



North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

Standards Assessment Report

Loyola Catholic School

145 Good Counsel Dr Mankato, Minnesota 56001

Prepared for the AdvancED Quality Assurance Review

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Standards Assessment Report

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Introduction & Purpose of the Report

Introduction

Purpose of the Report

The Standards Assessment Report is designed to serve as a valuable self-assessment and as a tool to help school systems prepare for their Quality Assurance Review. The report is based on the AdvancED standards, which serve as the foundation of the accreditation process. In order to earn and maintain accreditation, school systems must meet the AdvancED standards, engage in a process of continuous improvement, and demonstrate quality assurance through internal and external review.

The Standards Assessment Report engages the school system in an in-depth assessment of each of the seven AdvancED standards. In completing the report, the school system identifies the data, information, evidence, and documented results that validate that it is meeting each standard. This self assessment helps the school system identify areas of strength and opportunities for improvement.

The Standards Assessment Report also serves as the primary resource for the Quality Assurance Review Team, which uses the report to prepare for the visit to the school system. The team uses insights gathered from the report and information obtained during the on-site visit to provide feedback to the school system and to make an accreditation recommendation.

Structure of the Report

The Standards Assessment Report includes four sections: 1) a review of each standard; 2) a description of the school system's methods for quality assurance; 3) optional online peer-to-peer submission; and 4) conclusion.

The review of each standard is divided into three components: 1) the Indicators rubric; 2) focus questions; and 3) overall assessment rubric. The Indicators rubric enables the school system to assess the degree to which practices and/or processes are in place that indicate adherence to the standard and Indicators. For each Indicator, the school system may check if the practices and/or processes are highly functional, operational, emerging, or not evident. The school system should use the rubric as an opportunity to ask itself challenging questions and to respond with accurate answers geared toward self-improvement. After completing the rubric, the school system can quickly see areas of strength and opportunity. The section asks, "To what degree are the noted practices/processes in place?"

The focus questions allow the school system to expand on and think more deeply about the responses to the Indicators rubric. The focus questions provide an opportunity for the school system to describe the systematic and systemic processes that are in place to support its ability to meet the Indicators. The section asks, "How are the practices/processes implemented?"

The overall assessment describes how well the school system and its schools are implementing practices and/or processes and the impact these practices and/or processes have on student results and overall school effectiveness. The overall assessment helps the school system judge where it is in relation to each standard. The "operational" level is required in order to demonstrate meeting the standard. The section asks, "How well are we meeting the

standard overall?"

The description of the school system's methods for quality assurance should include an overview of the practices and methods the school system uses to monitor and document improvement, provide meaningful feedback and support across the district, ensure that the AdvancED standards are met and strengthened, and regularly collect, use, and communicate results.

The optional peer-to-peer submission section asks the school system to share an effective practice. The submission allows the school system to highlight a practice that it feels is indicative of the quality work occurring across the system and its schools. The review team may refer to the practice and use it as the basis for identifying other successful practices occurring in the school system. In addition, the practice is included in the online AdvancED Resource Network where it can be accessed by other AdvancED schools and school systems.

The conclusion provides an opportunity for the district to share final insights and information.

Completion and Submission of the Report

This Standards Assessment Report is to be completed by the school system between six months and six weeks prior to hosting a Quality Assurance Review (QAR) visit. It is strongly recommended that a wide and broad cross-section of the school system's community participate in completing this report. The report will become the basis of the Quality Assurance Review Team's review.

Directions for Completing the Report

Follow the instructions to complete each section of the report. Be thorough and concise in your answers, focusing on quality and depth over quantity.

Demographics

# Elementary Schools:	1
# Middle Schools:	1
# High Schools:	1
# Other:	0
Grade(s):	PK,K,1,2,3,4,5,6,7,8,9,10,11,12
Enrollment:	637
Religious Denomination:	

Executive Summary

Please provide an overview of the school system's profile. Please include:

- The school system's vision and goals;
- A description of the programs and services (including number and type of schools) under the jurisdiction of the system;
- Demographic information about school system's community;
- A summary of student performance across the system;
- An overview of any major trends or issues impacting the school system; and
- A summary of the major strengths and needs of the school system.

The Mankato area's long tradition of Catholic education began in 1865 with the establishment of Saints Peter and Paul elementary school staffed by School Sister of Notre Dame. This was the first Catholic school in southern Minnesota. It expanded to include Loyola High School, so named for the Jesuit community serving the parish, which graduated its first class in 1922. As the area grew three other parishes were formed and in time each opened its own grade school; Holy Rosary in 1925, St. John the Baptist in 1942, and St. Joseph the Worker in 1958. In recognition of the needs of preadolescent students, Fitzgerald Middle School was established for grades 7 and 8 in 1969 and began to include grade 6 in 1989.

During a series of consolidations, restructurings, discussions on the parish level, and changes in building use during the 1970s-1990s, the schools were eventually incorporated as "Mankato Area Catholic Schools" in 1993, with one governing board and occupying five parish buildings. Our Lady of Good Counsel Academy (a residential high school for girls owned by the School Sisters of Notre Dame: had closed in 1980 and the following year, when the Sisters made this space on Good Counsel Hill available, Loyola High School moved into the building. During the next 13 years MACS gradually transitioned into one primary school (called Notre Dame Elementary); one intermediate school (called Fitzgerald Middle School); and Loyola High School. The three schools were housed on two campuses with PreS – 3 and grades 9 – 12 on the Good Counsel Hill campus and grades 4 – 8 on the Fitzgerald Campus. In 2006 Mankato Area Catholic Schools began doing business as Loyola Catholic School and began to make more conscious efforts to think, communicate and act as one PreK – 12 system. We continue to be a "parish school" supported by four area parishes (SS Peter and Paul, St. John the Baptist, St. Joseph the Worker, and Holy Rosary).

Through its long history Loyola Catholic School has remained true to the vision of educating the whole child – spiritually, academically, and emotionally - and the goal of making Catholic education available to all who seek it in the Mankato community. To keep this vision in focus and continue to realize our goal, Loyola Catholic School has worked in collaboration with the greater Catholic community and sought to be on the cutting edge of education. Our most visible example of this endeavor is our commitment to 21st century learning evidenced by our 1:1 technology initiative. We are also proud of LCS students consistently outscoring at the local, state, and national level on standardized tests.

Through a collaborative process by stakeholders our strategic goals were formulated in 2006 reviewed and revised in 2009. They flow from the school's mission statement:

Loyola Catholic School is a dynamic, nurturing community which, by teaching and modeling Gospel values, successfully educates students to be critical thinkers, moral decision-makers and contributors to our Church and world. **Learning to lead and serve.**

Our strategic goals and strategies are:

1. All of our students will grow in faith

- Maintain and enhance involvement in school, parish, and community

2. Students will exceed state and national standardized test results in all categories

- Review and revise curricular resources
- Provide staff development on the use of data for curriculum evaluation, update

3. Provide facilities that maximize the learning potential of our students

- Raise capital funds as needed and prioritize capital improvement, using our resources responsibly to meet these needs

4. Work toward maximum enrollment in all grades

- Foster a school culture where all are welcomed and valued
- Focus on kindergarten readiness in Pre-K program
 - a. Find and promote LCS's unique niche
 - b. Form a Pre-school Advisory committee (4-5 parents, per-school staff, admissions)
 - c. Partner with parents/families (Parent Education component)
- Provide adequate financial assistance to all families who wish to attend
- Maximize retention through graduation

5. Emphasize 21st century teaching and learning in which technology is used to prepare our students to be leaders in the of today and tomorrow

- Professional staff development
- Provide avenues for students to develop global learning

At this time Loyola Catholic School is involved in a capital campaign that will support our goals moving ahead. This campaign is being run through our advancement department and involves the entire Loyola community. Academically, Loyola's administrators and faculty are in the process of working to align our curriculum with the Minnesota state standards and will continue to measure the success of that alignment with data from state testing.

Loyola's greatest strengths continue to be the strong support of all its stakeholders and its commitment to an excellent faith-based 21st century education for all its students. Our challenges are those faced by many private school's today— enrollment/retention and finances. Faced with these realities, Loyola Catholic School attempts to live our mission in all we do and let it be our guide in all decisions for the future.

Standard 1. Vision & Purpose

STANDARD: The system establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the system.

