

# **VISITING COMMITTEE REPORT Template**

ENSURING EDUCATIONAL EXCELLENCE

WESTERN CATHOLIC EDUCATIONAL ASSOCIATION

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## CHAPTER I INTRODUCTION TO THE SCHOOL

### A. Introduction [The information required here may be imported from the school's self-study.]

1. Name of School
2. Address
3. Year of Inception
4. Nature of the School (ownership, gender, educational thrust)
5. Governance Structure
6. Administrative Structure
7. Insertion of School's Organizational Flow Chart

### B. Student Demographics

1. Enrollment
2. Catholic Composition [See Data Library A.1]
3. Gender Composition
4. Racial Composition
5. Home Language Composition
6. Special Needs Composition

### C. School Personnel Demographics

1. Number of Faculty
2. Years of Service at the School [See Data Library B.19.b]
3. Catholic Composition [See Data Library A.28]
4. Gender Composition
5. Racial Composition
6. Composition with: [See Data Library B.20]
  - a. Credential
  - b. Masters Degree
  - c. Doctorate

### D. Highlights of School's History [The information required here may be imported from the school's self-study.]

### E. Most Significant Developments in School Life since the Last Self-Study [The information required here may be imported from the school's self-study.]

## CHAPTER II

## SCHOOL'S PURPOSE

- A. Mission [Include the School's Mission Statement]
- B. Philosophy [Include the School's Philosophy Statement]
- C. Integral Student Outcomes [Include the School's ISOs]

For each of these, briefly tell

- (1) Whether they are responsibly created and reviewed
- (2) Whether they are sufficiently promulgated

## CHAPTER III

## QUALITY OF THE SCHOOL'S EDUCATIONAL PROGRAM

- A. Observance of the Principle of Authentic Catholic Identity
- B. Observance of the Principle of Organizational Efficacy
- C. Observance of the Principle of Teaching and Learning Excellence
- D. Observance of the Principle of Vitality of Co-Curricular Programs
- E. Observance of the Principle of Material Stewardship
- F. Observance of the Principle of Educational Improvement
- G. Observance of the Principle of Integrity of the Self-Study Process

**A. OBSERVANCE of the PRINCIPLE of *AUTHENTIC CATHOLIC IDENTITY***

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**Principle: AUTHENTIC CATHOLIC IDENTITY (A)**

*This principle of WCEA accreditation holds that a school's Catholic identity ought to be authentic. Here, 'authentic' means that in all its understandings and operations the school is oriented toward: God; the teachings of the Catholic Church; and the prayers, ritual, and practices of the Catholic Faith.*

**# of Standards that Constitute this Principle: 8**

☐ **This Principle is involved in the School's Educational Improvement Plan (EIP), via Standard/s: \_\_\_\_\_ .**

☐ **This Principle is involved in what the Visiting Committee has added to the School's EIP, via Standard/s: \_\_\_\_\_ .**

☐ **This Principle is NOT involved in the School's EIP.**

**Visiting Committee's Discernment regarding the School's Observance of Principle A:**

☐ **THIS PRINCIPLE of WCEA ACCREDITATION IS OBSERVED BY THE SCHOOL.**

Degree of its Observance: \_\_\_\_\_ Commendably \_\_\_\_\_ Sufficiently

☐ **THIS PRINCIPLE of WCEA ACCREDITATION IS INSUFFICIENTLY OBSERVED BY THE SCHOOL.**

## SCHOOL'S OBSERVANCE of PRINCIPLE A

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### **Rationale for the Visiting Committee's Discernment regarding Principle A (Authentic Catholic Identity):**

Directions: Include a rationale for the discernment of the Visiting Committee regarding the observance of this Principle. This rationale ought to be informed by the Committee's prior discernments regarding the discrete standards that constitute this Principle. (Do not exceed two pages—front and back here.)

