

ANCILLARY MATERIALS and REQUISITE FORMS

for the

WCEA VISITING COMMITTEE

by which to

GENERATE their REPORT

and

MAKE A RECOMMENDATION regarding the ACCREDITATION of a SCHOOL

October 2012

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SCHEMA FOR CONNECTING THE SCHOOL'S SELF-STUDY WITH THE VISITING COMMITTEE REPORT

The following schema is provided to the visiting committee of the WCEA. This schema depicts the practical connections between the parts of a school's self-study and the seven principles (i.e., 'A to G') according to which the committee's report is organized. This schema serves to answer the question 'where ought a visiting committee member to look within the school's self-study report in order to glean the school's observance of any given principle.'

Regarding Principle A. The Authenticity of the School's Catholic Identity

See the Self-Study. . . .

Chapter I	D, E, G, O
Chapter II	A,B,C
Chapter III	B, Data Library: A
Chapter IV	A
Chapter V	See Chapter IV: A

Regarding Principle B. The Organizational Efficacy of the School

See the Self-Study. . . .

Chapter I	D, E, F, G, H, I, J, K, L, M, N, O
Chapter II	---
Chapter III	B, Data Library: B
Chapter IV	B
Chapter V	See Chapter IV: B

Regarding Principle C. The Excellence of the Teaching and Learning

See the Self-Study. . . .

Chapter I	G, I, O
Chapter II	C
Chapter III	B, Data Library: C
Chapter IV	C
Chapter V	See Chapter IV: C

Regarding Principle D. The Vitality of Support Programs for Students

See the Self-Study. . . .

Chapter I	G, O
Chapter II	C
Chapter III	B, Data Library: D
Chapter IV	D
Chapter V	See Chapter IV: D

Regarding Principle E. The Stewardship of Material Resources

See the Self-Study. . . .

Chapter I	G, J, O
Chapter II	---
Chapter III	B, Data Library: E
Chapter IV	E
Chapter V	See Chapter IV: E

Regarding Principle F. The Commitment to Improvement

See the Self-Study. . . .

Chapter I	O
Chapter II	---
Chapter III	B
Chapter IV	A through E; Discerning Vital Growth Areas
Chapter V	All of it

Regarding Principle G. The Integrity of the Process of the Self-Study

See the Self-Study. . . .

Chapter I	---
Chapter II	---
Chapter III	A, B, C
Chapter IV	---
Chapter V	---

RUBRIC
concerning the
ATTAINMENT OF A STANDARD OF WCEA ACCREDITATION

[For use internal to a Visiting Committee of the WCEA]

1. What **commendably** means:

In its practice the school attains (meets) this standard to a high degree

- because there is clarity of understanding in the school's (collective) mind concerning the significance of the standard as an indicator of school quality
- because there is clarity of organization within the school regarding the person(s) and or group(s) responsible for acting to meet the standard, and
- because the actions of these person(s) and/or group(s) are purposeful and prudent (i.e., necessary, sensible, and sufficient) for achieving the end(s) (outcome) that the standard declares.

Also, any Educational Improvement Plan that involves this standard is well conceived and carries the potential for successful implementation, as a result of which the standard will be met anew by the school.

2. What **sufficiently** means:

In its practice the school attains (meets) this standard

- because within the school there is a general sense of the significance of the standard as an indicator of school quality
- because the school is generally organized regarding the person(s) and/or group(s) responsible for acting to meet the standard, and
- because the actions of these person(s) and/or group(s) are generally ordered to achievement of the end(s) (outcome) that the standard declares.

Also, any Educational Improvement Plan that involves this standard is well conceived and carries the potential for successful implementation, as a result of which the standard will be met anew by the school.

3. What **insufficiently** means:

In its practice the school does not adequately meet this standard, for any/all of the following reasons:

- because within the school there is not much understanding of the significance of the standard as an indicator of school quality
- because the school is poorly organized—whether regarding personnel or positions—for attainment of the standard
- because actions essential to the achievement of the standard are lacking or even non-existent.

Note: Should there be an Educational Improvement Plan that the school declares with the intention of a more successful attainment of this standard, this fact does not change the “insufficiency” finding of the Visiting Committee concerning the school’s current attainment of the standard, albeit the EIP mitigates the severity of this finding.

ATTAINMENT OF A STANDARD Form

Regarding Standards that constitute Principles A - E

[For use internal to the Visiting Committee. Reproduce this form as needed.]