Impact Statement: A system is successful in meeting this standard when it commits to a purpose and direction that is shared system-wide. The leadership establishes expectations for student learning aligned with the system's vision that is supported by system and school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and district effectiveness. The system's vision guides allocations of time and human, material, and fiscal resources.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the system:

1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders:

Operational

Evidence Provided:

Leadership demonstrates stakeholder support

Mission Statement visible throughout the district

Policies/Procedures manuals/handbooks demonstrating stakeholder involvement in development of mission

Stakeholder perception data used to develop mission

Stakeholders are knowledgeable about vision, mission

Strategic Plans include mission

Vision, mission statements include all elements of stakeholder inclusion

1.2 Communicates the system's vision and purpose to build stakeholder understanding and support:

Operational

Evidence Provided:

Handbooks include vision, mission

Meetings incorporate elements of vision, mission

Newsletters include vision, mission

Signage includes vision, mission

Stakeholders are knowledgeable about vision, mission

Website/page includes vision, mission

1.3 Identifies system-wide goals and measures to advance the vision:

Operational

Evidence Provided:

District and school improvement planning incorporates vision, mission

District Improvement Plan includes vision, mission

Goals distributed through publications and communication

Goals that are data-driven and measurable

Stakeholders demonstrate involvement in and knowledge of goal setting

Strategic Plan includes vision, mission

Strategic planning incorporates vision, mission

1.4 Develops and continuously maintains a profile of the system, its students, and the community :

Emerging

Evidence Provided:

District Improvement Plan

District profile is used during staff meetings

Newsletters, articles

Publications, brochures, handbooks

1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services:

Operational

Evidence Provided:

District and school improvement planning demonstrates alignment with vision, mission

District Curriculum demonstrates alignment with vision, mission

District Improvement Plan demonstrates alignment of vision, mission with teaching and learning

Extra -curricular activities incorporate vision, mission

Staff and Parent Handbooks demonstrate alignment of vision, mission with teaching and learning

Strategic Plan demonstrates alignment of vision, mission and teaching and learning

Student report cards demonstrate alignment with vision, mission

1.6 Reviews its vision and purpose systematically and revises them when appropriate:

Operational

Evidence Provided:

Agendas, minutes for strategic planning demonstrate review

Strategic Plan demonstrates review

Strategic planning process demonstrates review by stakeholders

Focus Questions:

1. What is the process for establishing and building understanding of and commitment to the vision statement among the school system and its stakeholders?

Loyola Catholic School

is a dynamic, nurturing community

which, by teaching and modeling Gospel values,

successfully educates students

to be critical thinkers, moral decision-makers

and contributors to our church and world.

Learning to Lead and Serve

Vision Statements

- God is the center of all we do
- Our Catholic faith community fosters life-long relationships with God, self and the world
- Service is essential
- We pursue academic excellence
- We help each person to grow toward his/her potential

Loyola Catholic School's mission and vision are lived and breathed throughout the school community. The core elements of the mission guide us in our decision-making and are second nature to all stakeholders. While students may not quote the mission verbatim, their experiences embody its components on a daily basis: spirit, mind, body;

partners with parents, academic rigor, extensive extracurricular activities, service, and caring environment.

The mission and vision are regularly reviewed through our strategic planning process. Last year a collaborative effort involving representatives from constituent groups revised the mission and vision. Although the wording was updated, the community retained the essence of the former mission statement.

The mission and vision can be found on the school website, on most correspondence, as well as posted in every classroom. The mission is also set forth in handbooks and marketing materials. By incorporating our strategic plan as a means of living our mission, all plans and goals flow from our vision and mission statements.

As our mission and vision are foundational to the strategic plan, they also radiate out to financial planning and goals.

2. What is the system's process for maintaining and using information that describes the school system, its programs, services, and schools and their performance?

Catholic education has been an integral part of the Mankato community since 1865. It is rooted in the traditions of the School Sisters of Notre Dame and the Jesuits. These traditions along with our mission statement help guide Loyola Catholic School in developing and maintaining our school profile.

Loyola Catholic School is a community school that strives to educate the whole person, meeting the unique needs of each student. In an effort to allow parents and students to monitor daily student progress, Loyola Catholic School uses an online student information system called EdEdge. All faculty and staff have designed and monitor their own website which can be found on the school website. In the spring of 2007 and again in the spring of 2008 all parents and students in grades 4-12 were given the opportunity to respond to a survey from GraceWorks Ministry dealing with issues relating to all aspects of school life.

In addition, data from standardized tests is recorded and used to inform student achievement and curriculum. These assessments include: Terra Nova (until 2005-06) MCA (since 2007-08), DIBELS, PLAN, PSAT, SAT, ACT, AP

3. How does the leadership ensure that the system's vision, purpose, and goals guide the work of the school system and its schools?

Loyola Catholic School has many layers of accountability to monitor the overall success of the institution. At the top of our leadership is the Board of Trustees, made up of the pastors from the four sponsoring parishes and two appointed laypersons. The Board of Trustees holds quarterly meetings where they discuss the goals and direction of the school. The Board of Directors, composed of two appointed members from each parish and one at-large member, meets monthly. The Board of Directors is responsible for ensuring that LCS is fulfilling its mission throughout the school year and advising the administration and Board of Trustees.

The administrative team of Loyola Catholic School is composed of three members – President/High School Principal, Intermediate Principal and Primary Principal. This team meets weekly to plan and support each other. The principals and their respective faculties also meet weekly to discuss upcoming events that support the traditional classroom. Teaching staff members meet in grade levels, departments, and in SAT groups. The teaching staff also has regularly scheduled in-service days to enhance skills, review data, and revised curriculum based on that data.

4. What process is used to ensure that the vision and purpose of the school system remain current and aligned with the system's expectations in support of student learning and the effectiveness of the school system and its schools?

Loyola Catholic School is a school rooted in tradition and legacy of educating the whole person for future service to the greater good outside the walls of the school. The school's expectation for student learning are that students eventually earn a diploma through a dedication to their studies and feel prepared for the work force or post-secondary training. In addition, the faculty and staff hope to instill values of faith, service and community through life long learning and spiritual development.

Processes in place used to ensure that the vision and purpose of the school system remain current and aligned are; regular curriculum review to align instruction and assessment to Minnesota state standards, adequate funding for staff development, and decision making based on the mission statement.

Overall Assessment:

Operational: The school system has committed to a shared purpose and direction. The system and its schools have clearly defined expectations for student learning aligned with the system's vision that is supported by system and school personnel and external stakeholders. These expectations serve as the focus for assessing student performance, system and school effectiveness. The vision guides allocations of time and human, material, and fiscal resources.

Standard 2. Governance & Leadership

STANDARD: The system provides governance and leadership that promote student performance and system effectiveness.

Impact Statement: A system is successful in meeting this standard when it has leaders who are advocates for the system's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders function with clearly defined authority and responsibility and encourage collaboration and shared responsibility for system and school improvement among stakeholders. The system's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the system operates under the jurisdiction of a governing authority that:

2.1 Establishes and communicates policies and procedures that provide for the effective operation of the system :

Emerging

Evidence Provided:

Agendas, minutes of governing authority meetings

District-wide Staff and/or student handbooks

Governance Policy handbooks: board, district, school

Governing authority affirms understanding of their role in the operation of the school/district

Organizational chart

Procedural policies: emergencies, contact information, calling tree, discipline, due process, logistics, placement and transfer

Students and staff affirm their understanding of discipline policies and due process

2.2 Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system:

Emerging

Evidence Provided:

District staff are knowledgeable about leadership prerogatives

District staff demonstrate knowledge about due process

Governing Board Policies demonstrate leadership prerogatives

Organizational chart

Policies demonstrate protocols for remediation and due process

2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations:

Emerging

Evidence Provided:

District staff are knowledgeable about curriculum standards

District staff demonstrates knowledge and use of curriculum standards in the teaching and learning process

District staff responsible for the implementation of state and/or federal programs are knowledgeable about compliance

Documentation of compliance with all regulations regarding copyright law, intellectual property, and international restrictions

Documentation of State and Federal Compliances and Assurances, including NCLB/Title I, EEO, Title IX

Stakeholders affirm compliance with Equal Employment Opportunity practices and procedures

Stakeholders affirm compliance with ethical business practices

Stakeholders are involved in the establishment and monitoring of adherence to all regulations

2.4 Implements policies and procedures that provide for the orientation and training of the governing board:

Emerging

Evidence Provided:

District staff and governing board members affirm their participation in orientation and training

Roles and responsibilities of governing board, advisory councils, and ad hoc committees are clearly outlined

