons and constituent groups—and the local diocesan Catholic school office, one of whose members is a WCEA Commissioner. This Commissioner gives formative support to the school in constructing its Self Study.

The external dimension of accreditation in the WCEA context has to do with an outside body verifying the Catholic educational quality of school experience.   There are two experiences in the external dimension. The first involves a WCEA team of visiting educators viewing the school in all its operations and declaring an initial evaluation and validation of the quality of the school. The second involves the WCEA Commission and a secular regional accrediting agency.

The visiting educators are a WCEA team whose members are drawn from other Catholic schools within the diocese and a chairperson from another Catholic diocese. In certain cases, per agreement of the WCEA and the secular accrediting agency with which WCEA partners, an individual from the latter agency may participate in the visit. This team accomplishes its visit and writes a report concerning the quality of the school's educational program, in view of which the team recommends a term of accreditation. This recommended term is sent to the WCEA and to the applicable secular regional accrediting agency.

The second moment of objectivity belongs to the WCEA Commission and to the secular regional accrediting agency with which the WCEA partners. At commission level, these agencies respectively review the work of the WCEA Visiting Committee and then they affirm it or amend it. The respective commissions authorize the findings concerning the educational quality of the Catholic high school.

In the external dimension of the accreditation of a Catholic high school, the WCEA currently joins with secular accrediting agencies. These two agencies collaborate in the accreditation of the schools.

The process of accreditation conducted through WCEA embraces seven principles of Catholic high school accreditation:

- the authenticity of a school's Catholic identity
- the organizational efficacy of the school
- the excellence of its teaching and learning
- the vitality of the school's co-curricular programs
- the school's responsible stewardship of material resources
- the school's commitment to improvement
- the integrity of the school's process of the Self Study.

The first of these principles—authentic Catholic identity—exerts a unifying effect on all the other principles without diminishing the significance of any principle. Because accreditation is about the quality of the *whole* school, these seven principles are integral to the final determination of the school's quality as declared by WCEA and its partnering agencies.

OUTLINE of <u>ENSURING EDUCATIONAL EXCELLENCE</u> (E3)

I. **Introduction to the School**
   A.   Name
   B.   Address
   C.   School's Year of Inception
   D.   Nature of the School
   E.   Governance Structure
   F.   Administrative Structure
   G.   Organization Chart
   H.   Administrative Personnel
   I.   Instructional Personnel
   J.   Staff Personnel
   K.   Board/Council
   L.   Parent Organization/s
   M.   Alumni Organization
   N.   Brief History of the School
   O.   Most Significant School Developments since the last Self Study

II. **School Purpose**
   A.   Mission Statement
   B.   Philosophy Statement
   C.   Integral Student Outcomes (ISOs)

III. **Self Study Process**
   A.   Organizing for the Work of the Self Study
   B.   Creating/Reviewing and Promulgating the School's Purpose
   C.   Gathering Data
   D.   Chronicling the Process of Self Study by means of "E3 Process Forms."

IV. **Findings** (i.e., *key strengths* and *key areas for growth*, in light of Standards and other criteria)
   A. Catholic Identity Standards
   A.1 Catholic Purpose
   A.2 Worship
   A.3 Religion Curriculum
   A.4 Religion Teachers
   A.5   Partnership with Parents
   A.6   Service Orientation
   A.7   Signs and Symbols
   A.8   Religious Engagement of All

   B. School Organization Standards
   B.1 Governance
   B.2 Administration
   B.3 Teachers
   B.4   Support Staff
   B.5   Organizational Structure

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

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

The Standards of <u>Ensuring Educational Excellence</u> (E3)

A.   <u>Catholic Identity Standards</u>

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.

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

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.

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

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

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)

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

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

B.   School Organization Standards

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.

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.

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.

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

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.   Teaching and Learning Standards

1.   Curriculum/What Students Learn
The school provides a challenging, coherent, and relevant curriculum for students toward students' accomplishment of the educational outcomes that the school sets for them.

2.   Instruction/How Students Learn
Instructional personnel use a variety of appropriate methods by which to maximize the learning experiences of all students toward students' accomplishment of the educational outcomes that the school sets for them.

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

4.   Reporting Student Achievement

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

D.   Student Support Standards

1.   School Environment

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

2.   Academic Support

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

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.

4.   College Matriculation

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

E.   Material Stewardship Standards

1.   Enrollment Resources

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

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.

3.   Plant Resources

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

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

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

5.   **Business Operations**

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

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.

7.   **Strategic Material Planning**

The school exercises responsible material resource planning for its future.

E3 SELF STUDY FORMAT

The facts of school experience constitute a Data Library (DL). To construct this library is to gather the facts of school experience (including information from surveys) and to keep them in a binder. The gathering of school data in E3 is not left to chance or to a school's determination, rather this gathering is *required* by reason of the order and the meaning that educational standards supply. There is in E3 the flexibility for a school to declare and analyze other data that is significant to the school. The Data Library is a necessary document in the E3 process, *necessary* insofar as there can be no "findings" in Chapter 4 of E3 without first there being data from which findings are perceived.

The effectiveness of the school itself can be inferred from student work. The school sets the conditions for student work, therefore the school may infer from students' accomplishment of Integral Student Outcomes and, of course, content how well the school has established the conditions for this work.

Gathering student work is best accomplished in department Home Groups. What is collected becomes evidence of the achievement of the ISOs and other pertinent criteria (e.g., academic content standards). This body of student work is then analyzed—in department (home) groups and in Integral Groups—in order to determine students' accomplishment of the outcomes (i.e., course-specific and ISOs) set for them and to infer the school's effectiveness in helping students meet these outcomes. These determinations and corresponding inferences constitute "findings." Findings are the work of Chapter IV. They are cast in the forms of key strengths and key areas for growth.