Identification Symbol of the Standard: _____

The Standard Itself:

The Principle to which the Standard is attached (abbreviated form thereof):

FOR STANDARDS THAT ARE RELATED TO PRINCIPLES A - E

☐

This standard is involved in the School's Educational Improvement Plan (EIP).

☐

This standard is involved in what the Visiting Committee has added to the School's EIP.

☐

This standard is not explicitly involved in the school's EIP or in the VC's additions thereto.

Evaluative Judgment concerning the School's Attainment of the Standard

☐

The School attains the Standard.

To this extent:

☐

Commendably

☐

Sufficiently

☐

The School does not sufficiently attain the Standard.

Rationale for this Evaluative Judgment

Directions: On the reverse side, provide a **brief rationale** for the evaluative judgment of the Visiting Committee concerning the School's attainment of this Standard. Include citations from the Data Library.

ATTAINMENT OF A STANDARD Form

Regarding Standard F.1

[For use internal to the Visiting Committee]

Standard F.1 Conscientious Implementation of the Improvement Plan from the Prior Accreditation

The educational improvement plan (EIP) at the time of the prior accreditation full visit—including any improvement goals that were adopted by the school upon the recommendation of the visiting committee then— has been implemented.

Principle to which Standard F.1 is attached (abbreviated form thereof):

Commitment to Improvement

Regarding the Educational Improvement Plan (EIP) from the prior accreditation full visit (including any goals that were adopted by the school upon the recommendation of the visiting committee then):

- A. list the major improvement goals of this EIP**
- B. evaluate the outcome of each goal**
- C. include a brief rationale for this evaluation.**

A. Major Improvement Goal #1 of the Prior EIP:

B. Evaluation of the Outcome of this Goal: (Since this goal was first conceived, it has been . .)

☐ implemented ☐ modified and implemented ☐ not sufficiently implemented

C. Brief Rationale for the Preceding Evaluation regarding this Goal:

A. Major Improvement Goal #2 of the Prior EIP:

B. Evaluation of the Outcome of this Goal: (Since this goal was first conceived, it has been . . .)

☐ implemented ☐ modified and implemented ☐ not sufficiently implemented

C. Brief Rationale for the Preceding Evaluation regarding this Goal:

A. Major Improvement Goal #3 of the Prior EIP:

B. Evaluation of the Outcome of this Goal: (Since this goal was first conceived, it has been . . .)

☐ implemented ☐ modified and implemented ☐ not sufficiently implemented

C. Brief Rationale for the Preceding Evaluation regarding this Goal:

A. Major Improvement Goal #4 of the Prior EIP:

B. Evaluation of the Outcome of this Goal: (Since this goal was first conceived, it has been . . .)

☐ implemented ☐ modified and implemented ☐ not sufficiently implemented

C. Brief Rationale for the Preceding Evaluation regarding this Goal:

A. Major Improvement Goal #5 of the Prior EIP:

B. Evaluation of the Outcome of this Goal: (Since this goal was first conceived, it has been . . .)

☐ implemented ☐ modified and implemented ☐ not sufficiently implemented

C. Brief Rationale for the Preceding Evaluation regarding this Goal:

A. Major Improvement Goal #6 of the Prior EIP:

B. Evaluation of the Outcome of this Goal: (Since this goal was first conceived, it has been . . .)

☐ implemented ☐ modified and implemented ☐ not sufficiently implemented

C. Brief Rationale for the Preceding Evaluation regarding this Goal:

A. Major Improvement Goal #7 of the Prior EIP:

B. Evaluation of the Outcome of this Goal: (Since this goal was first conceived, it has been . . .)

☐ implemented ☐ modified and implemented ☐ not sufficiently implemented

C. Brief Rationale for the Preceding Evaluation regarding this Goal:

ATTAINMENT OF A STANDARD Form
Regarding Standard F.2
[For use internal to the Visiting Committee]

Standard F.2 Ongoing Improvement

School improvement is an ongoing obligation. This standard requires the school to be continuously planning and implementing for more effective operations.

Principle to which Standard F.2 is attached (abbreviated form thereof):
Commitment to Improvement

F.2 In the time after the implementation of the Educational Improvement Plan (EIP) from the prior accreditation full visit, the school can be expected to have conceived new major goals concerning improvement. For each such goal:

- A. identify the goal**
- B. give the rationale for the goal (why it was conceived)**
- C. tell whether the details by which to implement the goal are well conceived**
- D. give a brief rationale for the evaluation in "C"**
- E. tell the school's progress in implementing this goal**

A. Major Improvement Goal #1 conceived after completion of the Prior EIP:

B. Rationale for this Goal: (Why was this goal conceived?)

C. Are the details by which to implement this goal well conceived? (They are ____ conceived.)

☐

Very well

☐

sufficiently

☐

insufficiently

D. Brief Rationale for the preceding Evaluation of Details:

E. What progress has the school made in implementing this goal? (Since this goal was conceived, progress along the way toward the realization of this goal is . . .)

