

Report of the External Review Team for Teurlings Catholic High School

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Introduction

The External Review is an integral component of AdvancED Performance Accreditation and provides the institution with a comprehensive evaluation guided by the results of diagnostic instruments, in-depth review of data and documentation, and the professional judgment of a team of qualified and highly trained evaluators. A series of diagnostic instruments examines the impact of teaching and learning on student performance, the capacity of leadership to effect continuous improvement, and the degree to which the institution optimizes its use of available resources to facilitate and support student success. The results of this evaluation are represented in the Index of Education Quality (IEQ™) and through critical observations, namely, Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Accreditation is a voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools and designed primarily to distinguish schools adhering to a set of educational standards. Today the accreditation process is used at all levels of education and is recognized for its ability to effectively drive student performance and continuous improvement in education.

Institutions seeking to gain or retain accreditation must meet AdvancED Standards specific to their institution type, demonstrate acceptable levels of student performance and the continuous improvement of student performance, and provide evidence of stakeholder engagement and satisfaction. The power of AdvancED Performance Accreditation lies in the connections and linkages between and among the conditions, processes, and practices within a system that impact student performance and organizational effectiveness.

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED Standards were developed by a committee comprised of talented educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement. Prior to implementation, an internationally recognized panel of experts in testing and measurement, teacher quality, and education research reviewed the standards and provided feedback, guidance and endorsement.

The AdvancED External Review Team uses AdvancED Standards, associated indicators and criteria related to student performance and stakeholder engagement to guide its evaluation. The Team examines adherence to standards as well as how the institution functions as a whole and embodies the practices and characteristics expected of an accredited institution. The Standards, indicators and related criteria are evaluated using indicator-specific performance levels. The Team rates each indicator and criterion on a scale of 1 to 4. The final scores assigned to the indicators and criteria represent the average of the External Review Team members' individual ratings.

The External Review is the hallmark of AdvancED Performance Accreditation. It energizes and equips the institution's leadership and stakeholders to achieve higher levels of performance and address those areas that

may be hindering efforts to reach desired performance levels. External Review is a rigorous process that includes the in-depth examination of evidence and relevant data, interviews with all stakeholder groups, and extensive observations of learning, instruction, and operations.

Use of Diagnostic Tools

A key to examining the institution is the design and use of diagnostic tools that reveal the effectiveness with which an institution creates conditions and implements processes and practices that impact student performance and success. In preparation for the External Review the institution conducted a Self Assessment that applied the standards and criteria for accreditation. The institution provided evidence to support its conclusions vis a vis organizational effectiveness in ensuring acceptable and improving levels of student performance.

- an indicator-based tool that connects the specific elements of the criteria to evidence gathered by the team;
- a student performance analytic that examines the quality of assessment instruments used by the institution, the integrity of the administration of the assessment to students, the quality of the learning results including the impact of instruction on student learning at all levels of performance, and the equity of learning that examines the results of student learning across all demographics;
- a stakeholder engagement instrument that examines the fidelity of administration and results of perception surveys seeking the perspective of students, parents, and teachers;
- a state-of-the-art, learner-centric observation instrument, the Effective Learning Environments Observation Tool (eleot™) that quantifies students' engagement, attitudes and dispositions organized in 7 environments: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring and Feedback, Well-Managed Learning, and Digital Learning. All evaluators must be trained, reach acceptable levels of inter-rater reliability, and certified to use this research-based and validated instrument.

The External Review Team's findings and critical observations are shared in this report through the IEQ™ results as well as through the identification of Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Index of Education Quality

In the past, accreditation reviews resulted in an accreditation recommendation on status. Labels such as advised, warned, probation, or all clear were used to describe the status of a school relative to the AdvancED Standards and other evaluative criteria. Beginning in the 2013-14 school year, AdvancED introduced a new framework to describe the results of an accreditation review. Consistent with the modern focus of accreditation on continuous improvement with an emphasis on student success, AdvancED introduced an innovative and state-of-the-art framework for diagnosing and revealing institutional performance called the Index of Education Quality (IEQ™). The IEQ™ comprises three domains of performance: 1) the impact of teaching and learning on student performance; 2) the capacity of leadership to guide the institution toward the achievement of its

vision and strategic priorities; and 3) use of resources to support and optimize learning. Therefore, your institution will no longer receive an accreditation status. Instead, your institution will be accredited with an IEQ™ score. In the case where an institution is failing to meet established criteria, the accreditation will be under review thereby requiring frequent monitoring and demonstrated improvement.