2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources:
Emerging

Evidence Provided:

Policies and procedures for fiscal planning: short-term and long-range

Stakeholders affirm compliance with Equal Employment Opportunity practices and procedures

2.6 Maintains access to legal counsel to advise or obtain information about legal requirements and obligations:
Emerging

Evidence Provided:

District staff are knowledgeable about due process and complaint resolution

Staff and students affirm their involvement in the accreditation process

2.7 Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations:
Operational

Evidence Provided:

District staff affirm knowledge of district's insurance carrier, policies, and procedures

Policies and procedures for investments

INDICATORS: In fulfillment of this standard, the system has leadership that:

2.8 Provides for systematic analysis and review of student performance and school and system effectiveness :
Emerging

Evidence Provided:

District staff affirm the use of student performance and organizational effectiveness data for planning

District Staff meetings: agenda, minutes, decision points

Record of student performance data analysis

Staff and students affirm their involvement in the accreditation process

Student database management system

Student performance data are used during district staff meetings

Student performance data are used for extra-curricular planning

Student performance database for formative assessments

2.9 Creates and supports collaborative networks of stakeholders to support system programs:

Emerging

Evidence Provided:

Calendar, agendas, minutes of stakeholder meetings

Committee members are representative of all stakeholder groups

Record of co-curricular organizations and activities: calendars, membership, sponsors

Stakeholder survey data

Stakeholders affirm a sense of belonging and engagement

Stakeholders affirm that leadership hears and acts upon their suggestions and recommendations

Stakeholders affirm their involvement in a district-wide decision-making process

Stakeholders affirm their involvement in the accreditation process

Stakeholders affirm their involvement on committees

2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals:

Emerging

Evidence Provided:

Budget reflects allocation of support for student performance targets

District staff are knowledgeable about student performance targets

District staff are knowledgeable about the alignment of resources to support student performance

District-wide walk-about demonstrate monitoring of instructional practices

Guidelines outline expectations for student performance

2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership:

Emerging

Evidence Provided:

Calendar, agendas, minutes of stakeholder meetings

Committee members are representative of all stakeholder groups

Policies and procedures established for the inclusion of all stakeholders into appropriate district-wide decision making processes

Stakeholders affirm their involvement in a district-wide decision-making process

Stakeholders affirm their involvement on committees

2.12 Assesses and addresses community expectations and stakeholder satisfaction:

Emerging

Evidence Provided:

District staff are knowledgeable about the results of a community satisfaction survey

Stakeholder survey data

Stakeholders affirm their satisfaction with their level of involvement

2.13 Implements an evaluation system that provides for the professional growth of all personnel:

Emerging

Evidence Provided:

Handbooks demonstrate staff evaluation system

Focus Questions:

1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school system and its schools?

Leadership and governance of Loyola Catholic School flows from the Bishop of Winona to the Director of Education and the Board of Trustees. The day-to-day operation of the school system is entrusted to the President of Loyola Catholic School and the unit principals. The Board of Directors is a nine member advisory board the periodically reviews the constitution, by-laws, and policy book.

There are clear policies for faculty, staff, students, and coaches that are outlined in each respective handbook, which are reviewed annually by administration. If there are changes in policies, they must be brought before the Board of Directors for approval during a monthly meeting. If a change takes place mid-year, students, staff, and parents are notified.

There are measures in place to ensure LCS complies with all laws to maintain our non-profit status as well as meet OSHA and IDEA standards. Each year an outside party audits the school finances.

2. What process does the system's leadership use to evaluate system effectiveness and its impact on student performance?

The school administration regularly gathers data through standardized testing and surveys to evaluate school effectiveness and student performance. Student performance is assessed through the DIBBLES, MCA II, PLAN, PSAT, AP, SAT and ACT testing with linkage reports in each area, as well as through a variety of teacher designed assessments and observations in the classroom.

Since we are a private school we also look at our student enrollment and retention rates. We are able to analyze the make up of our student body and define factors that may attract potential students as well as reasons why families choose to leave Loyola Catholic School. These factors are also used to evaluate school effectiveness.

In addition, school leadership at all levels seeks to build open relationships with all stakeholders which results in an open door policy where individuals are welcomed to offer informal feedback. On a formal level, stakeholders have been surveyed twice in the last two years by GraceWorks Ministry to give feedback on many aspects of the school community. Loyola Catholic School is committed to continue this practice of evaluating system

effectiveness.

3. In what ways are stakeholders, including system and school staff, given opportunities to provide leadership and to contribute to the decision-making process?

Alumni and past/current parents are invited to serve on the Board of Directors or various Board sub-committees or fundraising committees. These committees are vital to the success of Loyola Catholic School and give recommendations to the Board of Directors with regard to their sub-committee focus. Stakeholders are invited to voice concerns at Board of Directors monthly meetings or speak directly to a Board member or an administrator.

School staffs, through individual faculty meetings, engage in a variety of local and system-wide decisions. Teachers are also invited to give feedback about special events such as homecoming or Catholic Schools Week in an effort to improve organization of future events. Teachers are also given the opportunity to moderate student organizations or coach athletic teams.

Students have the opportunity to lead as members of Student Council, elected class officers, and in different clubs such as Key Club and Builders Club. Students in the fore mentioned groups make decisions about service opportunities and other special events that take place throughout the school year. We hope the opportunities strengthen our community and foster leadership skills for our students that will encourage involvement throughout their lives.

4. What policies and processes are in place to ensure equity of learning opportunities and support for innovation?

Since Loyola Catholic School is a private school we charge tuition. Many families receive financial assistance in order to attend Loyola. Information regarding a family's ability to pay tuition is filtered through an independent agency called Tuition Aid & Data Services (TADS). TADS ensures tuition confidentiality and equity based on the financial information families provide to the agency. The school administration then determines financial aid awards based on that information.

Once students are enrolled each student in grades 7 – 12 receives an iBook laptop computer. Our 1:1 laptop initiative helps promote innovation with technology. By giving each student a computer, socio-economic factors no longer influence the quality of computer based projects and presentations created by students. To support the 1:1 initiative and encourage the use of technology in teaching, Loyola employs two full-time technology specialists.

Loyola employs 2.5 counseling positions and coordinates with the public school district for special education services. These include Title I, speech and hearing specialist, and a full-time on-site special education teacher. Our students receive tutoring services from the School Sisters of Notre Dame Learning Center, Good Counsel campus.

Finally, early intervention supports students with behavioral and/or academic contracts and support groups. In our small nurturing community, careful attention is give to attendance and monitoring performance and behavior. There are frequent grade reports and communication with parents.

Overall Assessment:

Emerging: The school system has leaders who have established processes to develop the system's vision and improvement efforts. The leaders allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders allow collaboration and shared responsibility for system and school improvement among stakeholders. The system's policies, procedures, and organizational conditions attempt to create equity of learning opportunities and support for innovation, but implementation of these processes and conditions is sporadic, and results are varied.

Standard 3. Teaching & Learning

STANDARD: The system provides research-based curriculum and instructional methods that facilitate achievement for all students.

Impact Statement: Impact Statement: A system is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The system ensures that teachers use proven instructional practices that actively engage students in the learning process; provide opportunities for students to apply their knowledge and skills to real world situations; and give students feedback to improve their performance.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

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Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the system:

3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills:

Emerging

Evidence Provided:

District staff can articulate student learning expectations

District staff/others meet regularly to discuss student progress and remediation

District staff/others meetings highlight discussions of student learning expectations

District-wide master schedule; hours of instruction

Formative assessments: quarterlies, etc.

Individualized Development Plans

Policies on grading criteria

Policy on credit requirements for program completion

Staff can articulate curriculum sequencing and grouping

Student Handbook outlines student learning expectations

Students affirm their knowledge of what is expected of them

Syllabi or course catalogues

Textbooks and text selection criteria are aligned to learning goals, curriculum

3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning:

Operational

Evidence Provided:

Course syllabi outlining criteria for student involvement

Samples of student work

Students affirm their involvement in their own learning

3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels:

Operational

Evidence Provided:

Assessment data

District staff/others can identify research used to align instruction

District staff/others meet to review current research

Grade reports

Surveys

Transcripts, certificates

3.4 Supports instruction that is research-based and reflective of best practice:

Emerging

Evidence Provided:

Agendas, minutes of staff/grade level/department/program meetings

District staff/others meetings regularly include discussions about effective instructional design and delivery

Professional development plans

Professional learning opportunities focus on best practice instruction

Professional organization membership

Student portfolios

3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity:

Emerging

Evidence Provided:

Curriculum includes attention to diversity

District staff are knowledgeable about state and national curriculum standards

Graduation requirements

Master schedule

Promotion, graduation criteria

Standards-based curriculum: state and national standards

Students affirm that there are opportunities to excel

3.6 Allocates and protects instructional time to support student learning:

Operational

Evidence Provided:

Instructional calendar: days, hours

Lesson plans are followed during teacher absence

Master schedule

Policies and guidelines that demonstrate that all program requirements are met

Staff affirm that their instructional time is protected

There are few instructional interruptions: PA system, visitors, etc.