☐

complete

☐

satisfactory

☐

incipient

A. Major Improvement Goal #2 conceived after completion of the Prior EIP:

B. Rationale for this Goal: (Why was this goal conceived?)

C. Are the details by which to implement this goal well conceived? (They are ____ conceived.)

☐

Very well

☐

sufficiently

☐

insufficiently

D. Brief Rationale for the preceding Evaluation of Details:

E. What progress has the school made in implementing this goal? (Since this goal was conceived, progress along the way toward the realization of this goal is . . .)

☐

complete

☐

satisfactory

☐

incipient

A. Major Improvement Goal #3 conceived after completion of the Prior EIP:

B. Rationale for this Goal: (Why was this goal conceived?)

C. Are the details by which to implement this goal well conceived? (They are ____ conceived.)

☐

very well

☐

sufficiently

☐

insufficiently

D. Brief Rationale for the preceding Evaluation of Details:

E. What progress has the school made in implementing this goal? (Since this goal was conceived, progress along the way toward the realization of this goal is . . .)

☐

complete

☐

satisfactory

☐

incipient

ATTAINMENT OF A STANDARD Form
Regarding Standard G.1
[For use internal to the Visiting Committee]

Standard G.1 The process is inclusive.

All members of the school community are involved in the process of the self-study, in a manner appropriate to each. The construction of the self-study itself is essentially the work of those who deliver the school's educational mission—teachers, administrators, and support staff. Those who receive this education—students (with their parents)—must be heard (e.g., via surveys). Other constituent groups—governance body, alumni, benefactors, friends—have their roles to play in the inclusive process.

Principle to which Standard G.1 is attached (abbreviated form thereof):
Integrity of the Self-Study Process

☐

The School attains Standard G.1

To this extent:

☐

Commendably

☐

Sufficiently

☐

The School does not sufficiently attain Standard G.1

Rationale for this Evaluation

Directions: Provide a **rationale** for the evaluative judgment of the Visiting Committee concerning the School's attainment of **Standard G.1**. Include citations from the Data Library, if pertinent.

ATTAINMENT OF A STANDARD Form

Regarding Standard G.2

[For use internal to the Visiting Committee]

Standard G.2 The process is honest.

The school's educational program is openly studied, leading to an accurate assessment of its quality. By 'accurate' is meant candid, truthful. The school endeavors to discern the truth of its operations—not only school strengths but also school weaknesses. A self-study is a confessional not a promotional (or public relational) exercise. Indeed, that school which honestly views itself is in the best position to grow via an educational improvement plan.

Principle to which Standard G.2 is attached (abbreviated form thereof):

Integrity of the Self-Study Process

☐

The School attains Standard G.2

To this extent:

☐

Commendably

☐

Sufficiently

☐

The School does not sufficiently attain Standard G.2

Rationale for this Evaluation

Directions: Provide a **rationale** for the evaluative judgment of the Visiting Committee concerning the School's attainment of **Standard G.2**. Include citations from the Data Library, if pertinent.

ATTAINMENT OF A STANDARD Form

Regarding Standard G.3

[For use internal to the Visiting Committee]

Standard G.3 The process is thorough.

The whole of the school's educational program is studied. Data is collected on all aspects of school life—courses and co-curriculars, offices and operations, purposes and plans—and analyzed in the process of the self-study. Moreover, a self-study is not only about viewing and evaluating school life but also about improving this life. Thus an educational improvement plan is a major end or purpose of the process of self-studying. [This standard embraces the Data Library that the school has constructed.]

Principle to which Standard G.3 is attached (abbreviated form thereof):
Integrity of the Self-Study Process

☐

The School attains Standard G.3

To this extent:

☐

Commendably

☐

Sufficiently

☐

The School does not sufficiently attain Standard G.3

Rationale for this Evaluation

Directions: Provide a **rationale** for the evaluative judgment of the Visiting Committee concerning the School's attainment of **Standard G.3**. Include citations from the Data Library, if pertinent.