The three domains of performance are derived from the AdvancED Standards and associated indicators, the analysis of student performance, and the engagement and feedback of stakeholders. Within each domain institutions can connect to the individual performance levels that are applied in support of the AdvancED Standards and evaluative criteria. Within the performance levels are detailed descriptors that serve as a valuable source of guidance for continuous improvement. Upon review of the findings in this report and building on their Powerful Practices, institutional leaders should work with their staff to review and understand the evidence and rationale for each Opportunity for Improvement and Improvement Priority as well as the corresponding pathway to improvement described in the performance levels of the selected indicator(s).

The IEQ™ provides a new framework that recognizes and supports the journey of continuous improvement. An institution's IEQ™ is the starting point for continuous improvement. Subsequent actions for improvement and evidence that these have had a positive impact will raise the institution's IEQ™ score.

Benchmark Data

Throughout this report, AdvancED provides benchmark data for each indicator and for each component of the evaluative criteria. These benchmark data represent the overall averages across the entire AdvancED Network for your institution type. Thus, the AdvancED Network average provides an extraordinary opportunity for institutions to understand their context on a global scale rather than simply compared to a state, region, or country.

It is important to understand that the AdvancED Network averages are provided primarily to serve as a tool for continuous improvement and not as a measure of quality in and of itself. Benchmark data, when wisely employed, have a unique capacity to help institutions identify and leverage their strengths and areas of improvement to significantly impact student learning.

Powerful Practices

A key to continuous improvement is the institution's ability to learn from and build upon its most effective and impactful practices. Such practices serve as critical leverage points necessary to guide, support and ensure continuous improvement. A hallmark of the accreditation process is its commitment to identifying with evidence, the conditions, processes and practices that are having the most significant impact on student performance and institutional effectiveness. Throughout this report, the External Review Team has captured and defined Powerful Practices. These noteworthy practices are essential to the institution's effort to continue its journey of improvement.

Opportunities for Improvement

Every institution can and must improve no matter what levels of performance it has achieved in its past. During the process of the review, the External Review Team identified areas of improvement where the institution is meeting the expectations for accreditation but in the professional judgment of the Team these are Opportunities for Improvement that should be considered by the institution. Using the criteria described in the corresponding rubric(s) to the Opportunity for Improvement, the institution can identify what elements of practice must be addressed to guide the improvement.

Improvement Priorities

The expectations for accreditation are clearly defined in a series of the rubric-based AdvancED Standards, indicators and evaluative criteria focused on the impact of teaching and learning on student performance, the capacity of the institution to be guided by effective leadership, and the allocation and use of resources to support student learning. As such, the External Review Team reviewed, analyzed and deliberated over significant bodies of evidence provided by the institution and gathered by the Team during the process. In the professional judgment of the Team as well as the results of the diagnostic process, the Team defined, with rationale, Improvement Priorities. The priorities must be addressed in a timely manner by the institution to retain and improve their accreditation performance as represented by the IEQ™. Improvement Priorities serve as the basis for the follow-up and monitoring process that will begin upon conclusion of the External Review. The institution must complete and submit an Accreditation Progress Report within two years of the External Review. The report must include actions taken by the institution to address the Improvement Priorities along with the corresponding evidence and results. The IEQ™ will be recalculated by AdvancED upon review of the evidence and results associated with the Improvement Priorities.

The Review

The External Review Team examined artifacts and evidence provided by the school in off- and on-site review sessions. During the off-site portion of the review prior to the visit, the team communicated by email and telephone and reviewed the materials presented by the school and the Lead Evaluator. On-site, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted observations. The External Review of Teurlings Catholic, a non-public school in the Diocese of Lafayette, occurred on February 14-16, 2017. The review team consisted of a leader, associate leader, and four members who had communicated through emails and prepared off-site for the evaluation by reviewing documentation from the school and participating in training modules from AdvancED.