The Data Library is kept in a binder separate from the Self Study. Constructing the Data Library is best accomplished in Home Groups. In E3 school data is deliberately ordered to the educational standards in Chapter IV. The work in Chapter IV calls for a school to analyze the data in light of the standards and to determine the quality of school operations. These determinations of quality constitute "findings." Findings are cast in the forms of key strengths and key areas for growth. These findings are recorded in Chapter IV….. A school may understand that, even apart from its Self Study, to annually update its Data Library is an inherently worthwhile operation.

Duplicate the E3 Process Form (PF) and use it to record <u>each meeting</u> that is related to E3. This record of meetings constitutes a large part of Chapter 3, the "process chapter." Organize the records first by sorting them according to the Chapters of E3 then by chronology—with the most recent meeting first.

CHAPTER I

INTRODUCTION to the SCHOOL

A.   **Name of School**:   _____

B.   **Address**:   _____

_____

C.   **School's Year of Inception**:   _____

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

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

*   Identification of this Owner: _____

E.   **School's 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)

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

_____ President and Principal   _____ Principal   _____ Other (specify)

G. **INSERT an Organizational Flow Chart (1 sheet) after this page.**

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

I. **Instructional Personnel**
- Names and positions and years at the school of all instructional personnel
- Indicate f/t or p/t for each instructional person

J. **Staff Personnel**
- Names and positions and years at the school of all staff (i.e., "classified employees")
- Indicate f/t or p/t for each staff person

K. **Board/Council**
- Names and terms of the members of the school's Board/Council
- How a member comes to be part of the Board/Council
- The standing committees of this Board/Council
- The annual frequency with which the Board/Council meets

L. **Parent Organization/s**
- Identify the parent organization/s as well as the number of active members.
- Names and terms of the leadership of these organizations
- The major functions of these organizations in the life of the school

M. **Alumni Organization**
- Identify whether there is an alumni organization as well as the number of active members.
- Names and terms of the leadership of the alumni organization
- The major functions of the alumni organization in the life of the school

N. **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.

O. **Most Significant Developments in School Life since the Last Self Study**
bullet format, limited to 5 – 7

CHAPTER II
SCHOOL PURPOSE

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

A.   Include the SCHOOL'S MISSION STATEMENT

B.   Include the SCHOOL'S PHILOSOPHY STATEMENT

Written Requirement

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

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

Written Requirement

In a paragraph, tell how the Integral Student Outcomes were created and/or reviewed, and then tell how they are promulgated in school life.

CHAPTER III
SELF STUDY PROCESS

A.   **Organizing for the Work of the Self Study** | written |

1. Identify the members of the *E3* Leadership Team comprised of:
    To be determined by principal
2. Identify the members of each *E3* Home Group comprised of:
    To be determined by principal and Leadership Team
3. Identify the members of each *E3* Integral Group comprised of:
    To be determined by principal and Leadership Team

B.   **Chronicling the Process of the Self Study** | written |

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

C.   **Gathering Data**   **[**'Data' refers to student work and to the facts of school experience.]

1.   Gather representative student work, in all courses.
2.   **Construct the Data Library**. | written |

> <u>**Note**</u>:   **The Data Library is kept in a binder separate from the Self Study.**

E3 PROCESS FORM (PF)

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

Date of Meeting: _____   **Time of Meeting**:   _____

Kind of Meeting: [Check one . . .   Also, provide identification of the specific group.]
☐ Leadership Team   ☐ Home Group
☐ Integrated Group   ☐ Other Group

ID of specific group: _____

Purpose of Meeting: _____   [select the number that corresponds to the purpose]
1. direct the accreditation process
2. receive training in the accreditation process
3. clarify school's purpose (mission/philosophy/Integral Student Outcomes)
4. discern and report school progress from last accreditation visit
5. construct the Data Library (i.e., gathering school demographic data, the data of student achievement, survey data from major constituent groups in the school community, and data regarding school operations)
6. discuss and evaluate data in light of the educational standards of *E3*, of Integral Student Outcomes, and of other pertinent criteria (e.g., course content standards)
7. summarize findings (i.e., whether and to what extent the school meets/realizes the standards of *E3*, Integral Student Outcomes, and other pertinent criteria)
8. identify key strengths and key areas for growth
9. discern the school's areas for vital growth
10. formulate action plans to address the areas for vital growth

Summary of the Major Accomplishments of this Meeting: [bullet format] [Use reverse side if needed.]

-

-

-

-

[Duplicate this sheet, and use it to record each meeting that is related to E3. This record of meetings constitutes a large part of Chapter 3, the "process chapter." Organize the records first by sorting them according to the Chapters of E3 then by chronology—with the most recent meeting first.]

THE DATA LIBRARY
of <u>Ensuring Educational Excellence</u>

The Data Library (DL) is a collection of facts of the school experience: perception data from surveys, achievement facts from student coursework and from standardized testing results, demographic facts about students, the facts of school operations, and more. These facts that constitute the Data Library of E3 are the kinds of facts that were gathered *more or less* in the "Profile" of the predecessor document.

In E3 there are Data Library facts as described in this section of E3. There is also another kind of fact, namely students' work. This is work that students accomplish day in and day out—homework, projects, quizzes, note-taking, essays, tests etc. In itself this work indicates student learning. Tied to accreditation, this work serves as evidence. It is evidence of whether the outcomes that the school intends for students—both academic outcomes and more Integral Student Outcomes—are realized in fact….. With the exception of the scores that students obtain on comprehensive course exams and on standardized tests, the facts of student work are not gathered in the Data Library. They are gathered elsewhere and, no less than the facts in the Data Library, they are adduced and analyzed at accreditation time and at other times as well.