RATINGS RUBRIC

concerning the

OBSERVANCE OF A PRINCIPLE OF WCEA ACCREDITATION

[For use internal to a Visiting Committee of the WCEA]

1. What **commendably** means:
All or nearly all of the standards that constitute this principle are attained (met) by the school in its practice, to a commendable degree in almost all cases. Also, any Educational Improvement Plan that involves this principle is well conceived and carries the potential for successful implementation, as a result of which the principle will be demonstrated anew by the school.
2. What **sufficiently** means:
A majority of the standards that constitute this principle are attained (met) by the school in its practice, each to a sufficient degree. Also, any Educational Improvement Plan that involves this principle is well conceived and carries the potential for successful implementation, as a result of which the principle will be demonstrated anew by the school.
3. What **insufficiently** means:
Less than half of the standards that constitute this principle are attained (met) by the school in its practice.

Assigning Quantitative Values to Determinations regarding Principles

Upon the visiting committee having determined *whether and the degree to which* a school has observed a principle of accreditation, the committee assigns a numerical value to this determination. The committee does so by using a Likert Scale, as indicated here:

Likert Scale for assigning Quantitative Value to Qualitative Ratings						
Insufficiently		Sufficiently			Commendably	
1	2	3	4	5	6	7

Direction: The line of demarcation between “insufficiently” and “sufficiently” is 2.5 (where 2.5 = sufficiency). The line between “sufficiently” and “commendably” is 5.5 (where 5.5 = commendably).

The visiting committee performs this numerical operation to arrive at a quantitative rating for each of the seven principles of WCEA accreditation.

Having assigned a quantitative rating to the school’s observance of each of the seven principles of WCEA accreditation, the visiting committee performs another mathematical operation, namely averaging the quantitative ratings. The reason for this averaging is for the committee to arrive at an overall sense—via numbers—of the educational quality of the school, thus to pave the way for the committee’s recommendation of an accreditation status concerning the school. (See “GRAPHICS THAT DEPICT THE ACCREDITATION STATUS OF A SCHOOL”.)

Recommendation by the Visiting Committee concerning ACCREDITATION STATUS

The visiting committee is now in position to make a recommendation concerning the accreditation status of the school. This recommendation follows from the committee’s averaging of the quantitative ratings which the committee assigned to the school’s observance of the seven principles. The resulting numerical average represents the overall educational quality of the school. Hence, if the average rating is 5.5 or higher, then the committee’s recommendation is “ACCREDITATION with Quarterly Reports.” If the rating is lower than 5.5, then the recommendation is “ACCREDITATION with Mid-Cycle Visit/Report.”

Note: *The matters that are described on these two pages are NOT meant to be communicated to the school by the visiting committee. The committee members are to hold these matters in confidence, per the requirements of professionalism. The chairperson of the visiting committee makes known the visiting committee’s recommendation to the local WCEA commissioner.*

WCEA VISITING COMMITTEE RECOMMENDATION Form

School: _____

Location: _____ **Diocese:** _____

Dates of Full Visit: _____

☐

ACCREDITATION with Quarterly Reports

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

☐

ACCREDITATION with MID-CYCLE VISIT/ REPORT

The consequences of this status for the school include implementation of its (amended) EIP over the course of the second quarter and completion of a mid-cycle report in advance of a one day visit of a two-person committee at the outset of the third quarter (= mid-point) of the accreditation cycle. In its mid-cycle report the school is meant to include an updating of its Data Library, identification of significant changes in school life since the full visit, and description of the implementation of its (amended) EIP over the course of the second quarter.*

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

The Accreditation Cycle to ensure Educational Excellence

There is an overall cycle of accreditation, according to which the WCEA exercises responsible oversight of the educational quality of each of the high schools of its member dioceses. This cycle extends over a six-year period and is marked by four quarters, at 18-month intervals. Within each of the quarters there are pertinent experiences that involve both the school and the WCEA.

First Quarter of the Accreditation Cycle (Months 1-18)

In the first quarter, the school commences work that leads to a self-study report (highlighted by an Educational Improvement Plan, EIP) by the end of the quarter. For its part, the WCEA—in the person of the local WCEA Commissioner—assists the school with its work.