The team met for the first time on Tuesday, February 14, at 2:00 pm at the school. The Lead Evaluator briefly discussed schedules and assignments previously communicated by email and reviewed elect procedures and interview protocols. The team interviewed, as a group, twelve teachers who shared their views of the strengths and challenges of the school. Team members directed questions related to the Standards. Teachers were open and honest about the strengths and challenges. All indicated they serve many roles on school-wide committees and sponsor clubs and activities in addition to teaching assignments. The principal and academic assistant principal presented a slideshow on school history, quick facts, instruction, faculty and staff, faith and

service, and post-secondary information. They responded to questions from the review team and gave clarification and direction for the in-depth review occurring over the next two days. A final evening meeting of the team where information was categorized, preliminary ratings were discussed, and tasks for the coming days were assigned was held in the school's new Guidance and Faith Formation Building. Time was spent viewing artifacts and evidence prepared by the school leadership team.

Wednesday, February 15, was spent primarily conducting 48 eleot formal observations of teachers. The team interviewed 12 students from grades nine through twelve. Students were articulate and evidently pleased with their school, in particular with the challenging courses and opportunities to earn college credit. They described feeling safe and having the support of the staff. Over a brief lunch period, the review team examined artifacts and noted strengths and weaknesses discovered in observations. The team also interviewed 12 parent and community stakeholders. Parents were especially pleased with the school's faith formation, independent student-centered learning, and an "aggressive" faculty who did all they could to assist struggling students. In addition, members of the review team interviewed six support staff members individually. An end of day a team meeting was held to clarify strengths and weaknesses before a final interview of the principal and academic assistant principal. The team worked into the evening to do final ratings for standard indicators using interview results, observation data, and artifact information. The team also input and tallied eleot scores on teachers observed.

On the final day, the team conducted informal observations and individual interviews. Final ratings were validated and recorded. The review team finalized the Exit Report. The Lead Evaluator and associate lead discussed the findings with the principal prior to the formal presentation of the Exit Report to the staff. The faculty, staff, and diocesan superintendent and associate superintendent attended the presentation of the Exit Report in the chapel.

The review team appreciates the work of the staff under the direction of the teacher leaders in preparation for the review. The materials presented to the team were well organized, of high quality, and gave a comprehensive view of the school and its work. The technology coordinator worked throughout the review to ensure that computers, Internet, and printers were available and online. Stakeholders were open and honest and were seeking an objective view of next steps to improve the school. It was very apparent to the team that stakeholders are proud of their school and accreditation status and fully committed to a process of continuous improvement. Many acts of kindness and generosity were provided to the team for which the team members were sincerely grateful.

Stakeholders were interviewed by members of the External Review Team to gain their perspectives on topics relevant to the institution's effectiveness and student performance. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the External Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Interviewed	Number
Pastors	1
Administrators	4
Instructional Staff	16
Support Staff	18
Students	17
Parents/Community/Business Leaders	12
Total	68

Results

Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results, instructional quality, learner and family engagement, support services for student learning, curriculum quality and efficacy, and college and career readiness data. These are all key indicators of an institution's impact on teaching and learning.

A high-quality and effective educational system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics that include strong communication skills, knowledge of content, and knowledge of how to teach the content. The institution's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y., 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert, J., Brown, R., Choi, S., & Thomas, S., 2008). According to Marks, Louis, and Printy (2002), staff members who engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, and Loeb (2010), concluded that leadership in effective institutions "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found that a successful institution implements a curriculum based on clear and measurable expectations for student learning. The curriculum provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Institutions with strong improvement processes move beyond anxiety about the current reality and focus on priorities and initiatives for the future. Using results, i.e., data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, and Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky, J., Pane, J., Barney, H., & Christina, R., 2005). The study also identified six

key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making, (2) establishing a culture of data use and continuous improvement, (3) investing in an information management system, (4) selecting the right data, (5) building institutional capacity for data-driven decision making, and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision-making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

Through ongoing evaluation of educational institutions, AdvancED has found that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 3 - Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Indicator	Description	Review Team Score	AdvancED Network Average
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	3.67	2.82
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	3.00	2.45
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	2.83	2.63
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	2.67	2.69
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	3.17	2.52
3.6	Teachers implement the school's instructional process in support of student learning.	2.83	2.56
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	3.50	2.56
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	4.00	3.07

Indicator	Description	Review Team Score	AdvancED Network Average
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	3.17	3.01
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	3.33	2.71
3.11	All staff members participate in a continuous program of professional learning.	3.83	2.48
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	3.83	2.63