**B. OBSERVANCE of the PRINCIPLE of *ORGANIZATIONAL EFFICACY***

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**Principle: ORGANIZATIONAL EFFICACY OF THE SCHOOL (B)**

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

**# of Standards that Constitute this Principle: 5**

☐ **This Principle is involved in the School's Educational Improvement Plan (EIP), via Standard/s: \_\_\_\_\_ .**

☐ **This Principle is involved in what the Visiting Committee has added to the School's EIP, via Standard/s: \_\_\_\_\_ .**

☐ **This Principle is NOT involved in the School's EIP.**

**Visiting Committee's Discernment regarding the School's Observance of Principle B:**

☐ **THIS PRINCIPLE of WCEA ACCREDITATION IS OBSERVED BY THE SCHOOL.**

Degree of its Observance: \_\_\_\_\_ Commendably \_\_\_\_\_ Sufficiently

☐ **THIS PRINCIPLE of WCEA ACCREDITATION IS INSUFFICIENTLY OBSERVED BY THE SCHOOL.**



## **SCHOOL'S OBSERVANCE of PRINCIPLE B**

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### **Rationale for the Visiting Committee's Discernment regarding Principle B (Organizational Efficacy):**

Directions: Include a rationale for the discernment of the Visiting Committee regarding the observance of this Principle. This rationale ought to be informed by the Committee's prior discernments regarding the discrete standards that constitute this Principle. (Do not exceed two pages—front and back here.)

**C. OBSERVANCE of the PRINCIPLE of *THE EXCELLENCE OF TEACHING AND LEARNING***

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**Principle: EXCELLENCE OF TEACHING AND LEARNING (C)**

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

**# of Standards that Constitute this Principle: 4**

☐ **This Principle is involved in the School's Educational Improvement Plan (EIP), via Standard/s: \_\_\_\_\_ .**

☐ **This Principle is involved in what the Visiting Committee has added to the School's EIP, via Standard/s: \_\_\_\_\_ .**

☐ **This Principle is NOT involved in the School's EIP.**

**Visiting Committee's Discernment regarding the School's Observance of Principle C:**

☐ **THIS PRINCIPLE of WCEA ACCREDITATION IS OBSERVED BY THE SCHOOL.**

Degree of its Observance: \_\_\_\_\_ Commendably \_\_\_\_\_ Sufficiently

☐ **THIS PRINCIPLE of WCEA ACCREDITATION IS INSUFFICIENTLY OBSERVED BY THE SCHOOL.**

## SCHOOL'S OBSERVANCE of PRINCIPLE C

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### **Rationale for the Visiting Committee's Discernment regarding Principle C (Excellence of the Teaching and Learning):**

Directions: Include a rationale for the discernment of the Visiting Committee regarding the observance of this Principle. This rationale ought to be informed by the Committee's prior discernments regarding the discrete standards that constitute this Principle. (Do not exceed two pages—front and back here.)

**D. OBSERVANCE of the PRINCIPLE of *THE VITALITY OF CO-CURRICULAR PROGRAMS***

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**Principle: VITALITY OF THE CO-CURRICULAR PROGRAMS (D)**

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

**# of Standards that Constitute this Principle: 4**

☐ **This Principle is involved in the School's Educational Improvement Plan (EIP), via Standard/s: \_\_\_\_\_ .**

☐ **This Principle is involved in what the Visiting Committee has added to the School's EIP, via Standard/s: \_\_\_\_\_ .**

☐ **This Principle is NOT involved in the School's EIP.**

**Visiting Committee's Discernment regarding the School's Observance of Principle D:**

☐ **THIS PRINCIPLE of WCEA ACCREDITATION IS OBSERVED BY THE SCHOOL.**

Degree of its Observance: \_\_\_\_\_ Commendably \_\_\_\_\_ Sufficiently

☐ **THIS PRINCIPLE of WCEA ACCREDITATION IS INSUFFICIENTLY OBSERVED BY THE SCHOOL.**

## SCHOOL'S OBSERVANCE of PRINCIPLE D

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### **Rationale for the Visiting Committee's Discernment regarding Principle D (Vitality of Co-Curricular Programs):**

Directions: Include a rationale for the discernment of the Visiting Committee regarding the observance of this Principle. This rationale ought to be informed by the Committee's prior discernments regarding the discrete standards that constitute this Principle. (Do not exceed two pages—front and back here.)

**E. OBSERVANCE of the PRINCIPLE of *THE STEWARDSHIP OF MATERIAL RESOURCES***

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**Principle: STEWARDSHIP OF MATERIAL RESOURCES (E)**

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

**# of Standards that Constitute this Principle: 7**

☐ **This Principle is involved in the School's Educational Improvement Plan (EIP), via Standard/s: \_\_\_\_\_ .**

☐ **This Principle is involved in what the Visiting Committee has added to the School's EIP, via Standard/s: \_\_\_\_\_ .**