3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment:

Emerging

Evidence Provided:

Agendas, minutes of staff meetings indicating vertical and horizontal articulation

District staff are knowledgeable about student learning expectations of previous and subsequent grade levels

Policies and guidelines granting dual-credit, transfer of credit

3.8 Supports the implementation of interventions to help students meet expectations for student learning :

Operational

Evidence Provided:

After-school programs

Counseling programs: curriculum, schedules, staffing

District staff affirm that there are multiple opportunities for students to get support

Individualized Development/Career Plans

Online support

Policies for student orientation, interventions, remediation

Students affirm that they have opportunities to explore their interests and career options

Students affirm that they have opportunities to get support for their school experience

3.9 Maintains a system-wide climate that supports student learning:

Operational

Evidence Provided:

Curriculum reflects attention to issues of school climate

District staff affirm that they are involved in promoting positive school climate

Guidance on team-teaching is a regular part of the instructional program

Parents/community indicate that the school/district focuses on positive school/district climate

Policies for student behavior, remediation, due process, appeals

Stakeholder satisfaction survey data

Students affirm that they are involved in promoting positive school climate

3.10 Ensures that curriculum is reviewed and revised at regular intervals:

Operational

Evidence Provided:

Budget allocating appropriate funds for media services

District staff affirm the use of media services in the development of curriculum and instructional programs

3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction:

Operational

Evidence Provided:

Budget allocating appropriate funds for technology - software, hardware, and infrastructure

Calendar and schedule of technology services to students

District staff affirm that technology supports their curriculum and instructional programs

Staffing chart demonstrating allocation of appropriate technology staff

Students and staff affirm that technology is embedded within the teaching and learning process

Technology staff/services demonstrate their involvement in support of student achievement

Focus Questions:

1. How does the system ensure the alignment and articulation of curriculum, instructional strategies, and assessments in support of the expectations for student learning?

During the past two academic years, Loyola Catholic School has worked to align curriculum with the Minnesota state standards from kindergarten through grade 12. This on-going process involves all teaching staff and administration. Students in designated grades take the MCA II (Minnesota Comprehensive Assessment) to determine if they are meeting the state standards. The resulting data guides curriculum decisions.

Loyola Catholic School adopted a “school within a school” model for 7th and 8th grade during the current school year. These students are taught by a group of five teachers who meet daily to ensure that core subject (math, English, science, social studies, and theology) foundations are in place when students enter ninth grade. Technology is a focus for this particular group of students and teachers have received extensive training in the incorporation of technology into the curriculum. We have also expanded the classes that each student takes to expose him/her to a broader curriculum. These classes include band or choir, industrial arts, computers, art, and study skills.

At the high school level, a curriculum guide is reviewed and revised annually with input from teachers. High school teachers are required to write a syllabus for each classes articulating course expectations and grading guidelines. These syllabi are reviewed and kept on file by administration.

2. In what ways does the system promote and support the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?

Loyola Catholic School works diligently to keep the teacher to student ratio small. At the primary level this means that kindergarten classes are kept at no more than 18 students and grades 1 – 3 are no larger than 22. Loyola wants both the teachers and students to be set up for success and small class size is one major factor in that success.

Another way Loyola Catholic School attempts to ensure success for all students is our commitment to 21st learning through appropriate use of technology. This includes docu-cameras, projectors, and several laptops in K-3 classrooms, carts with multiple laptops in grade 4-6 classrooms, a wireless environment, laptops for all students in grades 7 -12, and computer classes for those students. The laptops are a useful tool for innovative instructional strategies and assessment opportunities. The laptops are a useful tool for innovative instructional strategies and

assessment opportunities.

Loyola's 7th and 8th grade program not only provides for common planning period for teachers but also provides a common study hall period for those students, which allows them to access teachers, work on cooperative projects, and make up missed tests. The high school has also adopted a new schedule that allows students to take eight classes during a rotating seven period day. This schedule has answered a need for more electives (determined from our school survey) and also provides two common guided study periods each week for all high school students.

Loyola has two full-time guidance counselors who serve as learning needs coordinators, helping facilitate the assessment and monitoring of students and assisting teachers with the preparation of special education plans. Loyola also has the serviced of a half-time career counselor at the high school.

A Loyola Catholic School teacher has written a multi-cultural curriculum that exposes students in grades K – 6 to a wide range of activities that allow them to experience the world beyond the classroom wall. We also partner with Mankato Diversity Council to expose all LCS students to issues that are relevant to their lives.

The process of teacher evaluation is another component that informs teachers and administration on teaching practices. Through formal observations, conferences and parent input, teachers receive feedback on the curriculum and their instruction. The visibility and engagement of the principals are daily opportunities to informally assess classroom practices and activities.

3. What processes are implemented to ensure that all staff members are well-prepared to support and implement the district's expectations for student learning?

All teachers at Loyola Catholic School hold valid Minnesota teaching licenses and are required to complete CEUs in order to keep their licenses current. (The exception to this exists for our theology teachers as MN does not license in this area.) Loyola Catholic School strives to create a climate where teachers set high standards for themselves and are motivated to bring their best to the classroom daily. Teachers are expected to fulfill the general descriptions listed in the course guide as well as use their textbooks and/or teacher manuals as a reference for aligning curriculum to MN state standards.

Resources available to teachers include technology access, a laptop computer for each teacher, and adequate funding for textbooks and supplies. Educational support and professional development that include teacher in-services, professional leave days, and attendance at regional and national conferences.

4. How does the system ensure that all students and staff have access to comprehensive information, instructional technology, and media services?

Loyola Catholic School provides media and technology resources to its students. Both the Fitzgerald and Good Counsel campuses are wireless environments. Students in grades 7 – 12 each have a laptop computer that may be taken home each day during the academic year. Students with laptops have access to the internet and e-mail and many applications that enhance education such as iMovie and Garage Band. Students in grades K-6 have the use of laptops at each building and docu-cameras and projectors are in all primary classrooms. Loyola Catholic School has two full-time technology specialists to aid students and teachers. During the current school year high school students took an on-line college course in economics and Loyola Catholic School continues to explore more options for accessing educational opportunity beyond the school walls. High school students also access instructional technology through specific courses and programs that rely on integrated technology such as math,

science, photography, music, and video production.

Overall Assessment:

Operational: The school system implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The system demonstrates evidence of alignment between the curriculum and instructional practices with systematic implementation across the system. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide frequent opportunities for students to apply their knowledge and skills to real world situations. Teachers give students regular feedback to improve their performance.

Standard 4. Documenting & Using Results

STANDARD: The system enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and system effectiveness.