Concerning the Data Library

1. The DL is kept in a binder separate from the Self Study although it is part of the Self Study process.
2. The DL is constructed prior to any work on Chapter IV.
3. The DL is a necessary document; Chapter IV of E3 is dependent upon it.
4. The DL is best constructed by Home Groups (e.g., departments, administrators, parents).
5. The DL is aligned to the twenty-eight (28) educational standards of E3.
6. The required <u>written</u> identifications of the DL ought to take the forms of a bulleted list, a table, or a brief, factual statement.
7. Wherever there is a DL item in **bold face**, there is the minimum requirement of three years of data reporting. Such a requirement generates data that may yield a trend in school experience.
8. Bracketed items indicate survey data. The format is consistent through all surveys. See Page 19 for directions. [See pages 37-38 for all the survey items and populations required by the DL.]
9. 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 marshalling of facts by a school at the time of its Self Study.
10. 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 IV, as well as to the areas for vital growth that are discerned at the end of Chapter IV and addressed in the Educational Improvement Plan in Chapter V of E3.)
11. 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 LIBRARY

A. *Bracketed Items in the DL are Survey Items*

Interspersed throughout the DL are identifications of perceptions that are generated from surveys. **(**For a listing of these survey items, see pages 37-38, **Catalogue of the Survey Items in the Data Library)**. 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.

B. *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**:

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

    (ii)   **any average from 1 to 2.5 indicates *minimal*, from 2.6 to 5.5 indicates *moderate*, from 5.6 to 7 indicates *great***

    (iii)   **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.**

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

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

D. *Who is meant by 'the School' in the Data Library*

Except for DL.B.41 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.41, 'school' includes all groups in the school community; in DL.E, 'school' often refers to the administration and the board/council. (See p. 37)

E. *Data Library Identifications 13-25 in Section C. Teaching and Learning*

DL identifications C.13-25 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.13-25.

A.   Data-gathering pertinent to Catholic Identity Standards

Catholic Identity Standards

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.

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

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.

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

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

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)

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

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

A. 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 at the outset of class [to a great extent, moderate extent, minimal extent]
4. the *annual* occasions and sites for school-wide celebrations (a) of Eucharist, (b) of Reconciliation, (c) of the School's patron/namesake, (d) of any other special religious day
5. the parish within which the school is located, and whether the parish clergy provide Sacramental services to the student body at the school site (If not, who does?)
6. a brief outline of the retreat program that the School has established for students (including identification of the person/s who deliver this program)
7. the name of the person(s) who gives spiritual direction to students, per their spiritual need
8. the school's sense of the percentage of the student body who worship God at Mass each Sunday [high percentage, moderate percentage, minimal percentage]
9. the religion department's sense of the percentage of its students who receive the school's religious instruction *as catechesis* [high percentage, moderate percentage, minimal percentage]
10. the course requirements in religion that the school sets for students
11. the school's sense of the extent to which the religion texts in use conform to the USCCB's *Doctrinal Framework* [to a great extent, to moderate extent, to minimal extent]
12. **standardized testing results in religion (i.e., ACRE results, if applicable)**
13. **students' performance on (comprehensive) religion course exams given at the end of the semester** [Note: This Q requires identification of the religion exam, the number of students taking it, and **the average numeric grade that was achieved on the exam.** Letter grading *could be translated numerically* as: 'A' = 4; 'B+' = 3.75; 'B' = 3; 'C+' = 2.75; 'C' = 2; 'D+' = 1.75; 'D' = 1] [rendered as a table]
14. **(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** [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' affect 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**
29. **the formative experiences provided by the school, 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 affect for the Catholic identity of the School [Students perceive faculty affect 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) the ensemble of 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 affect for the Catholic identity of the School [The School perceives that the students have a ____ degree of affect for the Catholic identity of the School: high; moderate; minimal]

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, beginning with #35.

B. Data-gathering pertinent to School Organization Standards

School Organization Standards

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.

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.

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.

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

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.

Reminder
- The data that a school gathers in this category of School Organization inform the school in its analysis, discussion, and findings in Chapter IV of *E3*.
- The written identifications called for here ought to take the form of a bulleted list, a table, or a brief factual response.
- Items with brackets at the end call for data from a survey. (pp. 18-19, and 37-38.)
- Wherever there is an item in **bold face**, there exists the requirement of *a three-year reporting* (generally in the form of a table).

B. School Organization

The data category of "School Organization" 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 efficacy 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 perception of the (arch)diocesan school office concerning the school's 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 masters 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 overall sense of the degree of its collaboration with its board/council [The administration perceives itself to collaborate with its board/council: 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 efficacy 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.]

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 masters degree, (d) with a doctoral degree

21. the retention rate of instructional personnel (i.e., current year compared to three years ago)

22. how instructional personnel are hired

23. **(a) the kind(s) of formal evaluation(s) that the administration has used to evaluate teachers in the most recent three-year period;** (b) whether the formal evaluation of all teachers by the administration is an annual experience

24. **the professional development trainings *that the faculty as a whole* has experienced (per administrative sponsorship) in the most recent three-year period**

25. **teachers' perception of the *usefulness in the classroom* of the information/skills from the professional development trainings in #24—i.e., their overall perception and their perception disaggregated departmentally**

26. the professional development requirements that the administration sets (a) for teachers, (b) for itself (i.e., # of CEUs over a defined period of time)

27. the percentage of teachers who, on their initiative, regularly exceed the requirements of professional development that the administration sets

28. the overall percentage of instruction that is provided by teachers who are teaching outside the subject area for which they were professionally trained [i.e., overall # of courses taught by such instructors "divided by" school's total # of courses] . . . and the percentage disaggregated according to these departments: (a) religion, (b) English, (c) mathematics, and (d) science

[Concerning 'support staff']