Standard 5 - Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Indicator	Description	Review Team Score	AdvancED Network Average
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	3.83	2.64
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	3.17	2.33
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	2.17	2.03
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	3.33	2.45
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	3.33	2.68

Student Performance Diagnostic

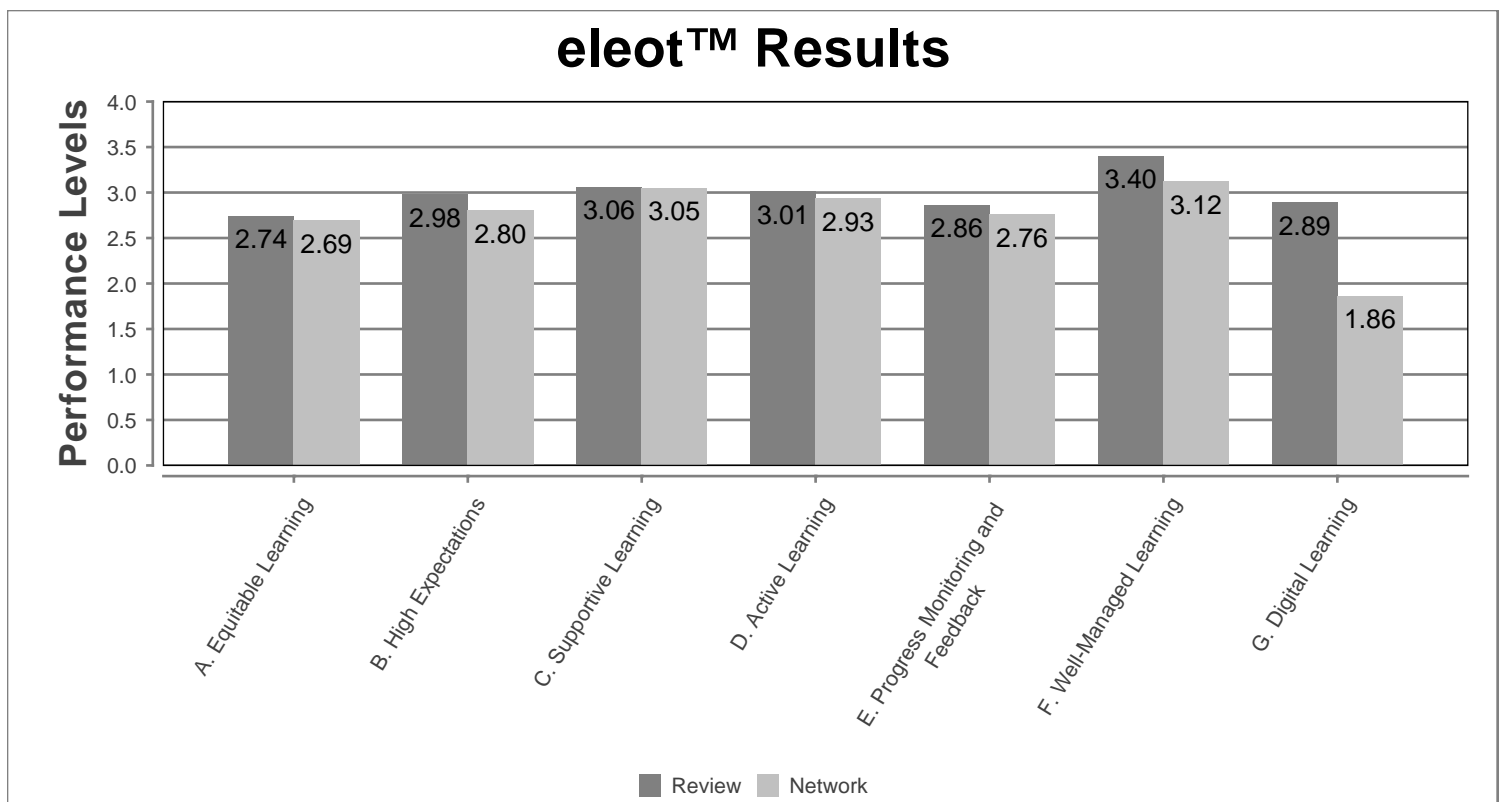
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	3.83	3.11
Test Administration	3.83	3.46
Equity of Learning	2.00	2.75
Quality of Learning	3.00	2.93

Effective Learning Environments Observation Tool (eleot™)

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (eleot™) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam that establishes inter-rater reliability. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a four-point scale (4=very evident; 3=evident; 2=somewhat evident; and 1=not observed). The following provides the aggregate average score across multiple observations for each of the seven learning environments included in eleot™ as well as benchmark results across the AdvancED Network.



