Ensuring Educational Excellence
Visiting Committee Rubrics
The Seven Principles of E3

There are seven overarching principles that a school is meant to observe. Each principle embraces a major dimension of Catholic high school experience.

- The Authenticity of the School’s Catholic Identity
- The Organizational Efficacy of the School
- The Excellence of the Teaching and Learning
- The Vitality of the Student Support Programs
- The Stewardship of Material Resources
- The Commitment to Improvement
- The Integrity of the Process of a Self-Study

The Nature of a Standard

Each of the seven principles is comprised of standards. A standard is an essential element of a principle. Each standard is distinguished in itself; at the same time, it does not stand alone. A standard exists as a basic part of an integral principle. The standards, taken together, are the means by which a principle is seen.

Rubrics

This document serves to support the E3 protocol and the Visiting Committee Chair Manual. Visiting Committee members should evaluate each standard and each principle after thorough observation, thought, and discussion by using these rubrics.

Each standard should be rated either Insufficient, Sufficient, or Commendable.

Each principal should be rated on a Likert scale from 1-7 with corresponding Insufficient, Sufficient, or Commendable ratings.

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Each Visiting Committee Member should indicate their own 1-7 rating for each principle and save their ratings for discussion with the entire Visiting Committee. Only whole number ratings can be awarded.
A. Catholic Identity Standards Rubric

Each standard should be rated either **Insufficient, Sufficient, or Commendable**. Visiting Committee members can indicate their rating on the *Prework Standards Worksheet*.

<table>
<thead>
<tr>
<th>Standard</th>
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<tbody>
<tr>
<td><strong>A1. Catholic Purpose</strong>&lt;br&gt;The school has a mission statement and a philosophy statement that indicate the integration of the Roman Catholic Faith into all aspects of school life.</td>
<td>The mission statement and/or the philosophy statement do not indicate the integration of the Roman Catholic Faith into any aspects of school life.</td>
<td>The mission statement and philosophy statement ensure the integration of the Roman Catholic Faith into all aspects of school life.</td>
<td>The mission and philosophy statements explicitly and unequivocally proclaim the school’s commitment to the integration of the Roman Catholic Faith into all aspects of school life.</td>
</tr>
<tr>
<td><strong>A2. Worship</strong>&lt;br&gt;The school ensures regular opportunities for the students to experience prayer, retreats, and the Sacraments.</td>
<td>Prayer is partially evident, retreats are occasionally offered, and Sacraments are occasionally celebrated.</td>
<td>Prayer is evident and regularly part of the school day, students participate in retreats, and Sacraments are regularly celebrated.</td>
<td>Prayer is powerfully woven throughout the school day, students are able to experience inspirational and transformative retreats as participants and design retreats as student leaders, and student fully participate in meaningful celebrations of the Sacraments.</td>
</tr>
<tr>
<td><strong>A3. Religion Curriculum</strong>&lt;br&gt;The school uses a Religion curriculum and instruction that is faithful to the Roman Catholic Church teachings, subject to the authorization of the Local Ordinary, and otherwise meets the requirements set forth by the USCCB.</td>
<td>The school does not use curriculum and instruction that is faithful to the Roman Catholic Church teachings, not authorized by the Local Ordinary, and/or does not meet the requirements set forth by the USCCB.</td>
<td>The school uses a Religion curriculum and instruction that is faithful to the Roman Catholic Church teachings, subject to the authorization of the Local Ordinary, and otherwise meets the requirements set forth by the USCCB.</td>
<td>The school uses a relevant, engaging, and consistent Religion curriculum and instruction that is clearly faithful to the Roman Catholic Church teachings, subject to the authorization of the Local Ordinary, and fully meets the requirements set forth by the USCCB.</td>
</tr>
<tr>
<td><strong>A4. Religion Teachers</strong>&lt;br&gt;The formation of religion teachers for catechetical and instructional competence is ongoing and effective.</td>
<td>The formation of religion teachers for catechetical and instructional competence is absent.</td>
<td>The formation of religion teachers for catechetical and instructional competence occurs regularly. The school inconsistently prepares religion teachers for teaching the faith.</td>
<td>The formation of religion teachers for catechetical and instructional competence occurs on a consistent and regular basis, is engaging and relevant, and fully prepares religion teachers for teaching the faith.</td>
</tr>
</tbody>
</table>
A. Catholic Identity Standards Rubric Continued

Each standard should be rated either Insufficient, Sufficient, or Commendable. Visiting Committee members can indicate their rating on the Prework Standards Worksheet.

