Data to be Gathered for Ensuring Educational Excellence (E3)

A. Data to be Gathered for Authentic Catholic Identity

The data category of “Catholic Identity” requires written identification of . . .

1. The Catholic composition of the student body [rendered as a percentage], including the respective percentages of current students who have received the Sacraments of Baptism and of Confirmation
2. The daily prayer practice of the School as a whole
3. Students’ sense of the extent to which teachers pray with them in class [to a great extent, moderate extent, minimal extent]
4. The annual occasions and sites for school-wide celebrations (a) of Eucharist, (b) of 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] CHANGE: Do not ask this as a survey question. Instead: List all of the textbooks used in religion and whether or not they are approved on the USCCB High School Doctrinal Framework Text list.
12. Standardized testing results in religion (i.e., ACRE results, if applicable)
13. 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] DELETE
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’ appreciation for the school’s Catholic identity is: high, moderate, minimal.] We ask the school to assess this but don’t have survey questions to provide the data. See additions of #38, #39, #40 below

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 support for the Catholic identity of the School [Students perceive faculty affect support for Catholic identity to be: high, moderate, minimal.]

33. students’ perception of the degree to which a Catholic spirit permeates: (a) all their classrooms; (b) the overall sports program, (c) 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 support for the Catholic identity of the School: high; moderate; minimal]

35. the extent to which the school participates in (arch)diocesan-sponsored Faith-formation days, events, and liturgies [The school participates (a) to great extent (b) to moderate extent (c) to little extent.] Ask administration and faculty

36. student’s degree of attendance at worship opportunities, in their parish, church, synagogue, etc. This should be disaggregated by religion (Catholic, Orthodox, Protestant, Jewish, Hindu, Muslim, Buddhist, No Religious Affiliation, Other (list). [Students attend services weekly, usually weekly, monthly, occasionally, never]

37. parent’s degree of attendance at worship opportunities, in their parish, church, synagogue, etc. This should be disaggregated by religion (Catholic, Orthodox, Protestant, Jewish, Hindu, Muslim, Buddhist, No Religious Affiliation, Other (list). [Parents attend services weekly, usually weekly, monthly, occasionally, never]

38. parent’s perception of the degree to which the school is supporting the spiritual growth of their son/daughter [the parents perceive that the school is supporting the spiritual growth of their son/daughter to a high degree, to a moderate degree, to
39. teacher’s, administrator’s, staff member’s, parent’s, student’s, board member’s perception of the degree that there is a spirit of Christian community among administration, faculty, staff, students, and parents. [high degree, moderate degree, low degree]

40. parent’s and board member’s perception of the degree to which the school has a Catholic identity that is discernable to the larger community. [high degree, moderate degree, low degree]

The School may add other data pertinent to this area of Catholic Identity, being sure — for reference’s sake — to assign a number to each datum that it adds and beginning with #36.

B. Data to be Gathered for Organizational Efficacy

The data category of “Organizational Efficacy” requires written identification of . . .

[Concerning ‘governance’]

1. students’ perception of the degree of care that the School exercises for them as persons [Students perceive that the degree of care exercised for them as persons is: high, moderate, low.]
2. (a) whether there is a school ownership body distinct from the governing board/council of the school; (b) the name of this body; (c) its function in relationship to the school
3. the 3 - 5 most significant school-related decisions (or policies) of the governance body (i.e., the ownership body and/or the board/council) in the most recent three-year period
4. the board’s/council’s overall sense of the efficacy of its own operations [In the accomplishment of its own operations, the school board perceives: a high degree of efficacy, a moderate degree, little degree.]
5. the form(s) of evaluation used to evaluate (a) the president and (b) the principal [In both cases, indicate the evaluating agent/body.]
6. the board’s/council’s overall sense of the effectiveness of the school in fulfilling its mission [The board/council perceives that the school fulfills its mission: to a great degree, to a moderate degree, to little degree.]
7. the perception of the school’s board/council concerning the quality of the school’s relationship with its (arch)diocese [The board/council perceives that the quality of its relationship with its (arch)diocese is: high; medium; low.]
8. the school’s sense of its own responsiveness to (arch)diocesan policies, concerns, and requests regarding: (a) Catholicity; (b) accreditation; (c) other pertinent matters (e.g., student safety, enrollment operations, participation in diocesan-initiated meetings) [Indicate the degree of responsiveness for each of (a), (b), and (c) here: high degree, moderate degree, little degree.]