Impact Statement: A school system is successful in meeting this standard when it uses a comprehensive assessment system based on clearly-defined performance measures. The assessment system is used to assess student performance on expectations for student learning, identify gaps between expectations for student learning and student performance, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to system and school leaders, teachers, and other stakeholders in understanding student performance, system and school effectiveness, and the results of improvement efforts.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the system:

4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free :

Operational

Evidence Provided:

All stakeholders are knowledgeable about behavioral standards

All stakeholders are knowledgeable about grading and appeals

All stakeholders are knowledgeable about learning expectations and targets for student performance

Assessment system that records multiple assessments

Assessment system that safeguards validity, confidentiality, identification

Calendar of assessment activities

Database that records graduation, completion, GPA, placement, retention rates

Dedicated unit/staff for assessment and data reporting

District staff use data to inform policies and practice

Policies outline administration of multiple assessments and their purpose

Policies that outline targets for behavioral standards: attendance, discipline

Policies that outline targets for student performance and are aligned to state/national standards

Record of multiple assessments administered, including program-specific required assessments

Special database for career preparation, special education, bilingual education programs

Staff affirm the use of multiple measures for student performance

Stakeholders are familiar with the administration and purpose of multiple assessments

Stakeholders are knowledgeable about the assessment schedule

Stakeholders implement multiple assessment system

4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning:

Emerging

Evidence Provided:

Agendas, minutes from staff meetings indicate use of data to drive instructional planning discussions

Agendas, minutes from staff meetings indicate utilization of data systems

Criteria for evaluation of staff performance include the use of data for instructional planning

Data graphs, charts display student performance expectations

District staff are knowledgeable about how to use student performance data for the purpose of instructional planning

District staff meet regularly to discuss student work

District staff utilize assessment data for the purpose of instructional and program planning

Examples of student work are prominently displayed

Student performance data reports, charts, graphs indicate system-wide use of data for instructional planning

4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance:

Emerging

Evidence Provided:

Data from multiple surveys indicate wide scale use of data to analyze instructional and organizational effectiveness

District staff utilize perception data from surveys to guide program planning

4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders:

Operational

Evidence Provided:

Agendas, minutes from meetings where student performance and school effectiveness were highlighted

Criteria that establishes student performance data as a component of parent-teacher conferences

District staff affirm the use of various communication methods to report student performance

4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness:

Operational

Evidence Provided:

District staff affirm their involvement in meetings in which comparative data were highlighted

Reports that outline comparable data analysis - across schools, districts, states, nationally

4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence:

Emerging

Evidence Provided:

Data reports disaggregate student performance growth

Data reports utilize identified growth model that is valid, reliable, and psychometrically appropriate

Data reports verify growth in student performance

District staff can identify reasons why student performance has increased/decreased

District staff can identify strategies for increasing student performance

4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations:

Operational

Evidence Provided:

District staff affirm their comfort with the level of data accuracy and security

Policies that safeguard accuracy and security of all data

Reports that satisfy local, state, and national requirements

Focus Questions:

1. How is the assessment system currently used throughout the school system and its schools to guide analysis of changes in student performance?

Loyola Catholic School uses both formative and summative assessment to guide analysis of changes in student performance. DIBELS, as well as assessments that are provided within textbooks and those created by teachers, are used for formative and summative evaluation at the primary level. Discussions, assignments, labs, reports, projects, self and peer evaluations are examples of formative assessment used by teachers in the intermediate grades and the high school.

Students in grades 3, 4, 5, 6, 7, 8, 9 (reading), 10 (writing), 11 (math) have taken the MCA II for the past two years and the staff has evaluated data from these tests. Students in high school also take the PLAN (pre-ACT), the PSAT (preliminary SAT), the ACT and/or the SAT.

MCA test scores are sent to parents with interpretation of scores. The counseling staff educates parents and students on how to interpret PLAN and PSAT scores.

Individual Education Plans (IEP) and 504 plans are followed and evaluated on a consistent basis to keep track of progress for qualifying students. When necessary, students are placed on academic contracts and their progress is monitored as they work to improve their performance. Parents and teachers also give recommendations to the Guidance Counselor for student special services to determine if a student qualifies for an IEP or 504 services.

2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by the system, its schools, and stakeholders to aid the performance of individual students?

Loyola Catholic School in grades 4-12 utilizes an on-line student information system. EdEdge, that is accessible to each student and their parents. Students and parents can view student grades as often as needed. Parent/teacher conferences are held each semester along with two midterm progress reports, danger of failure notices and two report cards are mailed home each school year.

Teachers use standardized test scores to analyze adherence to state standards and teaching practices.

Teachers are expected to contact parents any time a student is experiencing difficulty in the classroom academically or behaviorally.

The at the intermediate level use weekly homework reports to inform parents of late homework.

3. How are data used to understand and improve overall effectiveness of the school system and its schools?

We have used results from the MCA IIs to gauge our alignment with state standards in grades K-12. We also data from ACT, SAT, and AP scores to determine changes and adjustments to the curriculum as necessary.

Data derived from the GraceWorks school climate survey gave Loyola a clearer picture of perceptions held by various constituents of the school and caused us to take action. There have been several academic and communitive changes throughout the system due to this survey.

Loyola Catholic School also uses graduation rates and the percentage of students who attend post-secondary education programs and successfully complete them as a gauge of school effectiveness.

4. How are staff members across the system and its schools trained to understand and use data to impact

teaching and learning in the classroom?

Loyola Catholic School has not traditionally provided specific training for teachers with regard to analyzing data. Historically, administration and counseling have assumed the lead role in this area. However, we believe it is important for teachers to understand how to interpret and analyze data in order to adjust instruction to meet the needs of the students and create new interventions to improve student learning. In order for teachers to begin understanding relevant data analysis, Loyola had a one-day teacher in-service in November 2009 to disseminate the results our MCA II test. It is our intent to continue to train yearly in the analysis of this data.

Overall Assessment:

Operational: The school system uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results. The assessment system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to system/school leaders, teachers, and other stakeholders in understanding student performance, school and system effectiveness, and the results of improvement efforts.

Standard 5. Resource & Support Systems

STANDARD: The system has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Impact Statement: A system is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that: enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The system employs and allocates staff well-qualified for their assignments. The system provides ongoing learning opportunities for all staff to improve their effectiveness. The system ensures compliance with applicable local, state, and federal regulations.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: Human Resources. In fulfillment of this standard, the system:

5.1 Establishes and implements processes to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities:

Operational

Evidence Provided:

Agendas, minutes, decisions for district and school level IEP meetings

Appropriate space is provided for special need support programs

District staff can affirm that special needs students receive needed support

IEP: Individualized Education Plans

Personnel policies ensuring appropriate hiring practices

Personnel policies ensuring certification, licensure, evaluation, training

Professional learning opportunities

Schedules: District, School, Extra-Curricular; Transportation

Staff Handbooks

Staff schedules and assignments

Student Handbook

5.2 Establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as may be required by federal and state law and regulations (i.e., professional preparation, ability, knowledge, and experience):

Operational

Evidence Provided:

Personnel policies ensuring appropriate placement

Personnel policies ensuring certification, licensure, evaluation, training

Professional learning opportunities

Staff can affirm that they are teaching in their major area of study

Staff Handbook

Staff schedules and assignments

Staffing of both administrative and teaching positions is appropriate and adequate

5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff:

Emerging

Evidence Provided:

Budget demonstrates appropriate allocation for PD

District staff can affirm their involvement in professional learning opportunities

Staff are aware of the requirements for continuous learning

Staff implement effective strategies based on their professional development experience

5.4 Ensures that staff are sufficient in number to meet the vision and purpose of the school system and to meet federal and state law and regulations, if applicable:

Operational

Evidence Provided:

Budget demonstrates appropriate allocation for staffing

Class size indicates appropriate and effective support of student learning

Master schedule

Personnel policies and practices

INDICATORS: Financial Resources. In fulfillment of this standard, the system:

5.5 Engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and to implement its plans for improvement:

Operational

Evidence Provided:

Annual budget - current, forecasted, fund-equity

Facilities plan - current, future

Facilities protection documentation: insurance, amortization

Fiscal policies: use of all funding, including donations, reserves, discretionary

Practices that support appropriate use of allocated funds

Space is adequate and appropriate to support student learning

5.6 Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures:

Operational

Evidence Provided:

Audit reports

Fiscal protection plans: insurance

Organizational oversight of fiscal authority

Payroll and purchasing policies and processes

Practices that support appropriate use of fiscal resources

Refund policies

Secure management of all fiscal processes

INDICATORS: Physical Resources. In fulfillment of this standard, the system:

5.7 Maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment:

Operational

Evidence Provided:

All district-wide facilities are properly maintained

District staff are involved in developing and implementing safety policies

District-wide environment is clean and safe

HAZMAT (hazardous materials): policies and training

Policies and processes regarding safety

Policies and processes related to student/staff injury

Policies regarding dispensing prescription medications

Stakeholder survey data supporting safety

State and Federal regulations regarding special program safety requirements

5.8 Establishes and implements written security and crisis management plans with appropriate training for stakeholders:

Emerging

Evidence Provided:

Crisis intervention committee

Crisis intervention plan

District staff and students are knowledgeable about emergency procedures

District staff are involved in the crisis intervention team

Emergency procedures

Health support staff are available

Secure record system

Staff Handbook

Student Handbook

Wellness policy

5.9 Implements processes and plans for maintaining and improving sites, facilities, and equipment:

Emerging

Evidence Provided:

Appropriate district staff affirm their knowledge of the plan for physical asset maintenance and replacement

Physical assets plan: short-term and long-range

5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals:

Highly Functional

Evidence Provided:

Policies and procedures for maintaining and improving technology infrastructure: hardware and software

Policies and procedures regarding appropriate internet access

Policies and procedures regarding the purchase of technology tools

Stakeholders are knowledgeable about policies regarding appropriate internet access

INDICATORS: Support Systems. In fulfillment of this standard, the system:

5.11 Provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students:

Not Evident

Evidence Provided:

Individualized Development Plans

Staffing of Counseling and Guidance programs

Student referral policies and practices

Student referral process and procedures

Teacher certification, licensure, etc. supporting special needs

5.12 Provides student support services coordinated with the school, home, and community:

Emerging

Evidence Provided:

Career Preparation Department/Committee

Community based programs

Curriculum for Career Preparation

Enrollment data - current status, trends

Guidance and Counseling Department/Committee

Master schedule indicates availability of career preparation

Orientation to Career Preparation programs

Staff assigned to career preparation programs

Students are enrolled in career preparation

Focus Questions:

1. What is the school system's process for recruitment, induction, placement, development, evaluation, and retention of qualified professional and support staff across the system and its schools?