The review team observed most classrooms in the school; however, 48 classes were rated using the Effective Learning Environments Observation Tool (eleot). The environments scoring highest were Well-Managed Learning (3.40) and Supportive Learning (3.06). Both were above the AdvancED Network (AEN) average. The next highest scoring environments were Active Learning (3.01) and High Expectations Environment (2.98). Both were above the AEN averages. Progress Monitoring and Feedback Environment (2.86) was rated .10

above the AEN average. Digital Learning was rated a 2.89; that was .13 above the AEN average. The lowest scoring environment was Equitable Learning Environment (2.74), but that is still .05 above the AEN average.

Teachers are very dedicated and supportive of individual student's learning. As a result, students exhibit very positive attitudes and willingness to take risks in the learning experience. Some redirection is evident, and it is done with care for students' feelings. Additionally, accommodations are provided to students with identified special needs. The strong support for learning is a reflection of the school's commitment to its academic and faith missions.

In the Equitable Learning Environment, the school was rated 2.74; this was the lowest scoring environment. Strongest scoring items were "knows that rules and consequences are fair..." (3.21) and "has equal access to classroom discussions..." (3.46). The weakest item was "has differentiated learning opportunities...." (2.08). There was some evidence of attention to differing learning styles with comfort seating and a class with exercise balls as a choice for seats. The widespread use of interactive boards and computers (1:1) addressed learning style differences as well. However, strategies and assignments to address the different ability and achievement levels in each class were not fully evident. Students were grouped for research and project learning, but the groups were randomly formed, and tasks and role assignments were not differentiated.

The Student Progress Monitoring and Feedback environment (2.89) was the second lowest scoring environment. This area had a high score on students' ability to verbalize understanding of the lesson (2.98). The weakest area was "has opportunities to revise/improve work based on feedback." (2.73). Few examples of meaningful formative assessment were seen. An exception was a chemistry class using whiteboards for students to respond and receive immediate feedback. Feedback was evident in digital practice using Gizmos and Language Lingo programs for skill drills. Every class had opening bell ringers or digital ACT prep. Only a few teachers presented or displayed student-friendly statements of the objectives of the lesson.

In the environment measuring high expectations, the school scored 2.98. This was one of the top 4 scoring environments. Strongest areas were being tasked with challenging but attainable activities (3.35) and engaged in rigorous work, discussions or tasks (3.06). Several of the courses observed were dual college enrollment and students were engaged in very rigorous assignments. Activities in the dual enrollment or honors classes were more likely to require critical thinking or collaborative decision-making in small groups. Classes taught by lead teachers were more consistent in actively engaging students. These teachers can be on-site experts to mentor other teachers to consistently employ techniques that actively engage learners. Lower scoring areas were providing exemplars (2.35) and higher order thinking (2.96). Rigor is present in the majority of classes observed; however, a few classes of students were asked mostly lower order questions with little probing. The Supportive Learning Environment was also one of the 4 top-rated environments (3.06). Students' attitudes were very positive (3.31), and support and assistance to acquire skills or concepts was evident at all levels observed (3.19). Most teachers would respond to requests for help promptly. Provision of alternative instruction and feedback on performance were not as evident.

Students were highly engaged in classrooms as indicated by the high rating (3.01) on the Active Learning Environment. The score for "making connections to real-life experiences" was lowest (2.71). Teachers drew

on students' interest to create participation by using creative activities such as a collaborative, engaging activity in a physical science class regarding displacement and distance that required students to apply higher order thinking by tracking movement on the actual school football field. Students in a chemistry class were extracting DNA from strawberries. Students entered an English class to music from the Harlem Renaissance period as they prepared to study its literature. Most students were actively engaged, even if it was writing notes as the teacher spoke. All students were at the very least highly compliant.

The Well-Managed Learning Environment was the strongest overall area (3.40). Respectful interactions with teachers and peers (3.67) and follows rules (3.58) were particular strengths. Students were extremely well behaved in every classroom and area of the school. Transitions of activities within the classroom as well as movement of students during the day were smooth and efficient. Students did not have to be reminded of behavioral expectations and were fully engaged in productive experiences throughout the day in almost every classroom.

