

Improving Student Learning for Catholic Schools

1. **Involvement and Collaboration of Shareholders in Completing the Self Study** – The school involves all shareholders in data review, analysis and dialogue about perceived accomplishments in the area of student learning, and in developing, implementing and monitoring goals for improvements in student learning. (Key Self Study Outcome #2; ACS WASC Category-Based Criteria A.7; *ISL* Chapter 1-B)

Rating – Effective: All school instructional staff and other shareholders are involved in data review, analysis and dialogue about perceived strengths and areas of need.

2. **Use of Prior Accreditation Findings to Support High Achievement of All Students** – The school has used the previous accreditation findings, both those discovered by the school and those identified by the Visiting Committee, and other pertinent data to ensure high achievement of all students and to drive school improvement. (Key Self Study Outcome #4; ACS WASC Category-Based Criteria A.7; *ISL* Chapter 2-B)

Rating – Effective: Ongoing systemic change is evident in the school. A majority of prior accreditation findings have been addressed or explained.

3. **Assessment of the School's Catholic Identity** – This school is Catholic, approved by the Local Ordinary (Canon 803), providing opportunities for community worship and participation in the Sacraments, and promoting evangelization and service to the community. (Key Self Study Outcome #1; ACS WASC Category-Based Criteria A.1, A.5, C.1, C.2; *ISL* Chapter 3-A)

Rating – Highly Effective: The Mission and Philosophy Statements clearly indicate the integration of the Roman Catholic Faith into all aspects of school life. The total school community is involved in prayer experiences and the reception of the Sacraments on a regularly scheduled basis, and the administration provides other prayer and retreat opportunities for students and school personnel. The Religion curriculum is aligned with Roman Catholic Church teachings, approved by the local Ordinary and meets the requirements set forth by the USCCB. There is a definite program, approved by the Arch/diocese for the ongoing catechetical formation of all school personnel, and all faculty are current. The Administration has provided formal and informal opportunities for parents to meet with administration and teachers to keep apprised of the progress of their children in the spiritual and academic education of their children. The school provides many opportunities for students to be of service to the Church and the civic community. The use of the Religious signs, sacramentals, traditions, and rituals of the Roman Catholic Church is prominent throughout the school. All school personnel are actively engaged in bringing the Good News of Jesus into the total educational experience.

4. **Defining the School's Purpose** – The school's purpose is defined through the school's mission statement, philosophy, measurable Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations. (Key Self Study Outcome #3; ACS WASC Category-Based Criteria A.1, A.2, A.3; *ISL* Chapter 3-B)

Rating – Effective: The process of developing Schoolwide Learning Expectations involved most administrative/instructional staff and other shareholders. There is a clearly understood mission and philosophy. There is understanding and buy-in of the SLEs by instructional staff and other shareholders. There is a consistent development of measurable SLEs. Staff gains greater understanding of the importance of SLEs and their relationship to academic standards.

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

Rating – Highly Effective: All structures focus on facilitating achievement of all students; Leadership, Governance, Staff, and School Environment.

6. **Data Analysis and Action to Support High Achievement of All Students** – The school uses educationally sound assessment processes to collect data. The school disaggregates and analyzes student performance data and uses the analysis as a basis for instructional/curricular improvement. (Key Self Study Outcome #4; ACS WASC Category-Based Criteria A.6, B.3; *ISL* Chapter 3-D)

Rating – Effective: Most data is disaggregated appropriately with clear supporting interpretations. Trends and possible issues are identified. Disaggregated data is used by the instructional staff and other shareholders to improve student achievement.

7. **SLEs and Standards-Based Curriculum to Support High Achievement of All Students** – The school provides a challenging, comprehensive and relevant curriculum for each student that results in achievement of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations. All students make acceptable progress toward clearly defined and measurable Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations. (Key Self Study Outcomes #3 & #4; ACS WASC Category-Based Criteria A.6, B.1, B.3; *ISL* Chapter 3-E)

Rating – Effective: SLEs and curriculum standards are usually the basis for instruction and assessments. Multiple measures show acceptable growth of all students including subgroups.

8. **Instructional Methodology to Support High Achievement of All Students** – The staff applies research-based knowledge about teaching and learning in the instructional process. Assessment is frequent and varied, integrated into the teaching/learning process, and informs curriculum planning. (Key Self Study Outcomes #3 & #4; ACS WASC Category-Based Criteria A.4, A.6, B.2, B.3; *ISL* Chapter 3-F)

Rating – Highly Effective: The school provides a challenging, comprehensive and relevant curriculum that utilizes a variety of teaching methodologies for all students. Assessment is frequent and varied and used to modify teaching and learning and allocate resources.

9. **Support for Student Spiritual, Personal, and Academic Growth** – Within the school’s community of faith, students have opportunities to participate in support services and activities to assist them in accessing the curricular and co-curricular programs to achieve the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don’t exist), and other governing authority expectations. (Key Self Study Outcomes #3 & #4; ACS WASC Category-Based Criteria C.1, C.2; *ISL* Chapter 3-G)

Rating – Highly Effective: The school’s administration employs a range of strategies to ensure that parental and community involvement is integral in supporting all students in meeting faith-formation, academic, personal, and co-curricular growth goals.

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

Rating – Effective: The resources available to the school are adequate to sustain the school program, reflect reasonable financial practices and responsible stewardship, and are effectively used in carry out the school mission, philosophy, and Schoolwide Learning Expectations. There is some planning for long-term viability of the school.

11. **Design and Alignment of the Action Plan with the Self Study Findings** – The Action Plan addresses the school’s critical goals to enhance student learning that supports high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don’t exist), and other governing authority expectations. (Key Self Study Outcome #5; ACS WASC Category-Based Criteria A.7, D.1, D.2; *ISL* Chapter 4-A)

Rating - Highly Effective: There is an analysis of all appropriate data/information about student achievement. School operations and programs support the identified critical goals. The school’s Action Plan is focused on improving student achievement.

12. **Capacity to implement and Monitor the Action Plan** – The school demonstrates the capacity to implement and monitor an Action Plan that ensures high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan and curriculum standards (local curriculum standards where Arch/diocesan standards don’t exist), and other governing authority expectations. (Key Self Study Outcome #6; ACS WASC Category-Based Criteria A.7, D.1, D.2; *ISL* Chapter 4-B)

Rating – Highly Effective: The goals and strategies of the Action Plan include ongoing and methodical assessment of the goals and strategies. Shareholders are aware and appropriately involved in implementation of the goals and strategies. Goals and strategies will be evaluated in terms of impact on student achievement and results shared regularly with all shareholders. Evaluations results will be used to identify priorities and further actions for improvement.