29. **any significant work-related challenges faced by support staff within the most recent three-year period**

30. (a) # of support staff   (b) support staff's years of service at the school [rendered as a table with categories that include 1 to 3 years, 4 to 6 years, 7 to 10 years, 11 to 20 years, +20 years]

31. the retention rate of support staff (i.e., current year compared to three years ago)

32. whether, in the hiring of support staff—including athletic coaches, these individuals receive an orientation to the school's mission and to the intended outcomes for students that the school holds

33. (a) whether the formal evaluation of the support staff (i.e., non-instructional personnel) by the administration is an annual event; (b) the kind(s) of formal evaluation that the administration uses to evaluate support staff

34. the perception of support staff concerning the degree of significance of their work in the overall accomplishment of the school's mission [Support staff perceive that, in relation to the accomplishment of the school's mission, their work has significance: to a high degree, to moderate degree, to minimal degree.]

[Concerning 'the organization of the school']

35. the perception of the School regarding how widespread is the practice of accountability on the part of administration and teachers [The School perceives that the practice of accountability among administrators and teachers throughout the school is: widespread, moderately extensive, minimally extensive.]

36. (a) the nature of the current School schedule (i.e., the configuration of the schedule of classes—whether periodic, exclusively block, or modified block—including whether the classes rotate within the schedule); (b) the number of consecutive years that the School has used this schedule; and (c) the perception of faculty concerning the degree to which the current School schedule of classes is conducive to optimum time-on-learning [The perception that the current schedule promotes such: to a high degree, to moderate degree, to minimal degree.]
37. the faculty's perception of the quality of the content and forms of communication that the administration uses with them [Faculty perceive that the content and forms of the administration's communications with them are: highly effective, moderately effective, minimally effective.]
38. the major publications linking the School to the home (hard copy and electronic copy)
39. the School's perception of the degree of efficacy 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 efficacy 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.]

> 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, beginning with 42.

C. Data-gathering pertinent to Teaching and Learning Standards

Teaching and Learning Standards
1.   Curriculum/What Students Learn
The school provides a challenging, coherent, and relevant curriculum for students toward students' accomplishment of the educational outcomes that the school sets for them.

2.   Instruction/How Students Learn
Instructional personnel use a variety of appropriate methods by which to maximize the learning experiences of all students toward students' accomplishment of the educational outcomes that the school sets for them.

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

4.   Reporting Student Achievement

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

<div style="border:1px solid black; padding:10px;">

Reminder

- The data that a school gathers in this category of Teaching and Learning inform the school in its analysis, discussion, and findings in Chapter IV of *E3*.
- The written identifications called for here ought to take the form of a bulleted list, a table, or a brief factual response.
- Items with brackets at the end call for data from a survey. (pp. 18-19 and 37-38.)
- Wherever there is an item in **bold face**, there exists the requirement of *a three-year reporting* (generally in the form of a table).

</div>

C. 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.   **the honors courses as well as the advanced placement courses that the school provides . . and the number of students enrolled in such**
5.   **the record of student achievement in advanced placement courses (i.e., the # of students tested and the # who achieve a passing grade)**
6.   **any curricular course or program that the school provides for ELL students . . and the number of students enrolled in such**
7.   **any curricular course or program that the school provides for students identified with special needs . . and the number of students enrolled in such**
8.   any other distinctive kind of curricular course/program/emphasis that the school provides
9.   school-wide responses that seek to remedy 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/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 and disaggregated departmentally *[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 and disaggregated departmentally

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 *[The survey item that the school uses here should facilitate students' responses.]*

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 and disaggregated departmentally *[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 and disaggregated departmentally *[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-wider grading scale and, if so, (b) what it is

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. **students' performance on (comprehensive) course exams given at the end of the semester** *[This Q requires identification of the exam, the number of students taking it, and the average numeric grade that was achieved on the exam—according to, for example: 'A' = 4; 'B+' = 3.75; 'B' = 3; 'C+' = 2.75; 'C' = 2; 'D+' = 1.75; 'D' = 1]* [rendered in the form of a table]

30. **(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. **students' performance on the standardized tests that the school gives** [rendered in the form of a table]

33. **(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 frequency and mode(s) 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. the frequency and mode(s) by which the school communicates students' academic achievement (and distinctions): (a) within the school community; (b) to its governance body; (c) to its (arch)diocese

---

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 37. For example, a school with an international baccalaureate program could adduce data relevant to this program, and do a corresponding analysis in Chapter IV of E3.

D.   Data-gathering pertinent to Student Support Standards

Student Support Standards
1.   School Environment
The school provides an environment that is physically, personally, and academically safe for all students.

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

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.

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

Reminder
- The data that a school gathers in this category of Student Support inform the school in its analysis, discussion, and findings in Chapter IV of *E3*.
- The written identifications called for here ought to take the form of a bulleted list, a table, or a brief factual response.
- Items with brackets at the end call for data from a survey. (See pp. 18-19 and 37-38.)
- Wherever there is an item in **bold face**, there exists the requirement of *a three-year reporting* (generally in the form of a table).

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' 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 respect for persons 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 respect for persons 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. teachers' perception of the degree to which a climate of respect for persons permeates the school community [Teachers 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. teachers' perception of the degree to which a climate of learning and achievement permeates the school community [Teachers perceive 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. **the number and percentage of seniors who graduate**

34. **the percentage of seniors who matriculate to college: (a) overall and (b) disaggregated according to 2-year and 4-year colleges**

35. **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.]

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 37.

E. Data-gathering pertinent to Material Stewardship Standards

Material Stewardship Standards

1.   Enrollment Resources

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

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.

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.

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

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 off-set 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).

5.   Business Operations

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

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.

7.   Strategic Material Planning

The school exercises responsible material resource planning for its future.