[Concerning ‘administration’]

9. the 3-5 most significant work-related challenges faced by the administration in the most recent three-year period
10. (a) # of administrators (b) administrators’ years of service at the school [table: 1 to 3 years, 4 to 6, 7 to 10, 11 to 20, +20]
11. the number of administrators (a) with a teaching credential, (b) with an administrative credential, (c) with a 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 efficiency of its operations [In the accomplishment of its operations, the administration perceives: a high degree of efficacy, a moderate degree, little degree.]
16. the administration’s overall sense of the degree of its cooperation with its (arch)diocesan school office regarding (a) accreditation (b) attendance/participation at pertinent meetings initiated by the (arch)diocese (c) other pertinent requirements [signify such] that the (arch)diocese sets for its high schools [For each matter indicate: high degree of cooperation, moderate degree, little degree.]
17. the students’ perception of the degree to which teachers facilitate their learning [Students perceive that teachers facilitate their learning: to maximum degree, to moderate degree, to little degree.]

[Concerning ‘instructional personnel’]
18. the 3 – 5 most significant work-related challenges faced by teachers in the most recent three-year period
19. (a) # of instructors (b) instructional personnel’s years of service at the school [table . . . 1 to 3 years, 4 to 6, 7 to 10, 11 to 20, +20]
20. the number of teachers (a) with a teaching credential, (b) with an administrative credential, (c) with a 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

The teachers are asked about the usefulness of these school-wide inservices in B25. There are no references to other subject-specific professional development. We are proposing that we ask about whether or not there is a climate that encourages professional development (B 46), in general, and also a question about the usefulness of other professional development they receive (B 47)

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.] Include
communication between Admin and staff #45
38. the major publications linking the School to the home (hard copy and electronic copy)
39. the School’s perception of the degree of efficiency of the student information system (SIS) in use (Here,
‘SIS’ is understood to contain students’ personal information, their course schedules, their grades,
their attendance, and their Christian service record.) [The SIS is perceived by the School to be effective:
to a high degree, to a moderate degree, to minimal degree.] Change “efficiency” to “effectiveness”
40. the perception of parents concerning the degree of effectiveness of school communications with them
[Parents perceive that the content and forms of the school’s communications with them are: highly
effective, moderately effective, minimally effective.]
41. the perception of the School regarding how well overall the school is organized and run—from
governance to administration to classroom to home—toward promoting the optimum human and
Christian development of students [The School perceives that the quality of its organization and
operation is: high, moderate, low.]
42. the events/trainings/programs for new teachers from the school or (arch)diocese
43. the perception of new teachers regarding the effectiveness of the events/trainings/programs which
the school or (arch)diocese provides them [New teachers perceive that these experiences are effective
(a) to major extent (b) to moderate extent (c) to little extent.]
44. In Section B (3, and 23) the school is asked to describe the performance evaluation processes at the school
for the president, principal and faculty - but not staff. We should ask about the performance evaluation
process for everyone, and in addition, include survey questions asking teachers, staff, or administrators if they
think those processes are effective.
45. the staff’s perception of the quality of the content and forms of communication that the administration
uses with them [staff members perceive that the content and forms of the administration’s
communications with them are: highly effective, moderately effective, minimally effective.]
46. faculty’s perception of the degree to which the school fosters a climate that encourages professional development [faculty perceive that the degree to which the school fosters a climate that encourages professional development is: high, moderate, low.]

47. teacher’s perception of the usefulness of subject-area and/or department-specific professional development opportunities they have [Teacher’s perception with these professional development activities are useful: to a high degree, to a medium degree, to a minimal degree.]

The School may add other data pertinent to this area of Organization, being sure — for reference’s sake — to assign a number to each datum that it adds and beginning with 44.

C. Data to be Gathered for Excellence of Teaching and Learning

The data category of “Teaching and Learning” requires written identification of...