The digital learning environment score was 2.89. This is actually an area of extreme pride for the school as students all have access to computers throughout the day in every classroom or learning area, and teachers have laptops and interactive boards. Students are very efficient in the use of Google Docs as reflected in the scores for using technology to gather, evaluate, or use information for learning (3.38), and using technology to conduct research or solve problems (2.81). Less obvious was the use of digital tools for collaborative work (2.48). Some group work was really not cooperative as it was students completing the same task sitting near each other. They may have helped each other with the task some, but there was little teamwork or decision-making.

The team concludes that teachers work very hard to be sure all students succeed in a college preparatory curriculum. Classrooms are extremely well managed, and the climate is happy, comfortable, and productive. However, use of instructional strategies that fully engage students is not administered consistently over all grade levels or subjects.

All grades and subject areas should increase the use of formative assessment with feedback to ensure every individual is working to his/her potential. The department and grade level meetings are an opportunity for analyzing the results of student learning on common formative assessments, capitalizing of the knowledge and skills of colleagues, and planning structures and processes for those who did not grasp skills or concepts.

The team conducted many less formal observations that included all classrooms in the school. Data and impressions from those classroom visits parallel the eleot assessment data.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.08	Has differentiated learning opportunities and activities that meet her/his needs	4.17%	22.92%	50.00%	22.92%
2.	3.46	Has equal access to classroom discussions, activities, resources, technology, and support	50.00%	45.83%	4.17%	0.00%
3.	3.21	Knows that rules and consequences are fair, clear, and consistently applied	37.50%	47.92%	12.50%	2.08%
4.	2.21	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	18.75%	25.00%	14.58%	41.67%
Overall rating on a 4 point scale: 2.74						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.19	Knows and strives to meet the high expectations established by the teacher	37.50%	43.75%	18.75%	0.00%
2.	3.35	Is tasked with activities and learning that are challenging but attainable	41.67%	52.08%	6.25%	0.00%
3.	2.35	Is provided exemplars of high quality work	12.50%	35.42%	27.08%	25.00%
4.	3.06	Is engaged in rigorous coursework, discussions, and/or tasks	25.00%	56.25%	18.75%	0.00%
5.	2.96	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	27.08%	45.83%	22.92%	4.17%
Overall rating on a 4 point scale: 2.98						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.17	Demonstrates or expresses that learning experiences are positive	37.50%	43.75%	16.67%	2.08%
2.	3.31	Demonstrates positive attitude about the classroom and learning	39.58%	52.08%	8.33%	0.00%
3.	3.00	Takes risks in learning (without fear of negative feedback)	25.00%	52.08%	20.83%	2.08%
4.	3.19	Is provided support and assistance to understand content and accomplish tasks	35.42%	50.00%	12.50%	2.08%
5.	2.62	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	18.75%	35.42%	35.42%	10.42%
Overall rating on a 4 point scale: 3.06						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.12	Has several opportunities to engage in discussions with teacher and other students	37.50%	37.50%	25.00%	0.00%
2.	2.71	Makes connections from content to real-life experiences	35.42%	25.00%	14.58%	25.00%
3.	3.19	Is actively engaged in the learning activities	39.58%	39.58%	20.83%	0.00%
Overall rating on a 4 point scale: 3.01						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.92	Is asked and/or quizzed about individual progress/learning	29.17%	39.58%	25.00%	6.25%
2.	2.94	Responds to teacher feedback to improve understanding	25.00%	47.92%	22.92%	4.17%
3.	2.98	Demonstrates or verbalizes understanding of the lesson/content	25.00%	50.00%	22.92%	2.08%
4.	2.75	Understands how her/his work is assessed	25.00%	37.50%	25.00%	12.50%
5.	2.73	Has opportunities to revise/improve work based on feedback	29.17%	27.08%	31.25%	12.50%
Overall rating on a 4 point scale: 2.86						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.67	Speaks and interacts respectfully with teacher(s) and peers	72.92%	20.83%	6.25%	0.00%
2.	3.58	Follows classroom rules and works well with others	64.58%	29.17%	6.25%	0.00%
3.	3.23	Transitions smoothly and efficiently to activities	47.92%	33.33%	12.50%	6.25%
4.	2.96	Collaborates with other students during student-centered activities	45.83%	25.00%	8.33%	20.83%
5.	3.56	Knows classroom routines, behavioral expectations and consequences	58.33%	39.58%	2.08%	0.00%
Overall rating on a 4 point scale: 3.40						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.38	Uses digital tools/technology to gather, evaluate, and/or use information for learning	58.33%	25.00%	12.50%	4.17%
2.	2.81	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	37.50%	22.92%	22.92%	16.67%
3.	2.48	Uses digital tools/technology to communicate and work collaboratively for learning	33.33%	12.50%	22.92%	31.25%
Overall rating on a 4 point scale: 2.89						