<table>
<tr><td>
Reminder

- The data that a school gathers in this category of Material Stewardship inform the school in its analysis, discussion, and findings in Chapter IV of *E3*.
- The written identifications called for here ought to take the form of a bulleted list, a table, or a brief factual response.
- Items with brackets at the end call for data from a survey. (See pp. 18-19 and 37-38.)
- Wherever there is an item in **bold face**, there exists the requirement of *a three-year reporting* (generally in the form of a table).
</td></tr>
</table>

E.   Material Stewardship

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

1. the criteria according to which the school admits students
2. (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 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. **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 oversight process [The school perceives that its budget oversight 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]
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.]

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 53.

Catalogue of the Survey Items in the Data Library

1. The Data Library (DL) contains a number of survey items spread over the five areas of the Standards of E3. These five areas are: A. Catholic Identity; B. School Organization; C. Teaching and Learning; D. Student Support; and E. Material Stewardship.
2. Each survey item that the DL contains is pertinent to a particular group in the School Community.
3. In what follows here, each survey item is catalogued according to the "survey group" for whom the item is intended within the School Community and then is identified by a letter that corresponds to an area of Standards (i.e., A, B, C, D, or E) and then by its number within that area.
4. What is meant by 'school' regarding a survey item is, commonly, teachers and administrators (i.e., the group of persons on *the delivery side* of education). Occasionally, 'school' could mean more than teachers and administrators, as in DL: B.41 where it would be apt to include also students and parents. In DL.E, there are a number of items where 'school' means administration and board/council: E.3, E.6, E.8, E.10, E.11-12, E.21, E.26, E.36, E.37, E.40, E.41, E.49-50, and E.52……. **When there is a question as to the meaning of 'school,' the Leadership Team can be trusted to discern the groups that are intended by any particular survey item in the Data Library**, and the local WCEA Commissioner could be expected to provide insights.

Survey Group: School

   Items:
   A: 8, 20, 22, 34
   B: 35, 39, 41
   C: 13, 16
   D: 23, 27, 32

Survey Group: Administration

   Items:
   B: 13, 14, 15, 16,
   E: 3, 6, 7, 8, 9, 10, 11, 12, 14, 21, 26, 36, 37, 40, 41, 49, 50, 52

Survey Group: Teacher

   Items:
   B: 36, 37
   C: 20, 23, 26
   D: 6, 9, 12, 20,

Survey Group: Parent

   Items:
   A: 21
   B: 40
   C: 15
   D: 5, 8, 11, 18, 22, 26, 31
   E: 46, 48

Survey Group: Student

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

Survey Group: Alumni

Item:
D) 36

Survey Group: Religion Department

Items:
A) 9, 11

Survey Group: Academic Departments

Items:
A) 31
C) 12

Survey Group: Board/Council

Items:
B) 4, 6, 7
E) 3, 6, 8, 10, 11, 12, 21, 26, 36, 37, 40, 41, 49, 50, 52

Survey Group: Diocesan Office

Item:
B) 8

Survey Group: Support Staff

Item:
B) 34

CHAPTER IV

FINDINGS

A.   Catholic Identity Standards

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

Directions:
1. First, the school is meant **to convene in focus groups (integral and/or Home Groups) in order to discuss responses** to the Key Questions that are connected to each Catholic Identity Standard here.
2. As the focus group gathers, **there should be pertinent Data Library evidence at hand** in order to ground the discussion.
3. Because the questions here are evaluative in nature, the focus group ought to understand that **its discussion should be analytical, dynamic, and participatory**. That is, analysis is the proper mode of intellectual work in this Findings Chapter of E3.
4. For every focus group meeting in which school experience is viewed/discussed/analyzed in light of these Catholic Identity Standards, **a Process Form (PF) is to be completed and included in Chapter 3** (i.e., the *process chapter*).
5. After there has been sufficient discussion and analysis of all the Key Questions pertinent to the Standards of Catholic Identity, **there is a written requirement** that is described in the "Written Requirements" box on p.42.

---

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

Key Questions *for reflection and discussion* concerning 'Catholic Purpose' in light of Chapter II. A-C and of Chapter III.B:
1. How explicitly Catholic is the mission statement of the school? Is this statement clear, and does it reflect the reality of the school? How widely-known and widely-practiced is this statement in the school community?
2. Is the philosophy statement clearly-stated? Does the beliefs and principles guide the mission? How widely-known and widely-practiced are these beliefs and principles in the school community?
3. Concerning the Integral Student Outcomes for students:
   * How well aligned are these with the mission and philosophy?
   * How widely known? How widely practiced?
   * How effective are the indicators by which to gauge students' accomplishment of them? Concerning the response to each key question: *What evidence is there from the Data Library?* [See Chapter II.A-C and Chapter III.B]

2.   Worship

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

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

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

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

3.   Religion Curriculum

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

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

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

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

4.   Religion Teachers

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

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

1.   How sound are the qualifications of teachers for their religion-teaching/ campus ministry duties?
2.   How active are these religion teachers in the practice of their Catholic Faith?

3.   How responsive are religion teachers to the requirements of personal and professional growth in the Catholic Faith?

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

5.   Partnership with Parents

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

Key Questions *for reflection and discussion* concerning 'Partnership with Parents' in light of the corresponding data gathered in the Data Library:
1.   How well does the school welcome and respect parents as educational partners?
2.   How much does the parents' relationship with the school on behalf of their children extend to matters of Catholic Faith?
3.   How inclined is the school to promote the formation of parents in the Faith?

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

6.   Service Orientation

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

Key Questions *for reflection and discussion* concerning 'Service Orientation' in light of the corresponding data gathered in Chapter 5:
1.   How well-conceived is the school's service requirement for students?
2.   How responsive to this requirement are students?
3.   What opportunities do students have to reflect on their Christian service activities?
4.   How well does the service program succeed in forming students for service to the Church? to the wider civic community?