1. the sources of the (academic) content standards that comprise the curriculum
2. the names and sequence of courses available to students in each of the subject areas of English, mathematics, science, social science, foreign language, aesthetics (i.e., music and the arts), technology, and physical education [Religion receives a separate treatment, within the Catholic Identity standards area.], as well as (identification of) the courses that satisfy the requirements for matriculation to the state college/university system [Note: This latter identification may be accomplished by means of an asterisk next to any course, whereby the asterisk designates ‘required course for matriculation to state college/university.’]
3. the number of courses and units (credits) required for graduation, per subject areas
4. the honors courses as well as the advanced placement courses that the school provides . . and the number of students enrolled in each
5. the record of student achievement in advanced placement courses (i.e., by course, the number of students tested and the number who achieve a passing grade)
6. any curricular course or program that the school provides for international students . . and the number of student enrolled
7. any curricular course or program that the school provides for students identified with special needs . . and the number of students enrolled
8. any other distinctive kind of curricular course or program or emphasis that the school provides; for example, for students who are English language learners
9. major school-wide responses that teachers employ toward remedying students’ low achievement [bullet them]
10. the documents that formally communicate academic policies—i.e., school-wide and department policies
11. the school entity/entities responsible for school-wide and department monitoring/evaluation/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-wide grading scale and, if so, (b) what it is and whether there exists any departmental grading scales and the justification for the use of different scales.
28. students’ perception of the fairness of grading policies and practices—i.e., their perception in an overall sense and disaggregated departmentally [Students perceive that teachers are _____ fair in their grading policies and practices: highly, mainly, hardly]
29. 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] Delete above. Instead, Describe the semester exam policy. Are semester exams required in every course? List courses that do not require a semester exam what type of alternative summative project (if any) is utilized instead of the semester exam. Are semester exams submitted to department chairs and/or administration for approval in advance? What is the school’s policy on common final exams for courses that have sections taught by more than one teacher?
30. (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 mode(s) and frequency of student academic progress reports from school to home
35. the frequency according to which student report cards are given in a school year
36. students’ perception of the degree to which the overall academic program of the school meets their needs [Students perceive that the school’s overall academic program meets their needs (a) to great extent (b) to moderate extent (c) to little extent.] Add this same question for parents #42
37. any ad hoc program to leverage the performance of students achieving below proficiency levels in their coursework and the number of students enrolled
38. parents’ perception of the quality of the school’s communication with them regarding their child’s academic performance [Parents perceive that this quality is (a) high (b) medium (c) low.]
39. parents’ perception of the teachers’ pro-action and availability when their child experiences academic difficulty [Parents perceive that this pro-action and availability of teachers is (a) high (b) medium (c) low.]
40. the annual events in which the school recognizes the distinguished academic achievements of students [bullet them]
41. the mode(s) and frequency by which the school communicates students’ academic achievement (a) within the school community and (b) beyond it
42. parents’ perception of the degree to which the overall academic program of the school meets their child’s needs [Parents perceive that the school’s overall academic program meets their child’s needs (a) to great extent (b) to moderate extent (c) to little extent.]
43. the school policy regarding credit recovery, online courses acceptance, acceptance of credits from outside institutions, instances of school credit be granted to students not enrolled in the regular school program, and any dual-enrollment programs.

44. faculty perception of the degree of collaboration between members of the same department [ high degree, moderate degree, minimal degree.]

45. faculty perception of the degree of cross-curricular collaboration that exists between faculty members [high degree, moderate degree, minimal degree.]

46. faculty and administration perception of the degree to which curriculum and instruction is enhanced through departmental and cross-curricular collaboration [to a high degree, to a moderate degree, to a minimal degree.]

The School may add other data pertinent to this area of Teaching and Learning, being sure — for reference’s sake — to assign a number to each datum that it adds, beginning with 42. For example, a school with an international baccalaureate program could adduce data relevant to this program, and do a corresponding analysis in Chapter III of E3.

D. Student Support

The data category of “Student Support” requires written identification of . . .

1. whether the school has a comprehensive safety preparedness plan (i.e., a plan that addresses the various emergencies than can come upon a school]

2. the frequency with which the school annually practices its comprehensive safety plan

3. the requirements that the school observes toward ensuring students’ sexual safety (in keeping with the safety policies emanating from the USCCB’s Charter for the Protection of Children and Youth)

4. students’ perception of the degree to which the school is: (a) a physically safe place for them; (b) an intellectually and emotionally safe place for them [Students perceive that the school is a safe place for them (a) to a great degree, (b) to moderate degree, (c) to little degree.]

5. parents’ perception of the degree to which the school is: (a) a physically safe place for students; (b) an intellectually and emotionally safe place for them [Parents perceive that the school is a safe place for students (a) to a great degree, (b) to moderate degree, (c) to little degree.]

6. teachers’ and administrator’s perception of the degree to which the school is: (a) a physically safe place for students; (b) an intellectually and emotionally safe place for them [Teachers perceive that the school is a safe place for students (a) to a great degree, (b) to moderate degree, (c) to little degree.]

7. students’ perception of the degree to which a climate of 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.] Add same question for admin and board/council #41 and #42

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 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; the attrition rate for each of the last three graduation classes i.e. what percentage of students who enrolled as freshmen and remained until graduation.