Loyola Catholic School has recruited staff by placing advertisements in local newspapers, on-line, and in college placement offices, however in recent years we have been able to meet staffing needs through in-house reassignments, placing notices in our parish bulletins and word-of-mouth.

New-hires are required to have degrees and licensure/certification (or be in the process of obtaining them) in appropriate areas.

The Diocese of Winona requires that all staff complete “Safe and Sacred,” an on line course which addresses harassment/abuse, code of conduct, and procedures for safeguarding students and staff and for reporting any concerns. This course is also required for all substitute teachers and regular volunteers.

Orientation/induction is informal (due to the small number of new-hires in any given year) with leadership providing an overall sense of LCS, introduction to staff, overview of staff handbook, policies and common practice. Leadership assigns a colleague to mentor the new-hire and work closely with him/her.

Staff members are placed in their areas of expertise. When we experience shifts in enrollment, we first dialogue with staff to determine the best way to re-assign present staff if that is an option, or to create a new position.

Staff Development is handled in various ways, depending upon needs and resources. The entire staff meets each fall to set the tone for the upcoming year. Recently our fall gatherings have included a Youth Frontiers Honors retreat, a “Love and Logic” training, emergency preparedness training, and training in technology. During the school year Staff Development gatherings are dedicated to specific timely topics: recently these topics have included mental health issues; Cyber safety; formative and summative assessments and interpreting standardized assessments; alignment of curriculum to state standards; and use of technology. At the conclusion of the school year, staff members meet to dialogue about the year and to celebrate milestones in service.

Staff members are encouraged to keep current in their field by attending workshops (professional days are granted and we finance these as much as possible by requesting Title funds); accessing lectures on line; and reading articles that other staff members have found helpful and have posted on line.

LCS has a Continuing Education committee which meets three times per year to process CE units submitted for recertification and to recommend workshops, articles, etc. that would qualify for units and requirements.

LCS principals evaluate teaching staff. Teachers are observed informally throughout the year, receiving a written evaluation at least once per year at the discretion of their unit principal. Recent written evaluations have been based on unscheduled observation/s; on a series of “three minute walk-throughs;” and on unscheduled observations focused on the four domains (planning and preparing; classroom environment; instruction; and professional responsibilities). We believe unscheduled observations give leadership a clear picture of the quality and consistency of instruction. Non-teaching staff is evaluated annually by the unit principal or by immediate supervisors.

LCS has been blessed to retain many of its dedicated staff members for a significant number of years. Several have served at LCS for more than 30 years. Long-term staff members tend to stay because of their commitment to their Catholic faith, their belief in Catholic education, the community spirit of LCS, and their love for our students and families.

We have made efforts to better compensate our staff for their service, and have appealed to their generosity and dedication when budget constraints have made this difficult or impossible. One area to be addressed by our current capital campaign is staff compensation.

We are committed to creating a family atmosphere at LCS, particularly by retaining a sufficient number of caring staff members to enable us to offer small class sizes, opportunities for small group and individual instruction, and time for guided study.

2. How does the leadership ensure that the allocation of financial resources is supportive of the school system's vision, programs, services, and its plans for continuous improvement?

LCS engages in long-range and annual budget planning. Our planning and spending are very deliberate and careful, ensuring that we have sufficient resources to support our educational programs. When have to make reductions in the budget, we deliberately make cuts in areas that do not affect learning, class size, or teaching staff. We have deferred some facility improvements over the years, and have prioritized needs to be addressed in the future as resources allow.

Our finance committee is comprised of the LCS president, LCS business manager, parish representatives , and a member of the Board of Directors. Budgets are formulated by LCS president, business manager, principals, and activity director; presented to our finance committee for recommendations; presented to the Board for Directors for their advice; and then presented to the Board of Trustees for final approval.

Monthly financial reports are prepared and issued to principals, the finance committee, the Board of Directors, and the Trustees. They are discussed at meetings of the Board of Directors and meetings of the Trustees.

Until recently (2008) we participated in an audit by Eide Bailly each year. Whenever the diocese has requested financial reports and information we have supplied it.

3. How does the school system ensure, support, and monitor the provision of resource and support services that meet the needs of all students?

A Capital Campaign is presently in process, seeking funding for facility updates, financial assistance for families, technology integration, and academic excellence (staff development, electives for high school students).

Our sites are safe, inviting and nurturing. In the past three years we have addressed security needs by preparing and adopting an emergency action plan; installing a “buzzer” lock system with cameras in main office areas; and installing a “Heart Start” unit in each building. All staff members are aware of and have access to the emergency plan, and each building has an emergency response team trained in CPR and First Aid.

Each staff member has access to information via e-mail and phone. Custodians also have pagers. We have a crisis calling-tree, which includes the entire staff, pastors, BOD and trustees.

LCS provides and coordinates support services for students. The local public school district provides Title I and Special Ed services as well as services of a school nurse, a career counselor, and a part-time guidance counselor. LCS hires 1.5 additional guidance counselors, one at each site. Principals participate in Pupil Support Plan meetings with specialists and parents.

Overall Assessment:

Operational: The school system has human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The system employs and allocates staff members who are well qualified for their assignments. The system provides ongoing learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The system ensures compliance with applicable local, state, and federal regulations.

Standard 6. Stakeholder Communications & Relationships

STANDARD: The system fosters effective communications and relationships with and among its stakeholders.

Impact Statement: Impact Statement: A system is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. System and school personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the system:

6.1 Fosters collaboration with community stakeholders to support student learning:

Operational

Evidence Provided:

Agendas, minutes, calendar of parent meetings

Calendar of events that promote stakeholder involvement

District staff affirm that stakeholders are involved in many aspects of district events, activities, decisions

Parents and community members regularly volunteer time in district

Policies regarding credit for service learning

Stakeholder survey data

Stakeholders affirm that they are involved in many aspects of district events, activities, decisions

6.2 Uses system-wide strategies to listen to and communicate with stakeholders:

Operational

Evidence Provided:

Calendars, agendas, minutes of parent meetings

Emails, phone answering system

Newsletters, brochures, letters, memos

Parent - Teacher conferences schedule

Stakeholders affirm they have variety of opportunities to be formally involved in life of district

Steering Committee meetings: agendas, minutes, membership

Web page dedicated to parents/community members

Wide variety of stakeholder communication documents/avenues

6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system:

Operational

Evidence Provided:

Advisory Committees

Calendar, agendas, minutes, committee membership

Policies regarding volunteer involvement

Schedule of volunteer activities

Stakeholder survey data

Stakeholders affirm that their suggestions and recommendations are acted upon

Stakeholders affirm that they are actively involved in providing expertise

6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders:

Operational

Evidence Provided:

Brochures, pamphlets

Newsletters about student performance

Online calendar, schedule, and news/updates

Parent -teacher conferences: calendar, procedures, participation data

Parent Handbook

Parent versions of Curriculum Pacing Guides

Parents and students are informed and involved in developing individualized learning plans for students

Parents and students are informed and involved in making course selections

Regularly published newsletters to community

Stakeholders affirm that they are knowledgeable about student learning

Student Handbook

6.5 Provides information that is meaningful and useful to stakeholders:

Operational

Evidence Provided:

Parent -teacher conferences: calendar, procedures, participation data

Policies regarding reporting schedule

Report cards

Focus Questions:

1. How does the school system's leadership ensure that the system and its schools are responsive to community expectations and stakeholder satisfaction?