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<tbody>
<tr>
<td><strong>A5. Partnership with Parents</strong></td>
<td>The school maintains an active partnership with parents whose fundamental concern is the spiritual and academic education of their children.</td>
<td>An active partnership with parents is limited and/or ineffective.</td>
<td>The school offers opportunities for parents to be involved in the life of the school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The school offers opportunities for parents to be involved in the life of the school.</td>
<td>The school maintains an active and engaging partnership with parents. It is clearly evident that parents support the school’s mission and purpose and participate fully in the life of the school.</td>
</tr>
<tr>
<td><strong>A6. Service Orientation</strong></td>
<td>The school helps students develop a service-oriented outreach to the Church and civic community after the example of Jesus who said, “I have given you an example so that you may copy what I have done.” (John 13:15)</td>
<td>The school provides limited or no help to students to develop a service-oriented outreach to the Church and civic community after the example of Jesus.</td>
<td>The school actively and powerfully helps students develop an engaging and transformative service-oriented outreach program to the Church and civic community after the example of Jesus.</td>
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<td></td>
<td>The school has structures in place that help students develop a service-oriented outreach to the Church and civic community after the example of Jesus.</td>
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<tr>
<td><strong>A7. Signs and Symbols</strong></td>
<td>There is widespread use of signs, symbols, sacramental, traditions, and rituals of the Roman Catholic Church throughout the school.</td>
<td>The use of signs, symbols, sacramental, traditions, and rituals of the Roman Catholic Church throughout the school is limited and/or not meaningful.</td>
<td>Signs, symbols, sacramental, traditions, and rituals of the Roman Catholic Church throughout the school are evident.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Signs, symbols, sacramental, traditions, and rituals of the Roman Catholic Church throughout the school are evident.</td>
<td>Signs, symbols, sacramental, traditions, and rituals of the Roman Catholic Church throughout the school are consistently evident and powerfully transformative for students.</td>
</tr>
<tr>
<td><strong>A8. Religious Engagement of All</strong></td>
<td>Most school personnel are not actively engaged in bringing the Good News of Jesus into the total educational experience.</td>
<td>All school personnel are regularly engaged in bringing the Good News of Jesus into the total educational experience.</td>
<td>All school personnel are actively engaged in bringing the Good News of Jesus into the total educational experience in relevant and meaningful ways for students.</td>
</tr>
</tbody>
</table>
A. Catholic Identity Principle Rubric

Each Visiting Committee Member should indicate their own 1-7 rating for each principle and save their ratings for discussion with the entire Visiting Committee. Only whole number ratings can be awarded.

The principle of WCEA accreditation holds that a school’s Catholic Identity out to be authentic. Here, ‘authenticity’ has to do with a school’s two-fold orientation: toward God and toward human life. That is, in all its understandings and operations, the Catholic school is simultaneously oriented toward God (as he is worshiped and believed in the Catholic Church) and toward the formation of a human being - within himself and in relation to others. This is a formation in Christ and in culture.

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<tr>
<td>The school partially or does not address the standards of Catholic Identity. The school partially or does not exemplify authentic Catholic identity. The school lacks simultaneously orientation toward God and toward the formation of the human being.</td>
<td>The school addresses each standard of Catholic Identity adequately. It is clear that the school exemplifies authentic Catholic Identity two-fold: toward God and toward human life. In all the school’s understandings and operations, the school is simultaneously oriented toward God and toward the formation of a human being. The formation in Christ and in culture is evident.</td>
<td>The school addresses each standard of Catholic Identity thoughtfully, thoroughly and purposefully. It is unequivocally evident that the school exemplifies authentic Catholic Identity two-fold: toward God and toward human life. In all the school’s understandings and operations, the school is consistently and simultaneously oriented toward God and toward the formation of a human being. The formation in Christ and in culture is engaging, transformative and inspiring.</td>
</tr>
</tbody>
</table>
B. Organizational Efficacy of the School Standards Rubric

Each standard should be rated either Insufficient, Sufficient, or Commendable. Visiting Committee members can indicate their rating on the Prework Standards Worksheet.