☐ **This Principle is NOT involved in the School's EIP.**

**Visiting Committee's Discernment regarding the School's Observance of Principle E:**

☐ **THIS PRINCIPLE of WCEA ACCREDITATION IS OBSERVED BY THE SCHOOL.**

Degree of its Observance: \_\_\_\_\_ Commendably \_\_\_\_\_ Sufficiently

☐ **THIS PRINCIPLE of WCEA ACCREDITATION IS INSUFFICIENTLY OBSERVED BY THE SCHOOL.**

## SCHOOL'S OBSERVANCE of PRINCIPLE E

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### **Rationale for the Visiting Committee's Discernment regarding Principle E (Material Resources Stewardship):**

Directions: Include a rationale for the discernment of the Visiting Committee regarding the observance of this Principle. This rationale ought to be informed by the Committee's prior discernments regarding the discrete standards that constitute this Principle. (Do not exceed two pages—front and back here.)

## Regarding the School's Attainment of Standard F.1

[To be included in the Visiting Committee Report]

### 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.

☐

**The School attains Standard F.1.**

To this extent: ☐ Commendably

☐ Sufficiently

☐

**The School does not sufficiently attain Standard F.1.**

### Rationale for this Evaluation

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



## Regarding the School's Attainment of Standard F.2

[To be included in the Visiting Committee Report]

### 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.

☐

**The School attains Standard F.2**

To this extent: ☐ Commendably

☐ Sufficiently

☐

**The School does not sufficiently attain Standard F.2**

### Rationale for this Evaluation

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

## Regarding the School's Attainment of Standard F.3

[To be included in the Visiting Committee Report]

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### Standard F.3 Development of an Educational Improvement Plan (EIP)

As an outcome of its self-study, the school creates an Educational Improvement Plan (EIP). This plan addresses the vital areas in which the school needs to grow or improve. The elements or details of each plan for vital growth include (identification of): the vital growth area; the goal of the growth plan for this area; the rationale for the plan; the constitutive action steps of the plan; the acting agents; the necessary resources; ways of assessing progress; ways of reporting progress; and a timeline for completion.

**Principle to which Standard F.3 is attached** (abbreviated form thereof):  
**Commitment to Improvement**

Regarding each major improvement goal that constitutes the current overall Educational Improvement Plan (EIP) that the school has conceived, the following is required:

(identification of . . .)

- A. the major improvement goal, centered on the area for vital growth
- B. the rationale for this goal: (i.e., Why was this goal conceived?)
- C. whether the details by which to implement this goal are well conceived?  
(They are \_\_\_\_ conceived.)

☐ commendably    ☐ sufficiently    ☐ insufficiently

- D. a brief rationale for the preceding evaluation of the details of the goal
- E. whether the visiting committee has suggested any amendment(s) to this goal. If so, a brief explanation of the suggested amendment(s) is included, along with the rationale for such.

### ALSO,

Were the visiting committee to discern an area for vital growth that the school itself did not discern, it is necessary for the committee to identify this area according to the following format:  
(identification of)

- A. The area for vital growth
- B. The major improvement that is needed
- C. The rationale for the major improvement [Evidence from the Data Library is a requirement!]
- D. The school's capacity for accomplishing this improvement.

A. Major Improvement **Goal # 1** of the current EIP:

B. Rationale for **Goal #1**:

C. Whether the details by which to implement **Goal #1** are well conceived?  
(They are \_\_\_\_ conceived.)

☐

commendably

☐

sufficiently

☐

insufficiently

D. A brief rationale for the preceding evaluation of the details of **Goal #1**:

E. Whether the visiting committee has suggested any amendment(s) to **Goal #1**. If so, a brief explanation of the suggested amendment(s) is included, along with the rationale for such.

A. Major Improvement **Goal # 2** of the current EIP:

B. Rationale for **Goal #2**:

C. Whether the details by which to implement **Goal #2** are well conceived?  
(They are \_\_\_\_ conceived.)

☐ commendably    ☐ sufficiently    ☐ insufficiently

D. A brief rationale for the preceding evaluation of the details of **Goal #2**:

E. Whether the visiting committee has suggested any amendment(s) to **Goal #2**. If so, a brief explanation of the suggested amendment(s) is included, along with the rationale for such.

A. Major Improvement **Goal # 3** of the current EIP:

B. Rationale for **Goal #3**:

C. Whether the details by which to implement **Goal #3** are well conceived?  
(They are \_\_\_\_ conceived.)

☐ commendably    ☐ sufficiently    ☐ insufficiently

D. A brief rationale for the preceding evaluation of the details of **Goal #3**:

E. Whether the visiting committee has suggested any amendment(s) to **Goal #3**. If so, a brief explanation of the suggested amendment(s) is included, along with the rationale for such.