34. 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.]

37. the major services to students from the school’s library/media center [bullet format]

38. the school’s sense of the extent to which students use the library/media center services [The school perceives that the students make use of the library/media center (a) to great extent, (b) to moderate extent, (c) to minimal extent.]

39. the perception of students regarding the effectiveness of the services from the library/media center [Students perceive that the library/media center provides services the effectiveness of which are (a) maximum, (b) moderate, (c) minimal.]

40. the major ways that the school celebrates students’ participation/performance in co-curricular programs

41. administrators’ perception of the degree to which a climate of learning and achievement permeates the school community [Administrators perceive that a climate of learning and achievement permeates the school community: to a great degree; to moderate degree; to little degree.]

42. Board/council members’ perception of the degree to which a climate of learning and achievement permeates the school community [Board members perceive that a climate of learning and achievement permeates the school community: to a great degree; to moderate degree; to little degree.]

The School may add other data pertinent to this area of Student Support, being sure — for reference’s sake — to assign a number to each datum that it adds, beginning with 41.

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E. Data to be Gathered for Stewardship of Material Resources

The data category of “Stewardship of Material Resources” requires written identification of . . .

1. the criteria according to which the school admits students
2. (a) the partner schools (i.e., elementary and junior high) whose students enter the high school as ninth-graders, (b) the number of students who enter from each partner school
3. the school’s perception of the degree to which the respective partner schools collaborate with the school in the school’s recruitment process [The school perceives that the degree of collaboration of partner schools is: high, moderate, low.]
4. any articulation sessions (i.e., regarding overall curriculum or subject specific sessions or any topic pertinent to the partnership) that the high school hosts for partner schools/school leaders
5. (a) proximately located Catholic high schools whose recruitment endeavors involve the same partner (elementary) schools, (b) other proximate private high schools whose recruitment endeavors involve the same partner schools, (c) proximate charter high schools
6. the extent to which the school’s enrollment operations conform to its mission and philosophy [The school perceives that its enrollment operations conform to its mission and philosophy: to a great extent, to moderate extent, to little extent.]
7. the quantity and quality of the books and other teaching-and-learning resources at hand [The school perceives that the quantity and quality of its teaching-and-learning resources are: high, medium, low.]
8. the quality of the physical environment of the classrooms (i.e., the quality of desks, chairs, tables, windows, lighting, heating-and-cooling, etc.) [The school perceives that the quality of the physical environment of its classrooms is: high, medium, low.]
9. the quantity and quality of the technological resources at the service of the teaching and learning [The school perceives that the quantity and quality of its technological resources at the service of teaching and learning are: high, medium, low.]
10. the quality of the technological infrastructure that supports school internal operations [The school perceives that the quality of its technological infrastructure in support of operations is: high, medium, low.]
11. the quality of the maintenance and cleanliness of the school internally (i.e., its classrooms and facilities) [The school perceives that the quality of maintenance of its classrooms and facilities is: high, medium, low.]
12. the quality of the maintenance of the school externally (i.e., its buildings and grounds [The school perceives that the quality of the maintenance of its buildings and grounds is: high, medium, low.]
13. whether there are any deferred maintenance projects concerning the buildings/grounds
14. the physical attractiveness of the school [The school perceives that the degree of its physical attractiveness is: high, medium, low.]
15. the per capita cost of education (aka “true” or “actual cost”)
16. the school’s tuition rate, along with annual percentage increase
17. the process by which the school sets its tuition rate
18. the process by which the school collects tuition
19. the school’s response to delinquent tuition
20. (a) the criteria according to which tuition assistance is awarded, (b) the aggregate amount of tuition assistance given to students, (c) the number of students receiving tuition assistance, (d) the average amount of tuition assistance given
21. The extent to which the school’s practice of awarding financial assistance conforms to its mission and philosophy [The school perceives that its practice of awarding financial assistance conforms to its mission and philosophy: to a great extent, to moderate extent, to little extent.]
22. the school’s major, annual events by which it raises funds (e.g., an auction, a festival) [bullet] [Note: Whereas tuition is the “first source” of income, annual event-based fundraising is the “second source” of income.]
23. the school's major third sources of income [bullet] [Note: ‘Third source income’ refers to money that the school receives from its outreach to external sources—for example, an annual appeal, grants from foundations, subsidy or scholarships from the school’s (arch)diocese and/or its sponsoring religious community, and other contributions.]