<table>
<thead>
<tr>
<th>Standard</th>
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<tr>
<td><strong>B1. Governance</strong></td>
<td>The governance body of the school does not fully keep the school’s mission, delegate responsibility as necessary, and monitors for accountability regarding what is delegated.</td>
<td>The governance body of the school is familiar with the school mission, delegates responsibility as necessary, and monitors for accountability regarding what is delegated.</td>
<td>The governance body of the school consistently, strongly, and responsibly keeps the school’s mission, delegates responsibility as necessary, and monitors for accountability regarding what is delegated.</td>
</tr>
<tr>
<td><strong>B2. Administration</strong></td>
<td>The school administration provides limited and/or ineffective leadership for the personnel and the operations by which the religious and educational objectives of the school are realized.</td>
<td>The school administration provides adequate quality leadership for the personnel and the operations by which the religious and educational objectives of the school are realized.</td>
<td>The school administration provides inspirational, supportive, and quality leadership for the personnel and the operations by which the religious and educational objectives of the school are fully and consistently realized.</td>
</tr>
<tr>
<td><strong>B3. Instructional Personnel</strong></td>
<td>Instructional personnel are not fully qualified for their responsibilities and/or are not fully committed to ongoing professional development toward ensuring that the religious and educational objectives of the school are realized.</td>
<td>Instructional personnel are adequately qualified for their responsibilities and engaged in ongoing professional development toward ensuring that the religious and educational objectives of the school are realized.</td>
<td>Instructional personnel are adequately qualified for their responsibilities and are strongly committed to ongoing and relevant professional development toward ensuring that the religious and educational objectives of the school are fully and consistently realized.</td>
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B. Organizational Efficacy of the School Standards Rubric Continued

Each standard should be rated either Insufficient, Sufficient, or Commendable. Visiting Committee members can indicate their rating on the Prework Standards Worksheet.

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<tr>
<td><strong>B4. Support Staff</strong>&lt;br&gt;School support staff engage in duties essential to the effectiveness of the school’s religious and educational operations.</td>
<td>School support staff’s engagement in duties essential to the effectiveness of the school’s religious and educational operations is limited.</td>
<td>School support staff regularly engage in duties essential to the effectiveness of the school’s religious and educational operations.</td>
<td>School support staff consistently and meaningfully engage in duties essential to the effectiveness of the school’s religious and educational operations.</td>
</tr>
<tr>
<td><strong>B5. Organizational Structure</strong>&lt;br&gt;The organizational structure of the school – its offices, departments, schedules, modes of communication, and deployment of personnel – and the operations pertinent to this structure are established to assist with the achievement of the religious and educational objectives of the school.</td>
<td>The organizational structure of the school is limited and/or ineffective.</td>
<td>The organizational structure of the school is clear and effective.</td>
<td>The organizational structure of the school is highly efficient, effective, and smooth.</td>
</tr>
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</table>
B. Organizational Efficacy of the School Principle Rubric

Each Visiting Committee Member should indicate their own 1-7 rating for each principle and save their ratings for discussion with the entire Visiting Committee. Only whole number ratings can be awarded.

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

The school partially or does not address the standards of the Organizational Efficacy principle. The operational organization is not carefully organized and inefficiently managed. The system in place needs more support of the members of the school community.

The school addresses each standard of the Organizational Efficacy principle adequately. The operational organization is carefully organized and efficiently managed. The system in place is supported by the members of the school community.

The school addresses each standard of the Organizational Efficacy principle thoughtfully, purposefully, and thoroughly. The operational organization of the school is meticulously organized and is expertly managed. The system in place is embraced by all members of the school community. Each member contributes positively to the overall smooth operation of the school.
C. The Excellence of the Teaching and Learning Standards Rubric

Each standard should be rated either **Insufficient**, **Sufficient**, or **Commendable**. Visiting Committee members can indicate their rating on the *Prework* Standards Worksheet.