A. Major Improvement **Goal # 4** of the current EIP:

B. Rationale for **Goal #4**:

C. Whether the details by which to implement **Goal #4** are well conceived?  
(They are \_\_\_\_ conceived.)

☐ commendably    ☐ sufficiently    ☐ insufficiently

D. A brief rationale for the preceding evaluation of the details of **Goal #4**:

E. Whether the visiting committee has suggested any amendment(s) to **Goal #4**. If so, a brief explanation of the suggested amendment(s) is included, along with the rationale for such.

A. Major Improvement **Goal # 5** of the current EIP

B. Rationale for **Goal #5**:

C. Whether the details by which to implement **Goal #5** are well conceived?  
(They are \_\_\_\_ conceived.)

☐ commendably    ☐ sufficiently    ☐ insufficiently

D. A brief rationale for the preceding evaluation of the details of **Goal #5**:

E. Whether the visiting committee has suggested any amendment(s) to **Goal #5**. If so, a brief explanation of the suggested amendment(s) is included, along with the rationale for such.

A. Major Improvement **Goal # 6** of the current EIP:

B. Rationale for **Goal #6**:

C. Whether the details by which to implement **Goal #6** are well conceived?  
(They are \_\_\_\_ conceived.)

☐

commendably

☐

sufficiently

☐

insufficiently

D. A brief rationale for the preceding evaluation of the details of **Goal #6**:

E. Whether the visiting committee has suggested any amendment(s) to **Goal #6**. If so, a brief explanation of the suggested amendment(s) is included, along with the rationale for such.



A. Major Improvement **Goal # 7** of the current EIP:

B. Rationale for **Goal #7**:

C. Whether the details by which to implement **Goal #7** are well conceived?  
(They are \_\_\_\_ conceived.)

☐

commendably

☐

sufficiently

☐

insufficiently

D. A brief rationale for the preceding evaluation of the details of **Goal #7**:

E. Whether the visiting committee has suggested any amendment(s) to **Goal #7**. If so, a brief explanation of the suggested amendment(s) is included, along with the rationale for such.

**F. OBSERVANCE of the PRINCIPLE of *COMMITMENT TO IMPROVEMENT***

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**Principle: COMMITMENT TO IMPROVEMENT (F)**

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

**# of Standards that Constitute this Principle: 3**

**Visiting Committee’s Discernment regarding the School’s Observance of Principle F:**

☐ **THIS PRINCIPLE of WCEA ACCREDITATION IS OBSERVED BY THE SCHOOL.**

Degree of its Observance: \_\_\_\_\_ Commendably \_\_\_\_\_ Sufficiently

☐ **THIS PRINCIPLE of WCEA ACCREDITATION IS INSUFFICIENTLY OBSERVED BY THE SCHOOL.**

## SCHOOL'S OBSERVANCE of PRINCIPLE F

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### **Rationale for the Visiting Committee's Discernment regarding Principle F (Commitment to Improvement):**

Directions: Include a rationale for the discernment of the Visiting Committee regarding the observance of this Principle. This rationale ought to be informed by the Committee's prior discernments regarding the discrete standards that constitute this Principle. (Do not exceed two pages—front and back here.)

**G. OBSERVANCE of the PRINCIPLE of *THE INTEGRITY OF THE SELF-STUDY PROCESS***

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**Principle: INTEGRITY OF THE SELF-STUDY PROCESS (G)**

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

**# of Standards that Constitute this Principle: 3**

**Visiting Committee's Discernment regarding the School's Observance of Principle G:**

☐ **THIS PRINCIPLE of WCEA ACCREDITATION IS OBSERVED BY THE SCHOOL.**

Degree of its Observance: \_\_\_\_\_ Commendably \_\_\_\_\_ Sufficiently

☐ **THIS PRINCIPLE of WCEA ACCREDITATION IS INSUFFICIENTLY OBSERVED BY THE SCHOOL.**

## SCHOOL'S OBSERVANCE of PRINCIPLE G

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### **Rationale for the Visiting Committee's Discernment regarding Principle G (Integrity of the Self-Study Process):**

Directions: Include a rationale for the discernment of the Visiting Committee regarding the observance of this Principle. This rationale ought to be informed by the Committee's prior discernments regarding the discrete standards that constitute this Principle. (Do not exceed two pages—front and back here.)