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

7.   Signs and Symbols

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

Key Questions *for reflection and discussion* concerning 'Signs and Symbols' in light of the corresponding data gathered in Chapter 5:
1.   How evident are Catholic signs and symbols throughout the school?

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

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

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

Key Questions *for reflection and discussion* concerning 'Religious Engagement of All' in light of the corresponding data gathered in Chapter 5:
1.   How wide and deep is the 'shared responsibility' that all school personnel demonstrate for the Catholic Faith life of the school?
2.   How much does the Faith permeate the policies and practices by which the school is governed and administered?
3.   How respectable a treatment does the Catholic Faith receive within all the classrooms and all the co-curricular operations of the school?
4.   How much is the Catholic Faith demonstrated by the *lived example* of school personnel?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: A.28-34]

Written Requirements

1. <u>**Summary Paragraph**</u> **. . .   After thorough discussion/analysis of the eight (8) Standards of Catholic Identity (based on the Key Questions), write an overall summary paragraph that reflects the school's evaluation of itself in relation to these Standards.**

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

B.   School Organization Standards

Directions:
1. First, the school is meant **to convene in focus groups (integral and/or Home Groups) in order to discuss responses** to the Key Questions that are connected to each School Organization Standard here.
2. As the focus group gathers, **there should be pertinent Data Library evidence at hand** in order to ground the discussion.
3. Because the questions here are evaluative in nature, the focus group ought to understand that **its discussion should be analytical, dynamic, and participatory**. That is, analysis is the proper mode of intellectual work in this Findings Chapter of E3.
4. For every focus group meeting in which school experience is viewed/discussed/analyzed in light of these School Organization Standards, **a Process Form (PF) is to be completed and included in Chapter 3** (i.e., the *process chapter*).
5. After there has been sufficient discussion and analysis of all the Key Questions pertinent to the Standards of School Organization, **there is a written requirement** that is described in the "Written Requirements" box on p.45.

1.   Governance
The governance body of the school responsibly keeps the school's mission, delegates responsibility as necessary and monitors for accountability regarding what is delegated.
Key Questions *for reflection and discussion* concerning 'Governance' in light of the corresponding data gathered in the Data Library:
1. If there exists a school ownership body *behind the school*—i.e., regents or trustees or "member" or sponsor or diocese or parish with powers to constitute and oversee the board/council of the school and with possible reserve powers concerning school governance, what is the quality of the relationship and the interactions of this governance body with the school—i.e., with the school's board/council? with the school's administration?
2. How effective is the school's board/council in its own work?
3. In particular, how well does the board/council work with the school administration?
4. (a) How sound is the process by which the president of the school is hired? evaluated? (b) How sound is the process by which the principal is hired? evaluated?
5. What is the quality of the relationship and the interactions between the governance entity of the school and the (arch)diocese within which the school resides?

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

2.   Administration

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

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

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

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

3.   Instructional Personnel

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

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

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

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

4.   Support Staff

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

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

1.   How well qualified are support staff for their assigned responsibilities?

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

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: B.1, B.29-34]

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

Key Questions *for reflection and discussion* concerning 'Organizational Structure' in light of the corresponding data gathered in the Data Library:
1. How clear to all are the school's lines of authority and accountability?
2. How well do the administrative offices/departments of the school function in themselves? in relationship to each other?
3. How well does the school schedule promote optimum student learning?
4. How conducive to maximum learning effect and to maximum cost effectiveness is the assignment of school personnel?
5. How effective are the internal and external modes of school communication?

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

Written Requirements

1. **Summary Paragraph . . . After thorough discussion/analysis of the five (5) Standards of School Organization (based on the Key Questions), write an overall summary paragraph that reflects the school's evaluation of itself in relation to these Standards.**

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

C.   Teaching and Learning Standards

Directions:
1. First, the school is meant **to convene in focus groups (integral and/or Home Groups) in order to discuss responses** to the Key Questions that are connected to each Teaching and Learning Standard here.
2. As the focus group gathers, **there should be pertinent Data Library evidence at hand** in order to ground the discussion.
3. Because the questions here are evaluative in nature, the focus group ought to understand that **its discussion should be analytical, dynamic, and participatory**. That is, analysis is the proper mode of intellectual work in this Findings Chapter of E3.
4. For every focus group meeting in which school experience is viewed/discussed/analyzed in light of these Teaching and Learning Standards, **a Process Form (PF) is to be completed and included in Chapter 3** (i.e., the *process chapter*).
5. After there has been sufficient discussion and analysis of all the Key Questions pertinent to the Standards of Teaching and Learning, **there is a written requirement** that is described in the "Written Requirements" box on p.48.

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

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

1. How well-informed by the Common Core Standards is the school's curriculum?
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 designed is the curriculum for maximizing the capacities for learning of every student?
4. How clear are the curriculum policies regarding students' access to courses? how clear the policies regarding academic assignments? regarding grades? regarding course completion requirements? regarding total credits for graduation?
5. How well does the school articulate curriculum within and among the academic departments (or subject areas)?
6. How well aligned are the school's graduation requirements with the requirements that are established for matriculation to the state college/university system?
7. How effective is the annual curriculum review-and-development process? how well informed by Integral Student Outcomes is this process? how ample the participation of all the constituent groups in such?
8. How ample is student achievement of the Integral Student Outcomes that the school sets before them concerning graduation?
9. 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/How Students Learn

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

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

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

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: B.24-25; C.18-23]