<table>
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<tbody>
<tr>
<td><strong>C1. Curriculum/What Students Learn</strong>&lt;br&gt;The school provides challenging, coherent, and relevant curriculum for students toward students’ accomplishment of the educational outcomes that the school sets for them.</td>
<td>The school does not fully provide challenging, coherent, and relevant curriculum for students toward students’ accomplishment of the educational outcomes that the school sets for them.</td>
<td>The school provides relevant curriculum for students toward students’ accomplishment of the educational outcomes that the school sets for them.</td>
<td>The school consistently and fully provides challenging, coherent, and relevant curriculum for students toward students’ accomplishment of the educational outcomes that the school sets for them across all areas.</td>
</tr>
<tr>
<td><strong>C2. Instruction/How Students Learn</strong>&lt;br&gt;Instructional personnel use a variety of appropriate methods by which to maximize the learning experiences of all students toward students’ accomplishment of the educational outcomes that the school sets for them. Any online or blended instruction is fully integrated with the overall academic program of the school and designed to effectively lead students to accomplish the ISOs.</td>
<td>Instructional personnel use a limited variety of methods by which to maximize the learning experiences of all students toward students’ accomplishment of the educational outcomes that the school sets for them. Online or blended instruction is not fully integrated with the overall academic program of the school and is not fully designed to effectively lead students to accomplish the ISOs.</td>
<td>Instructional personnel use a variety of appropriate methods by which to maximize most of the learning experiences of all students toward students’ accomplishment of the educational outcomes that the school sets for them. Online or blended instruction is integrated with the overall academic program of the school and designed to effectively lead students to accomplish the ISOs.</td>
<td>Each instructor uses a variety of engaging and appropriate methods by which to maximize all the learning experiences of all students toward students’ accomplishment of the educational outcomes that the school sets for them. Online or blended instruction is fully integrated with the overall academic program of the school and thoughtfully designed to effectively lead students to accomplish the ISOs.</td>
</tr>
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</table>
C. The Excellence of the Teaching and Learning Standards Rubric Continued

Each standard should be rated either **Insufficient**, **Sufficient**, or **Commendable**. Visiting Committee members can indicate their rating on the *Prework Standards Worksheet*.

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<tr>
<td><strong>C3. Assessment</strong></td>
<td>Assessments are limited in its variety.</td>
<td>School personnel regularly assess student learning in a variety of authentic assessments intended to lead students to the accomplishment of the educational outcomes set by the school.</td>
<td>School personnel responsibly and regularly assess student learning in a variety of authentic assessments intended to lead students to the accomplishment of the educational outcomes set by the school, engage students in self-assessment and self-reflection, and regularly adjust to student needs.</td>
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<tr>
<td>School personnel responsibly and regularly assess student learning in a variety of authentic assessments intended to lead students to the accomplishment of the educational outcomes set by the school.</td>
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<tr>
<td><strong>C4. Reporting Student Achievement</strong></td>
<td>School personnel do not regularly report students’ achievement toward students’ accomplishment of the educational outcomes that the school sets for them.</td>
<td>School personnel responsibly report students’ achievement toward students’ accomplishment of the educational outcomes that the school sets for them.</td>
<td>School personnel consistently and responsibly report students’ achievement toward students’ accomplishment of the educational outcomes that the school sets for them to all shareholders.</td>
</tr>
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C. The Excellence of the Teaching and Learning Principle Rubric

Each Visiting Committee Member should indicate their own 1-7 rating for each principle and save their ratings for discussion with the entire Visiting Committee. Only whole number ratings can be awarded.

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<tr>
<td>The school partially or does not address the standards of the Excellence of the Teaching and Learning principle. The school’s teaching and learning is not of high quality. Curriculum is not found to be exemplary. The school’s efforts towards maximizing the learning capacity of students is limited.</td>
<td>The school addresses each standard of The Excellence of the Teaching and Learning principle adequately. The school’s teaching and learning is of high quality. Exemplary curriculum is delivered to students. The school works towards maximum learning capacity of students being realized</td>
<td>The school addresses each standard of The Excellence of the Teaching and Learning principle thoughtfully, purposefully, and thoroughly. The school’s teaching and learning is consistently and clearly of the highest quality in all subject areas. Exemplary curriculum is delivered in engaging and relevant ways. Each student’s learning capacity is consistently realized in each subject area.</td>
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## D. The Vitality of Student Support Programs Standards Rubric

Each standard should be rated either **Insufficient**, **Sufficient**, or **Commendable**. Visiting Committee members can indicate their rating on the *Prework Standards Worksheet*.