24. (a) whether there are government-provided services—meant for the support of needy students or for the professional development of teachers—to which the school is entitled by law and (b) whether the school accesses such services [If so, include an estimate of the financial equivalency of these services and, in question # 25, include this estimate in the aggregate of “third-source” revenue.]

25. the percentage of revenue from each of the three sources [Note: Tuition income, event-based fundraising, and third-source income each make up a portion of the sum of a school’s revenue. What portion?]

26. the school’s perception of the effectiveness of the operations by which it generates income [The school perceives that the effectiveness of its revenue operations is: high, medium, low.]

27. the process by which the salary schedule for teachers is set

28. the parity of the school’s salary schedule with the local public school district salary schedule [rendered as a percentage]

29. the average annual increase in faculty’s salary [rendered as a percentage]

30. the elements that constitute the benefit package that the school provides its employees [bullet]

31. the percentage of the overall expense budget that is constituted by personnel compensation (i.e., salaries and benefits)

32. whether the school has a balanced budget (i.e., annual revenues equal if not exceed annual expenses) [Note: Indicate whether the school has had to tap its reserves or even borrow money in any year.]

33. any debt/s that the school is servicing

34. whether the school has funds on reserve

35. the process by which the school budget is formalized

36. the school’s perception of the quality of its budget-setting process [The school perceives that its budget setting process manifests a ___ degree of quality: high, medium, low.]

37. the school’s perception of the quality of its budget monitoring process [The school perceives that its budget monitoring process manifests a ___ degree of quality: high, medium, low.]

38. whether the school practices accrual-based or cash-based accounting

39. whether an audit or other kind of formal financial review has been conducted in the last three years [Note: If so, briefly tell the outcome.]

40. the school’s perception of the degree of transparency of its financial operations (i.e., transparent to its clients, its sponsors, and its benefactors) [The school perceives that the degree of transparency of its financial operations is: high, medium, low.]

41. the extent to which the (sum of the) school’s financial operations conform to its mission and philosophy [The school perceives that its financial operations conform to its mission and philosophy: to a great extent, to moderate extent, to little extent.]

42. the major goals of any capital campaign currently in effect

43. the extent to which capital campaign goals (see #42) are realized

44. the publications and other forms by which the school communicates itself to internal and external constituent groups (i.e., to parents, alumni/ae, sponsors, friends and benefactors, wider civic community) [bullet]

45. the publications and other forms by which the school markets itself to prospective students/families [bullet]

46. parents’ perception concerning how well the school communicates itself to them [Parents perceive that the school communicates itself: highly effectively, moderately effectively, minimally effectively.]
47. students’ perception of the quality of the school’s website [Students perceive that the quality of the school’s website is: high, medium, low.]

48. parents’ perception of the quality of the school’s website—how attractive its format? how substantive its contents? how up-to-date its news? [Parents perceive that the quality of the school’s website is: high, medium, low.]

49. the quality of the school’s promotional operations in (a) building relationships with key groups, (b) communicating school news to these groups, (c) fostering enrollment, and (d) engendering donor support [The school perceives that its promotional operations are _____ successful (maximally or moderately or minimally) in (a); in (b); in (c); and in (d).]

50. the extent to which the school’s promotional operations conform to its mission and philosophy [The school perceives that its promotional operations conform to its mission and philosophy: to a great extent, to moderate extent, to little extent.]

51. the major features of any existing strategic plan* concerning the maintenance/development of material resources [bullet] (*See Glossary)

52. the perception of the school regarding the quality of its planning in the area of (a) enrollment, (b) classroom and instructional resources, (c) promotional operations, (d) funding, and (e) facilities and buildings and grounds [The school perceives that its planning in the area of (a); of (b); of (c); of (d); of (e) is: optimally effective, moderately effective, minimally effective.]

53. the perception of the school regarding the sufficiency of the resources (i.e., personnel and material) available to its Development Office [The school perceives that these resources are sufficient to _____ degree. (a) maximum (b) moderate (c) minimum]

*The School may add other data pertinent to this area of Material Stewardship, being sure — for reference’s sake — to assign a number to each datum that it adds, beginning with 54.

Add data Library F

F1 – attach all quarterly reports
F2 – attach any Revisit reports
F3 – attach (revised) Educational Improvement Plan from previous visit
F4 – attach any Catholic identity reports required by diocese or sponsoring religious community
F5 – attach any other pertinent reports related to WCEA criteria (i.e. IB reports,)
F6 – attach any current Strategic Plan