Loyola Catholic School uses several avenues to ensure that stakeholder expectation/satisfaction may be expressed to school leaders.

Following the recommendation given in a workshop presented by GraceWorks in the fall of 2008, we have taken several parent surveys, including two provided through GraceWorks in 2008 and 2009, and those generated by LCS (regarding our school calendar in spring 2009, a new family questionnaire regarding their choice of LCS and our enrollment process in fall 2009, regarding transportation/childcare needs in winter 2010, a survey regarding our preschool program in winter 2010). Staff and students also participated in the GraceWorks surveys. Staff member (several are also parents of LCS students) input has been an integral part of the accreditation process and SAR.

Principals are visible in our buildings before, after and throughout the school day and readily make time to visit with parents and community members. They are available during parent-teacher conference time and special events at school, as well as being accessible by phone and email.

Principals hold staff meetings regularly (twice per month) and as needed at primary and intermediate levels and weekly at the high school. Primary teachers meet regularly (twice per month) in grade levels and share summaries with their principal. Intermediate and high school principals and staff hold regular SAT meetings and have scheduled common prep time for staff collaboration.

Our Board of Directors has been restructured and reduced to a more workable number recently, and remains advisory. Following Diocesan practice, it now consists of two representatives (chosen by the pastor) from each of

the four local parishes. The BOD represents parents and parishioners, and is advisory to the trustees (the four pastors and two parents).

LCS Schola Foundation and Booster Club also provide avenues for communication and support.

Committees help to plan and host special LCS Advancement events and fundraisers such as Wired to the Heart, MACS NITE, and the LCS Golf Classic. Each year LCS Advancement inducts into our LCS Hall of Fame four people who have made a significant impact on LCS.

Events such as Kindergarten Round Up, Re-enrollment Night, 4th and 9th grade orientations are more formal opportunities for parents to learn about our programs.

Our Home and School Association takes leadership in Family Fun Night during Catholic Schools Week, holds a uniform sale and candy sale each fall, hosts appreciation events for staff and since 2007 has operated The LCS Spirit Shop (LCS branded clothing).

We have recently formed a Preschool Advisory Committee, comprised of parents, staff and leadership, to help us broaden our understanding of family preferences and needs.

Parent and community volunteers; high school students serving as teacher assistants (in primary); diverse cultural presenters from the local community (Global Awareness) and extended family guests are present in our classrooms almost daily.

2. What avenues are used to communicate information to stakeholders about the effectiveness of the school system and its schools, including the sharing of student performance results?

Our primary means of communicating information is through our web site and emails, although a small number of families opt to receive printed copies.

Posted on our website (<http://www.loyolacatholicschools.org>)

Calendars and schedules of events and activities

Principals' weekly newsletters

Teachers' weekly newsletters

Student and family handbooks

Staff profiles

An overview of each unit of LCS

Enrollment and new student information

Lunch menu and account information

Advancement department contacts for events and contributions

Changes in school schedule (inclement weather)

We have provided links to EducationEdge, where assignments and grades are posted for grades 4-12.

Students 7-12 each receive daily emailed announcements, and are linked to teachers.

Parish bulletins carry contact information and announcements, principals (or parent/student volunteers) speak at parish Masses during CSW.

Local news: purchased ads; student contributions; events coverage; radio spots. Occasionally we receive coverage

from diocesan newspapers.

Student expectations and progress are shared with families through quarterly report cards and PT conferences (at the beginning of the school year, and at the end of first and third quarter). Families of students in grades 4-12 also receive mid-quarter reports.

Overall Assessment:

Operational: The school system has the understanding, commitment, and support of stakeholders. System and school personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate good participation by some stakeholder groups.

Standard 7. Commitment to Continuous Improvement

STANDARD: The system establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Impact Statement: A system is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the system with the expectations for student learning. Improvement efforts are sustained and the system and its schools demonstrate progress in improving student performance. New improvement efforts are informed by the results of earlier efforts through analysis of student performance, system effectiveness, and assessment of the improvement process.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the system:

7.1 Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results):
Emerging

Evidence Provided:

Continuous Improvement Plan - district and individual schools

Graduation and retention rates

Information/Data system

Postsecondary engagement: employment, college

Specific program initiatives to support continuous improvement

Stakeholder survey (satisfaction) data

7.2 Engages stakeholders in the processes of continuous improvement:

Emerging

Evidence Provided:

Calendar, agendas, minutes, sign-in sheets demonstrating stakeholder involvement in district and school improvement

District and School Improvement plan indicating membership of committees

Parent compact

Stakeholders affirm their involvement in continuous improvement process

7.3 Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning:

Operational

Evidence Provided:

District staff affirm their understanding of the impact of programs that support student learning

School improvement plans demonstrate alignment with district vision, purpose

Student performance targets are communicated to all stakeholders

Vision, purpose posted in district-wide facilities

7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels:

Operational

Evidence Provided:

District staff affirm that they regularly use data to inform their practices

District staff affirm their involvement in evaluating the impact of instruction on student growth

District staff meetings regularly use data to inform their discussions and decisions

School improvement plans demonstrate evaluation of goals, objectives, and strategies impact on student growth

7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals:

Emerging

Evidence Provided:

District staff affirm their involvement in professional learning

Personnel Policies that outline staff evaluation process

7.6 Monitors and communicates the results of improvement efforts to stakeholders:

Operational

Evidence Provided:

Annual Report

District staff and stakeholders affirm the use of performance data during Parent-Teacher conferences

Information/Data system

Newsletters, brochures

Parent-Teacher conferences

Staffing assignments support monitoring and reporting of continuous improvement efforts

Stakeholders affirm receipt of district communication regarding improvement efforts

7.7 Evaluates and documents the effectiveness and impact of its continuous process of improvement :

Emerging

Evidence Provided:

Evaluation of effectiveness of continuous improvement plan and process

Stakeholders affirm knowledge of an evaluation of the district's improvement efforts

7.8 Allocates and protects time for planning and engaging in continuous improvement efforts system-wide:

Emerging

Evidence Provided:

District staff affirm that time is allocated for improvement planning, implementation, and monitoring

7.9 Provides direction and assistance to its schools and operational units to support their continuous improvement efforts:

Emerging

Evidence Provided:

District staff affirm their knowledge of the district's expectations and guidelines for supporting student performance

Focus Questions:

1. Describe the process for continuous improvement used by the school system and its schools and the impact of this process on student learning and system effectiveness.

One of our efforts to ensure continuous improvement has been our work on our K-12 curriculum. Although LCS has been consolidated for a number of years, little overall effort had been made to coordinate curriculum across the grades and align it to MN state standards. We initiated this work in fall of 2008, are currently piloting it, and

are planning revisions in 2010-11.

To better utilize our standardized test results (MCS in grades 3-11) this fall we worked with a consultant who mapped our scores, compared them to national, state and district scores, pinpointed strands needing to be addressed and gave us strategies for improvement. We plan to continue using this service.

Another strategy we hope to put into place is regular department meetings so we can better track student learning K-12.

Kindergarten-grade 3 students are tested in DIBELS (Dynamic Indicators of Basic Early Literacy Skills) three times per year. Results are used to map individual performance and are shared with parents at conference times.

Classroom teachers use a variety of formative and summative assessments throughout the school day. Assessments include quick checks like “thumbs up/thumbs down,” weekly spelling tests, unit and chapter tests, written work, and teacher-generated written and oral assessments.

We have a schedule for textbook/learning program study and updates, although finances have caused us to defer at times.

2. What process is used to ensure that the improvement goals reflect student learning needs and are aligned with the vision and purpose of the school system and its schools?

As stated in our improvement plan, we will “review and revise curricula resources” and “provide staff development on the use of data for curriculum evaluation and updates.” We will continue to use standardized test data, formative and summative assessments and teacher observations to track progress. Principals will continue to review quarterly report cards, and attend SAT and IPS meetings.

3. What process is used to ensure that system and school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?

LCS provides professional development opportunities through school-wide in-services and workshops. Staff is encouraged to attend conferences in their area of expertise (LCS applies for Title reimbursement of fees and supplies subs) and to do on-line learning. A technology specialist and a technology-curriculum integrationist are on staff and available to staff and students. Special learning needs are addressed through individual and small group instruction, services provided by the local district, the SSND Learning Center, and volunteer tutors.

4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?