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<tr>
<td><strong>D1. School Environment</strong></td>
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<tr>
<td>The school provides an environment that is physically, personally, and academically safe for all students.</td>
<td>The school does not fully provide an environment that is physically, personally, and academically safe for all students.</td>
<td>The school adequately provides an environment that is physically, personally, and academically safe for all students.</td>
<td>The school provides a nurturing and caring environment that is physically, personally, and academically safe for all students.</td>
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<tr>
<td><strong>D2. Academic Support</strong></td>
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<tr>
<td>The school provides academic support services that meet the learning needs of all students.</td>
<td>The school provides limited academic support services that meet the learning needs of all students.</td>
<td>The school provides adequate academic support services that meet the learning needs of all students.</td>
<td>The school provides a variety of effective and engaging academic support services that meet the learning needs of all students.</td>
</tr>
<tr>
<td><strong>D3. Co-Curricular Programs</strong></td>
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<tr>
<td>The school provides opportunities for students to engage in co-curricular activities – the arts, athletics, student government, clubs, etc. – that are conducive to their development as whole persons.</td>
<td>The school provides limited opportunities for students to engage in co-curricular activities – the arts, athletics, student government, clubs, etc. – that are conducive to their development as whole persons.</td>
<td>The school provides adequate opportunities for students to engage in co-curricular activities – the arts, athletics, student government, clubs, etc. – that are conducive to their development as whole persons.</td>
<td>The school provides a variety of effective and engaging opportunities for students to engage in co-curricular activities – the arts, athletics, student government, clubs, etc. – that are conducive to their development as whole persons.</td>
</tr>
<tr>
<td><strong>D4. College Matriculation</strong></td>
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<tr>
<td>The school provides support services that assist with college matriculation of students.</td>
<td>The school provides limited support services that assist with college matriculation of students.</td>
<td>The school provides adequate support services that assist with college matriculation of students.</td>
<td>The school provides a variety of effective and engaging support services that assist with college matriculation of students.</td>
</tr>
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D. The Vitality of Student Support Programs Principle Rubric

Each Visiting Committee Member should indicate their own 1-7 rating for each principle and save their ratings for discussion with the entire Visiting Committee. Only whole number ratings can be awarded.

The 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.

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<tr>
<td>The school partially or does not address the standards of the Vitality of Student Support program principle. The school’s co-curricular or ancillary programs are limited and add little value to the overall vitality of the school’s program. The programs and activities partially or do not complement the classroom education and are not fully conducive to the development of students as whole persons.</td>
<td>The school addresses each standard of the Vitality of Student Support Programs principle adequately. The school’s co-curricular or ancillary programs add vitality to the school program. The school has programs and activities that complement the classroom education and are conducive to the development of students as whole persons.</td>
<td>The school addresses each standard of the Vitality of Student Support Programs principle thoughtfully, purposefully and thoroughly. All the school’s co-curricular or ancillary programs consistently add vitality and positive energy to the overall school program. The school has programs and activities that work in concert with and complement the classroom education. The co-curricular programs inspire the development of students as whole persons.</td>
</tr>
</tbody>
</table>
E. Stewardship of Material Resources Standards Rubric

Each standard should be rated either Insufficient, Sufficient, or Commendable. Visiting Committee members can indicate their rating on the Prework Standards Worksheet.