3.   Assessment

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

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

1. How well does the school engage in the process of formative assessment?
2. How much do teachers use the results of formative assessments (i) to enable students to plan for their subsequent learning? (ii) to plan the delivery of subsequent curriculum and instruction?
3. How well are the summative assessments used by teachers in the classroom aligned with curricular objectives? with course competencies? with intended student outcomes?
4. How clearly written are the school's grading policies? how reasonable and fair for students is the school's application of these policies?
5. To what extent does the school analyze, disaggregate, and use the results of comprehensive course examinations to improve departmental curriculum? departmental instruction?
6. To what extent does the school analyze, disaggregate, and use the results of standardized tests — HS Placement, NEDT, PLAN, PSAT, ACT, SAT, AP, etc. — to improve curriculum? to improve instruction?
7. How well do teachers collaborate intra-departmentally and inter-departmentally for the sake of more effective assessment?
8. How effective is the school's annual review-and-development of assessment (whether formative, summative, or standardized)?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: C.24-33]

4.   Reporting Student Achievement

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

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

1.   How effectively does the school report student achievement to students/parents—that is, how substantive the reporting (i.e., conveying content that is significant as well as readily understood)? how timely the reporting (e.g., allowing sufficient time for remediation of sub-par work)? How easy to access and use for both parents and students?

2.   How well-informed does the school keep its governing body and its (arch)diocese concerning students' achievement, including students' accomplishment of the integral outcomes that the school intends?

Concerning the response to each key question: *What evidence is there from the Data Library?*   [See DL: C.34-36]

Written Requirements

1. **Summary Paragraph . . .   After thorough discussion/analysis of the four (4) Standards of Teaching and Learning (based on the Key Questions), write an overall summary paragraph that reflects the school's evaluation of itself in relation to these Standards.**

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

D.   Student Support Standards

Directions:
1. First, the school is meant **to convene in focus groups (integral and/or Home Groups) in order to discuss responses** to the Key Questions that are connected to each Student Support Standard here.
2. As the focus group gathers, **there should be pertinent Data Library evidence at hand** in order to ground the discussion.
3. Because the questions here are evaluative in nature, the focus group ought to understand that **its discussion should be analytical, dynamic, and participatory**. That is, analysis is the proper mode of intellectual work in this Findings Chapter of E3.
4. For every focus group meeting in which school experience is viewed/discussed/analyzed in light of these Student Support Standards, **a Process Form (PF) is to be completed and included in Chapter 3** (i.e., the *process chapter*).
5. After there has been sufficient discussion and analysis of all the Key Questions pertinent to the Standards of Student Support, **there is a written requirement** that is described in the "Written Requirements" box on p.51.

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

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

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

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: D.1-12; also, cross reference with C.17]

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?
3. How well does the school meet the needs of English language learners?

4. How well does the school support the students identified with special needs?

5. How well does the school meet the learning needs of students for whom academic achievement comes easily?

6. How responsive are students to the academic support services that the school offers them?

7. What degree of success does the school's formal counseling achieve regarding each of the major facets of its work with students (excepting the college-related facet) —i.e., academic advising, testing, prescribing interventions, giving personal assistance, informing and assisting teachers concerning students, connecting students/families with support services beyond the school?

Concerning the response to each key question: *What evidence is there from the Data Library?* [See DL: D.13-23]

3. Co-Curricular Programs

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

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

1. How ample are the co-curricular offerings in the aesthetic arts? in athletics? in student government? in the form of clubs and activities?

2. Does the level of student interest/participation in co-curricular activities warrant the school's continuing provision of such activities? (does this interest) suggest a need for new activities?

3. To what extent do the co-curricular programs complement the school's academic program?

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

5. How well do the school's co-curricular offerings fulfill its responsibility to educate 'the whole person' of the student?

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

4. College Matriculation

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

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

1. How ample are the college-related support services that the school provides to students and their families?

2. How responsive are students to the college-related services that the school offers them?

3. What degree of success does the school's formal counseling achieve regarding the college-related services that it gives to students?

4. How well-prepared for college work are the students in view of their school experiences?

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

```
╔══════════════════════════════════════════════════════════════╗
║                    Written Requirements                        ║
║                                                                ║
║  1. Summary Paragraph . . .  After thorough discussion/analysis ║
║     of the four (4) Standards of Student Support (based on the  ║
║     Key Questions), write an overall summary paragraph that    ║
║     reflects the school's evaluation of itself in relation to these ║
║     Standards.                                                  ║
║  2. Identification of key strengths and key growth areas . . .  In ║
║     bullet format, identify any key strengths and any key growth ║
║     areas within school experience in relation to these        ║
║     Standards.  Include a brief rationale and (include) citation of ║
║     Data Library evidence in support of each identification.    ║
╚══════════════════════════════════════════════════════════════╝
```

E.   Material Stewardship Standards

```
┌──────────────────────────────────────────────────────────────┐
│ Directions:                                                     │
│   1. First, the school is meant to convene in focus groups (integral and/or Home Groups) in │
│      order to discuss responses to the Key Questions that are connected to each Material │
│      Stewardship Standard here.                                 │
│   2. As the focus group gathers, there should be pertinent Data Library evidence at hand in │
│      order to ground the discussion.                            │
│   3. Because the questions here are evaluative in nature, the focus group ought to understand │
│      that its discussion should analytical, dynamic and participatory.  That is, analysis is the │
│      proper mode of intellectual work in this Findings Chapter of E3. │
│   4. For every focus group meeting in which school experience is viewed/discussed/analyzed in │
│      light of these Material Stewardship Standards, a Process Form (PF) is to be completed and │
│      included in Chapter 3 (i.e., the process chapter).         │
│   5. After there has been sufficient discussion and analysis of all the Key Questions pertinent to │
│      the Standards of Material Stewardship, there is a written requirement that is described in │
│      the "Written Requirements" box on p.55.                    │
└──────────────────────────────────────────────────────────────┘
```

1. **Enrollment Resources**

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

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

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

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

2. **Classroom and Instructional Resources**

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

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

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

3. **Plant Resources**

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

Key Questions *for reflection and discussion* concerning 'Plant Resources' in light of the corresponding data gathered in the Data Library:
1. How clean and well-maintained are the facilities, buildings and grounds?
2. How attractive are the school premises?
3. How adequate in the service of the school's curricular and co-curricular programs are the facilities, buildings, and grounds? how adequate are these in the service of the school's administrative operations?