Loyola leadership ensures that improvement plan is implemented, monitored, and achieved by being actively involved in school life. This is demonstrated through principals reviewing all report grades and standardized grades. Principals are in classrooms and hallways throughout the day and present at many student activities. Leadership makes it a priority to keep lines of communication with all stakeholders open. An open and on-going dialogue between principals makes them informed of what is happening throughout the system.

The improvement plan is communicated to stakeholders through weekly newsletters at all levels, the school website, parish bulletins and other community communications. The president reports monthly to the Board of Directors and quarterly to the Board of Trustees.

Overall Assessment:

Operational: The school system implements a collaborative and ongoing process for improvement that aligns most functions of the system and its schools with the expectations for student learning. Improvement efforts are sustained and the system demonstrates progress in improving student performance, system and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

QA Methods

1. What processes does the district use to monitor and document improvement?

Standardized testing: DIBELS, MCA, PLAN, PSAT, AP, ACT and SAT

Formative and summative assessments

Quarterly (and/or mid-quarter) student progress reports

Parent-Teacher conferences

Cumulative records, K-12

Student Portfolios

GraceWorks surveys

Informal surveys of parents generated by administration, staff, committees

Self-study in preparation for accreditation

Regular discussions with staff and parents

Frequent observation of staff by administration, with annual written evaluations

2. How does the district provide meaningful feedback and support to its schools and across the district?

Loyola uses the following ways to provide and receive feedback; weekly newsletters; two meetings held annually by the President giving the state of the school; parish bulletins; annual reports mailed to parents on test scores; open door policy by administration for questions and answer by students, staff, and parents. In-house communications include; monthly finance reports, monthly BOD meetings, staff meetings, weekly principal meetings, and quarterly meetings with the Board of Trustees.

3. How does the district ensure that the AdvancED standards are met by all the schools and the district as a whole?

LCS is one school on two campuses. Our three principals meet weekly, planning and implementing decisions together. Schedules and stakeholder communications are reviewed by each principal and are available to all staff.

Our total staff meets several times per year. Our K-12 teaching staff worked together to align curriculum to MN standards, is piloting the alignment, and will be involved in the process of reviewing and updating it. Staff is drawn into discussions about budget needs and working conditions.

Advancement, Admissions/Communications, Finance and Business Department heads communicate with and draw on staff expertise and experience.

4. How does the district regularly collect, use, and communicate results?

Loyola Catholic School has used GraceWorks survey the past two years to get feedback on a broad range of school issues from parents and staff. The information derived from the survey was used to determine the current state of the school and for future planning. The results were communicated back to stakeholders through meetings at the board and committee level and through a letter to parents.

Conclusion

The following focus questions reflect the school's overall analysis of its internal evaluation of the accreditation standards.

Focus Questions

As you review your responses to the standards, what major trends, themes, or areas of focus emerge that cut across the seven standards?

Loyola Catholic School has a long history of providing education focused on faith, academic achievement and service and a strong base of supportive stakeholders who take an active role in school programs and processes. Following several turn-overs in administration and years of restructuring we have a renewed sense of stability, trust, vitality and unity.

We are hopeful that our curriculum alignment, more careful study of test results, and greater communication within and among departments will advance student learning.

We are excited about our efforts toward providing 21st century learning (technology) and our efforts to promote global and intercultural understandings through our curriculum (Global Awareness in Primary/Intermediate and a new team-taught Service Learning program which will culminate with a mission trip to Guatemala).

Based on your review of these cross-cutting themes/trends and each of the seven standards, what would you consider to be your school system's greatest strengths?

Loyola Catholic Schools fosters a safe, nurturing educational environment by modeling safe practices, emphasizing human dignity, and promoting opportunities to capitalize on the strengths and skills of each individual. The Loyola Catholic Schools challenge and inspire students to use their God-given talents to be the best person, citizen and humanitarian they can be. All of this is encouraged by a dedicated, hardworking staff that is knowledgeable and willing to put new ideas into practice.

What would you consider to be your school system's greatest challenges?

Enrollment and finances are the school's greatest challenges to ensure the viability and longevity of the system. These challenges are currently being addressed by the start of a capital campaign to improve buildings and financial stability of Loyola Catholic School. The desired side effect of the campaign is to increase enrollment. The stakeholders feel the remodeling of the buildings will give the school a revived look and feel. The enrollment issue is being addressed is by the introduction of 21st century learning, which will address teaching, curriculum and programs available to students. The plan for 21st century learning came from the gathering of data of educational practices and the information gathered by GraceWorks through parent and student surveys.

How will you use the insights gained from this self-assessment to inform and enhance your quality assurance and continuous improvement efforts?

We will act on our realization of the importance of stakeholder involvement at all levels by:

- Surveying and networking with parents and other stakeholders
- Communicating student expectations and progress
- Meeting with and communicating with Trustees, BOD, parishes, parents, etc.
- Studying test data and making K-12 curriculum adjustments to promote student learning
- Providing meaningful staff development and evaluation

Standards Assessment Report Summary

Standards & Indicators	Not Evident	Emerging	Operational	Highly Functional
1. Vision & Purpose				
1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders			✓	
1.2 Communicates the system's vision and purpose to build stakeholder understanding and support			✓	
1.3 Identifies system-wide goals and measures to advance the vision			✓	
1.4 Develops and continuously maintains a profile of the system, its students, and the community		✓		
1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services			✓	
1.6 Reviews its vision and purpose systematically and revises them when appropriate			✓	
2. Governance & Leadership				
2.1 Establishes and communicates policies and procedures that provide for the effective operation of the system		✓		
2.2 Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system		✓		
2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations		✓		
2.4 Implements policies and procedures that provide for the orientation and training of the governing board		✓		
2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources		✓		
2.6 Maintains access to legal counsel to advise or obtain information about legal requirements and obligations		✓		
2.7 Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations			✓	
2.8 Provides for systematic analysis and review of student performance and school and system effectiveness		✓		
2.9 Creates and supports collaborative networks of stakeholders to support system programs		✓		
2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals		✓		
2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership		✓		
2.12 Assesses and addresses community expectations and stakeholder satisfaction		✓		
2.13 Implements an evaluation system that provides for the professional growth of all personnel		✓		
3. Teaching & Learning				
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills		✓		
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning			✓	
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels			✓	
3.4 Supports instruction that is research-based and reflective of best practice		✓		
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity		✓		
3.6 Allocates and protects instructional time to support student learning			✓	
3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment		✓		
3.8 Supports the implementation of interventions to help students meet expectations for student learning			✓	
3.9 Maintains a system-wide climate that supports student learning			✓	
3.10 Ensures that curriculum is reviewed and revised at regular intervals			✓	
3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction			✓	
4. Documenting & Using Results				
4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free			✓	
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning		✓		

4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance		✓		
4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders			✓	
4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness			✓	
4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence		✓		
4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations			✓	
5. Resource & Support Systems				
5.1 Establishes and implements processes to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities			✓	
5.2 Establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as may be required by federal and state law and regulations (i.e., professional preparation, ability, knowledge, and experience)			✓	
5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff		✓		
5.4 Ensures that staff are sufficient in number to meet the vision and purpose of the school system and to meet federal and state law and regulations, if applicable			✓	
5.5 Engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and to implement its plans for improvement			✓	
5.6 Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures			✓	
5.7 Maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment			✓	
5.8 Establishes and implements written security and crisis management plans with appropriate training for stakeholders		✓		
5.9 Implements processes and plans for maintaining and improving sites, facilities, and equipment		✓		
5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals				✓
5.11 Provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students	✓			
5.12 Provides student support services coordinated with the school, home, and community		✓		
6. Stakeholder Communications & Relationships				
6.1 Fosters collaboration with community stakeholders to support student learning			✓	
6.2 Uses system-wide strategies to listen to and communicate with stakeholders			✓	
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system			✓	
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders			✓	
6.5 Provides information that is meaningful and useful to stakeholders			✓	
7. Commitment to Continuous Improvement				
7.1 Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results)		✓		
7.2 Engages stakeholders in the processes of continuous improvement		✓		
7.3 Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning			✓	
7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels			✓	
7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals		✓		
7.6 Monitors and communicates the results of improvement efforts to stakeholders			✓	
7.7 Evaluates and documents the effectiveness and impact of its continuous process of improvement		✓		
7.8 Allocates and protects time for planning and engaging in continuous improvement efforts system-wide		✓		
7.9 Provides direction and assistance to its schools and operational units to support their continuous improvement efforts		✓		