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<tbody>
<tr>
<td><strong>E1. Enrollment Resources</strong></td>
<td>The school’s enrollment operations are partially developed and partially well-run. The enrollment operations do not move the school toward securing the student population that the school mission intends.</td>
<td>The school’s enrollment operations are well-run toward securing the student population that the school mission intends.</td>
<td>The school’s enrollment operations are well-developed and well-run, with sound structures and systems in place that secure the student population that the school mission intends.</td>
</tr>
<tr>
<td><strong>E2. Classroom and Instructional Resources</strong></td>
<td>The classroom and instructional resources are limited, both in quality and in quantity, for the school to deliver an excellent educational program.</td>
<td>The classroom and instructional resources are adequate both in quality and in quantity for the school to deliver an excellent educational program.</td>
<td>The classroom and instructional resources are abundant, both in quality and in quantity, for the school to deliver an excellent educational program.</td>
</tr>
<tr>
<td><strong>E3. Plant Resources</strong></td>
<td>The school plant – facilities, buildings, and grounds – is of such a size and quality as to not fully constitute a fit house for the school’s essential operations.</td>
<td>The school plant – facilities, buildings, and grounds – is of such a size and quality as to adequately constitute a fit house for the school’s essential operations.</td>
<td>The school plant – facilities, buildings and grounds – is of such a size and quality as to constitute a fit house for the school’s essential operations. The school implements a plan for the ongoing maintenance and upkeep of all facilities.</td>
</tr>
<tr>
<td><strong>E4. Funding Resources (i.e. revenue generating)</strong></td>
<td>The school’s funding sources and operations – tuition, annual fundraising events, and other sources of income (grants, foundations, etc.) – do not provide revenues sufficient to meet school needs.</td>
<td>The school’s funding sources and operations – tuition, annual fundraising events, and other sources of income (grants, foundations, etc.) – are reliable that they provide revenues sufficient at minimum to meet school needs.</td>
<td>The school’s funding sources and operations – tuition, annual fundraising events, and other sources of income (grants, foundations, etc.) – are stable, consistent, and responsibly managed that they provide revenues to meet all school needs.</td>
</tr>
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</table>
E. Stewardship of Material Resources Standards Rubric Continued

Each standard should be rated either **Insufficient**, **Sufficient**, or **Commendable**. Visiting Committee members can indicate their rating on the *Prework Standards Worksheet*.

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<tr>
<td><strong>E5. Business Operations</strong></td>
<td>The school’s business operations – budgeting, accounting, etc. – are partially developed in their planning, implementation, reporting, oversight, and review.</td>
<td>The school’s business operations – budgeting, accounting, etc. – are adequately developed in their planning, implementation, reporting, oversight, and review.</td>
<td>The school’s business operations – budgeting, accounting, etc. – are stable, consistent, and responsibly implemented in their planning, implementation, reporting, oversight, and review.</td>
</tr>
<tr>
<td><strong>E6. Promotional Operations</strong></td>
<td>The school’s promotional operations – public relations and marketing – communicate school news and attract support for the school from within and beyond the school community to a limited degree.</td>
<td>The school’s promotional operations – public relations and marketing – effectively communicate school news and attract support for the school from within and beyond the school community to an adequate degree.</td>
<td>The school’s promotional operations – public relations and marketing – effectively, professionally and thoughtfully communicate school news and attract support for the school from within and beyond the school community to a high degree.</td>
</tr>
<tr>
<td><strong>E7. Strategic Material Planning</strong></td>
<td>The school exercises limited material resource planning for its future.</td>
<td>The school exercises responsible material resource planning for its future.</td>
<td>The school exercises thoughtful, stable, and responsible material resource planning for its future.</td>
</tr>
</tbody>
</table>
E. Stewardship of Material Resources Principle Rubric

Each Visiting Committee Member should indicate their own 1-7 rating for each principle and save their ratings for discussion with the entire Visiting Committee. Only whole number ratings can be awarded.

The principle of WCEA accreditation holds that the management of a school’s material resources ought to be carried out responsibly, for the wellbeing of others, i.e., primarily the 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.

| Insufficient | | Sufficient | | | | Commendable |
|--------------|---|-----------|---|---|---|
| 1            | 2 | 3         | 4 | 5 | 6 | 7 |

The school partially or does not address the standards of the Stewardship of Material Resources principle. The school shows limited responsibility for the wellbeing of others. The school’s stewardship capacity for material assets or resources is limited.

The school addresses each standard of the Stewardship of Material Resources principle adequately. The school shows responsibility for the wellbeing of others and are stewards of the school’s material assets or resources. Resources for enrollment, classroom, instruction, plant, and funding are responsibly managed as well as business operations and promotional operations. The school exercises responsible strategic material planning.