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

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

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 off-set annual expenses.

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

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

5. Business Operations

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

Key Questions *for reflection and discussion* concerning 'Business Operations' in light of the corresponding data gathered in the Data Library:
1. How does the need to generate just compensation and benefits for its employees influence the school's budget planning? How does Church teaching about compensation influence this planning? Are there satisfactory results regarding the provision of employee compensation/benefits?
2. Regarding accounting operations, how much care is taken to ensure that standard accounting procedures are observed? (to ensure) that cash flow is continuous? that tuition is reconciled on a regular basis and that outstanding tuition monies are pursued? that payroll operations adhere to legal requirements? that financial reserves are not steadily eroded? that, if applicable, debt service is responsibly carried out?
3. How much care is taken to ensure that there is financial documentation of *all* fiscal aspects of the school?
4. What is the overall quality of the school's budget operations?
5. How ample is the oversight and review of all budget and accounting operations by the school's governance body?

6. If applicable, what is the overall quality of the current capital campaign in which the school is engaged?
7. How transparent to parents, to donors, and to other friends of the school are the school's fiscal facts and operations?

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

6. Promotional Operations

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

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

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

7. Strategic Material Planning
The school exercises responsible material resource planning for its future.

Key Question *for reflection and discussion* concerning 'Strategic Material Planning' in light of the corresponding data gathered in the Data Library:
1. How well does the school (with its governing body) plan for the future regarding enrollment?
2. How well does the school (with its governing body) plan for the future regarding instructional and classroom resources?
3. How well does the school (with its governing body) plan for the future regarding promotional operations?
4. How well does the school (with its governing body) plan for the future regarding funding?
5. How well does the school (with its governing body) plan for the future regarding the maintenance and development of the school plant and campus and any other facilities that it uses?

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

<div style="border: 1px solid black; padding: 20px;">

Written Requirements

1. **<u>Summary Paragraph</u> . . . After thorough discussion/analysis of the seven (7) Standards of Material Stewardship (based on the Key Questions), write an overall summary paragraph that reflects the school's evaluation of itself in relation to these Standards.**

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

</div>

Directions for Discerning Areas for Vital Growth

The Synthesis of Discussion and Analysis

1.   Having completed summary evaluations and having identified key areas for growth—all in light of the Standards of E3, the school must now ***discern its areas for vital growth***.

2.   This discernment is essentially a matter of identifying the key growth areas that must be addressed and remedied **in order for the school to achieve or maintain its vitality**. It may be the case that a key area is *not* deemed vital to a school's growth. Or, a key area *could* be seen by the school to be vital to school growth *in itself*. Or, the force of two (or more) key areas taken together could cause the school to discern a vital area for growth.

3.   As this is a discernment activity, identifying the areas for vital growth will require the school to pay particular attention to the areas at the heart of Catholic schooling—especially, 'Catholic identity' and 'teaching and learning.' Without downplaying the significance of other areas of school experience, this discernment should first attend to these areas, for they are unsurpassed in the weight they carry.

4.   Of course, a vital growth area can be discerned in any one of the five Standards areas of E3. Also, a single Standards area—particularly the two that are identified in the preceding paragraph—may admit of more than one area for vital growth.

5.   As to the number of areas for vital growth that a school may discern, there is no preordained number of them that E3 requires. Given the numerous areas in which the Catholic high school must realize its potential, the discernment that is required here can yield a number of significant areas in need of vital growth.

6.   Following this page, list all vital areas for growth upon which the various constituents have reached consensus (in bullet format).

7.   Any area for vital growth that is identified here must then be addressed in the form of an action plan for improvement within the following Chapter V.

F. **The Commitment to Improvement**

CHAPTER V

EDUCATIONAL IMPROVEMENT PLAN

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

<div style="border:1px solid black; padding:10px;">

Written Requirement

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

1. **It is presumed here that any "critical (or vital) area for growth" that was identified by the visiting accreditation team at the time of the last self-study was *necessary cause for the school to amend its action plan then* so as to include this critical area (i.e., the remedy thereof) in the form of either a modification to an existing plan or a new plan.**

2. **Based on the accreditation term it received at the time of its last self-study, a school may have completed a "mid-term" progress report that would have been reviewed by a two-person accrediting team. If so, this mid-term report (or any official accreditation report completed subsequent to the last self-study) is useful to a school in writing this section. A summary of such a report, as well as the findings of the two-person team that received this report and then visited the school, ought to be included in this section.**

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

</div>

B. Current Educational Improvement Plan (EIP)

Written Requirement

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

1. The movement from Chapter IV to Chapter V is the movement from identifying areas that are vital for the growth of the school to constructing plans in order to engender growth in these vital areas. The identification of an area that is vital for school growth necessarily requires a corresponding action plan by which to engender this growth.

2. Each area for vital growth requires an action plan, the likes of which needs to include the following:
   - identification of the vital growth area being addressed
   - the goal of the action plan
   - a rationale for the plan (based on the findings in Chapter IV, with appropriate references to data from the Data Library)
   - the action steps
   - the acting agents
   - necessary resources including budgetary needs
   - ways of assessing progress
   - ways of reporting progress
   - a timeline for completion