Second Quarter of the Accreditation Cycle (Months 18-36)

At the outset of the second quarter, the school experiences a full visit of a committee of educators representing the WCEA. This full-visit extends over three full days, resulting in a report of the committee to the school and WCEA concerning the educational quality of the school. In light of this report, the school immediately amends its Educational Improvement Plan (EIP) and submits it to the local WCEA Commissioner.¹ At the conclusion of its visit, the committee of the WCEA makes a recommendation concerning the accreditation status of the school. The recommendation consists of the committee's choice of one of two basic options: 'accreditation with quarterly reports' or 'accreditation with a mid-cycle visit/report'.² The visiting committee's recommendation is sent to the WCEA Commission, whose responsibility is to authorize the school's accreditation status. In the case of the school that is 'accredited with quarterly reports', the consequences of this status for the school include implementation of its (amended) EIP over the course of the second quarter and completion of a (written) "quarterly report"—to include an updating of its Data Library, identification of significant changes in school life since the full visit, and description of the implementation of its EIP—that goes to the local WCEA Commissioner and then on to the Commission. Should the Commission authorize 'accreditation with a mid-cycle visit/report, the consequences for the school include implementation of its (amended) EIP over the course of the second quarter and completion of a mid-cycle report in advance of the visit of a two-person committee. In its mid-cycle report the school is meant to include an updating of its Data Library, identification of significant changes in school life since the full visit, and description of the implementation of its (amended) EIP over the course of the second quarter.

Third Quarter of the Accreditation Cycle (Months 36-54)

In the case of a school with a status of 'accreditation with quarterly reports', at the outset of the third quarter the quarterly report is sent to the local WCEA Commissioner who in turn communicates the report to the WCEA Commission. The school continues the implementation of its EIP throughout this quarter In the case of a school with a status of 'accreditation with a mid-cycle visit/report', at the outset of the third quarter the school's mid-cycle report is sent to the WCEA and there follows a one-

¹ What is meant by 'amends' has to do with the school's (i) making changes that the visiting committee has identified concerning details of the school's existing EIP and/or (ii) developing an additional improvement plan to address an area for vital growth that has been identified by the visiting committee.

² **There is a substantive difference between these two options.** The former option is apt for schools whose EIP is accurate and thorough, engendering recommended changes from the WCEA visiting committee that only affect the details of the existing goals of the EIP. The latter option is apt for schools whose EIP is lacking in attention to one or more major dimensions of school life, thus prompting the WCEA visiting committee's call for the school to develop an additional improvement plan that addresses what is lacking.

and-a-half day visit by a two-person committee of the WCEA. This committee then recommends to the WCEA Commission either that the school goes forward as 'accredited with quarterly reports' or (goes forward) as 'probationary accreditation'.³ The recommendation of 'probationary accreditation' by the WCEA visiting committee at mid-cycle follows from this committee's basic discernment that, over the course of the second quarter, the school either has not sufficiently implemented its (amended) EIP or has experienced significant challenges that stymie the progress of the educational program. Should either of these be the case, the WCEA Commission communicates to the school the requirements that attend probation, and the school goes about meeting these requirements in the course of the third quarter of its accreditation cycle.

Fourth Quarter of the Accreditation Cycle (Months 54-72)

In the case of a school with a status of 'accreditation with quarterly reports', at the outset of the fourth quarter of the accreditation cycle this school has produced another quarterly report in the customary format. In addition, by this time the school may have completed the implementation of its EIP. If such is the case, the school goes forward in this quarter with the identification of at least one new area for vital growth, conceiving action steps and corresponding details by which to address this area and then implementing these steps/details. Moreover, as this quarter of the accreditation cycle draws to a close, the school fashions an overall, comprehensive report of progress concerning the EIP that it fashioned during the current accreditation cycle (including any new goals identified/implemented in the fourth quarter). *This overall, comprehensive report of progress effectively constitutes Chapter V Part A of the self-study report that commences in the accreditation cycle that follows.*

In the case of a school with a status of 'probationary accreditation', at the outset of the fourth quarter the school is expected to have completed the requirements of probation and written a report to this effect. Thus a WCEA committee visits the school at the start of this quarter in order to verify that the school has met the requirements of probation. Should the school have met these requirements (as determined by the WCEA Commission), the school goes forward in the fourth quarter making further EIP progress and fashioning an overall, comprehensive report of progress concerning the EIP that it fashioned during the current accreditation cycle. *This overall, comprehensive report of progress effectively constitutes Chapter V Part A of the self-study report that commences in the accreditation cycle that follows.*

³ In either case the WCEA Commission authorizes the accreditation status of the school.

GRAPHICS THAT DEPICT THE ACCREDITATION STATUS OF A SCHOOL

1. *ACCREDITATION with QUARTERLY REPORTS*
2. *ACCREDITATION with MID-CYCLE VISIT-and-REPORT*
3. *PROBATION (following the Mid-Cycle Visit)*