The school addresses each standard of the Stewardship of Material Resources principle thoughtfully, purposefully, and thoroughly. The school unequivocally and consistently shows responsibility for the wellbeing of others and exemplifies and inspires stewardship. Resources for enrollment, classroom, instruction, plant, and funding are well-conceived and expertly managed as well as business operations and promotional operations. The school is forward thinking and has well-conceived strategic material planning.
### F. The Commitment to Improvement Standards Rubric

Each standard should be rated either **Insufficient**, **Sufficient**, or **Commendable**. Visiting Committee members can indicate their rating on the *Prework Standards Worksheet*.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Insufficient</th>
<th>Sufficient</th>
<th>Commendable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>F1. Conscientious implementation of the improvement plan from the prior accreditation (full-visit).</strong></td>
<td>The school partially or did not implement the previous improvement plan from the prior accreditation visit. Goals were partially or not at all addressed. The school has not provided a clearly-articulated rationale to justify the decision not to implement the goal.</td>
<td>The school has thoughtfully implemented the previous improvement plan from the prior accreditation. Each goal has been effectively addressed. In the case that a goal has not been implemented, the school provides a clearly-articulated rationale to justify the decision not to implement the goal. Annual reports are adequate and submitted by June 1 to the WCEA Commissioner.</td>
<td>The school has thoughtfully and fully implemented all elements from the previous improvement plan from the prior accreditation visit. Each goal has been addressed and each element has been fully executed. Annual reports are thoughtful, thorough, and submitted by June 1 to the WCEA Commissioner.</td>
</tr>
<tr>
<td><strong>F2. Ongoing improvement, planning and implementation between accreditation visits.</strong></td>
<td>The school is partially or not committed to continuously planning and implementing toward a more effective educational program.</td>
<td>The school adequately plans and implements improvement toward a more effective educational program.</td>
<td>The school is consistently and continuously planning and implementing improvement in all areas of study, operational vitality, and co-curricular activities toward a more effective educational program.</td>
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**Rev 9-2018**
F. The Commitment to Improvement Standards Rubric (Continued)

Each standard should be rated either Insufficient, Sufficient, or Commendable.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Insufficient</th>
<th>Sufficient</th>
<th>Commendable</th>
</tr>
</thead>
<tbody>
<tr>
<td>F3. Development of an improvement plan as a major outcome of a Self-Study.</td>
<td>The educational improvement plan partially or does not address vital areas where the school needs to grow. The educational improvement plan partially or does not include the essential elements. The educational improvement plan is partially or not supported by data or narrative of the Self-Study.</td>
<td>The educational improvement plan address most of the vital areas where the school needs to grow, is based on sound data and is reflected in the Self-Study narrative. The educational improvement plan adequately addresses each essential element.</td>
<td>The educational improvement plan clearly and definitively addresses all the vital areas where the school needs to grow, is based on sound data and is clearly reflected in the Self-Study narrative. The educational improvement plan fully addresses each essential element.</td>
</tr>
</tbody>
</table>

The outcome of a Self-Study is an educational improvement plan that the school conceives, a plan that addresses all the vital areas where in the school needs to grow. Each of these vital areas for growth ought to include these elements:
- identification of the vital growth area
- the goal of the growth plan for this area
- a rationale for the plan
- the constitutive action steps
- the acting agents
- the necessary resources, including budgetary needs
- ways of assessing progress
- a timeline for completion

According to this standard, these elements are required in the development of each major area that constitutes a school’s improvement plan.
**F. The Commitment to Improvement Principle Rubric**

Each Visiting Committee Member should indicate their own 1-7 rating for each principle and save their ratings for discussion with the entire Visiting Committee. Only whole number ratings can be awarded.

The principle of WCEA accreditation holds that a school ought to be committed to improvement, in whole and in part. What is meant by “improvement” begins in a school’s estimation of itself and its operations. “Improvement” obliges a school to strive for a better fulfillment of its mission.

<table>
<thead>
<tr>
<th>Insufficient</th>
<th>Sufficient</th>
<th>Commendable</th>
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<tbody>
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<td>7</td>
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</tbody>
</table>

The school partially or does not meet the standards of the Commitment to Improvement principle. The school is limited in its commitment to improvement and does not fully strive for a better fulfillment of its mission.

The school meets each standard of the Commitment to Improvement principle adequately. The school is committed to improvement and strives for a better fulfillment of its mission through a sound educational improvement plan.

The school meets each standard of the Commitment to Improvement principle thoughtfully, purposefully and thoroughly. The school is unequivocally and consistently committed to improvement. The school is fully committed to strive for a better fulfillment of its mission through a well-conceived and expertly-constructed educational improvement plan.
G. The Integrity of the Process of a Self-Study Standards Rubric

Each standard should be rated either **Insufficient**, **Sufficient**, or **Commendable**.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Insufficient</th>
<th>Sufficient</th>
<th>Commendable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>G1. The process is inclusive</strong>&lt;br&gt;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 - student (with their parents) - must be heard (e.g., via surveys). Other constituent groups - governance bodies, alumni, benefactors, friends - should have an opportunity to provide input.&lt;br&gt;Members of the school community were partially or not involved in the process of the Self-Study. Members of the administration, teachers, and support staff were partially involved in constructing the Self-Study. Student and parents were not fully heard and other constituent groups had limited opportunities to provide input.&lt;br&gt;Most members of the school community were appropriately involved in the process of the Self-Study. The administration, teachers, and staff effectively constructed the Self-Study. Students and parents were adequately heard. Other constituent groups had the opportunity to provide input.&lt;br&gt;All members of the school community were appropriately and fully engaged and involved in the process of the Self-Study. The administration, teachers, and staff worked together harmoniously to construct the Self-Study. Students and parents were consistently and thoughtfully heard through a variety of avenues. Other constituent groups had multiple and varied opportunities to provide input.</td>
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<tr>
<td><strong>G2. The process is honest</strong>&lt;br&gt;The school’s educational program is openly studied, leading to an accurate, candid, and truthful assessment of its quality. The school endeavors to discern the truth of its operations - not only school strengths but also school weaknesses. The school which honestly views itself is in the best position to grow via an educational improvement plan.&lt;br&gt;The school’s educational program is not openly studied, and does not lead to an accurate, candid, and truthful assessment of its quality. The school examines the truth of its operations in a limited capacity. The school is not forthcoming about its areas for growth.&lt;br&gt;The school’s educational program was studied, leading to an assessment of its quality. The school endeavors to discern the truth of its operations, both its strengths and areas for growth.&lt;br&gt;The school’s educational program is openly and genuinely studied, leading to an accurate, candid, and truthful assessment of its total quality. The school does not hesitate to share the insights with all shareholders with full transparency. The school thoughtfully and purposefully discerns the truth of its operations, both strengths and areas for growth.</td>
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</tbody>
</table>
G. The Integrity of the Process of a Self-Study Standards Rubric

Each standard should be rated either **Insufficient**, **Sufficient**, or **Commendable**.

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</table>
| **G3. The process is thorough**  
The whole of the school’s educational program is studied. All aspects of school life-courses and co-curriculars, offices and operations, purposes, and plans - are 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 purpose of the process of the Self-Study. | The school’s program was partially studied. The educational improvement plan is not found to be a major purpose of the school’s Self-Study process. | The whole of the school’s educational program was studied. The creation of the educational improvement plan was a major purpose of the school’s Self-Study process. | The whole of the school’s educational program was thoughtfully and carefully studied. All aspects of school life-courses and co-curriculars, offices, and operations, purposes, and plans - were completely and fully analyzed in the process of the Self-Study. The purposeful creation of the educational improvement plan was a main priority of the school’s Self-Study process. |
G. The Integrity of the Process of a Self-Study

Each Visiting Committee Member should indicate their own 1-7 rating for each principle and save their ratings for discussion with the entire Visiting Committee. Only whole number ratings can be awarded.

<table>
<thead>
<tr>
<th>Insufficient</th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
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<tr>
<td>The school partially or does not meet the standards of the Integrity of the Process of a Self-Study principle. The school’s demonstration of integrity, inclusivity, honesty, and thoroughness is limited.</td>
<td>The school meets each standard of the Integrity of the Process of a Self-Study principle adequately. The school demonstrates a reasonable level of integrity, inclusivity, honesty, and thoroughness through the Self-Study process.</td>
<td>The school meets each standard of the Integrity of the Process of a Self-Study principle thoughtfully, purposefully, and thoroughly. It is clearly evident that the school demonstrated the highest levels of integrity, inclusivity, honesty, and thoroughness consistently throughout the whole Self-Study process.</td>
</tr>
</tbody>
</table>