Findings

Improvement Priority

Refine and document more comprehensive protocols for monitoring, coaching, modeling, and collegial sharing for the purpose of:

- Increasing the use of data-driven instructional strategies and learning activities.
- Providing meaningful feedback.
- Differentiating instruction.
- Integrating technological resources.
- Ensuring positive learning outcomes for individuals and subgroups of students.

(Indicator 3.2, Indicator 3.3, Indicator 3.4)

Primary Indicator

Indicator 3.4

Evidence and Rationale

Many complex variables impact students' learning outcomes, but the competency of the teacher is one of the most significant. Improving the consistency of best practice school-wide is a meaningful priority. Teacher development through direct supervision is necessary. The evaluation/supervision process is the function of the academic assistant principal with help from the department heads and director of faith formation. Reviewing, refining, and documenting improved practices for supervision of staff is a major action to improve student performance.

Specific accommodations, classes (study skills class), and support are offered for individuals identified by the team who monitor services for students with special needs. Dual enrollment and honors classes accommodate some of the high performing students who choose those classes. However, classroom activities

and strategies are not fully differentiated to meet the diverse needs of students across all subjects and grade levels. Some cooperative learning is evident, but all groups or pairs address the same objective. No differentiation by role in the group is observed. Additionally, the implementation of research-based strategies for active engagement of students was not as consistent as possible for such a competent staff.

Summative measures are the primary assessment tools of the teachers. Effective use of formative assessment with meaningful feedback and alternative instruction or interventions was not fully evident. Instruction would improve and students would benefit from teachers becoming proficient in collecting data, identifying key evidence, and making informed decisions about student outcomes and strategies.

Research indicates the most effective way to improve teachers' knowledge and skills is through one-to-one coaching within the context of the current assignment. The monitoring and coaching of professional practice at the school is becoming more burdensome as the staff has grown with the increasing student enrollment, and it may be too large a role for one professional.

The leadership should assess the supervision process to refine protocols and develop structured formats to facilitate observations and conversations and improve the support for teachers to build their capacity. Protocols should include comprehensive data such as observations, student formative assessment data, lesson plans, teachers' self-reflection journals/logs, and professional growth plans. Collaborative meetings with job-embedded study for teachers are key to improved practice and learning outcomes.

Mentoring, peer interaction, team building, and cross-building partnerships should be fostered to support the implementation of research-based teaching/learning strategies that are student centered and actively engage students.

Opportunity For Improvement

Explore creative ways to maintain the "family atmosphere" as the school population increases.
(Indicator 3.9)

Primary Indicator

Indicator 3.9

Evidence and Rationale

Stakeholders spoke highly of the "family atmosphere" as one of the school's best attributes. It is challenging to maintain in a school with larger numbers. Finding a framework for creating several smaller groups or teams who meet during the school year is possible. Linking groups of students across grade levels to sit together at services or participate in philanthropic activities would help students be part of a smaller group. These groups could remain the same through graduation with ninth graders replacing exiting seniors. Teams could have their own colors and mascots. Teacher/minister/coach sponsors would be advocates.

Any program that helps students to be more included or closer to an adult advocate will have a positive affect.

Opportunity For Improvement

Review and refine the documentation of grading policies.

(Indicator 3.10)

Primary Indicator

Indicator 3.10

Evidence and Rationale

Teachers use common grading and reporting procedures. All teachers use RenWeb for digital grade reporting. A set percentage for homework and assessment weights is in place. However, teachers were not always consistent in their descriptions of what is considered homework. Project grade weighting may be unique to the department or class.

Providing a forum for teachers to discuss issues and the opportunity to lead the effort to develop improved policies will ensure equity across courses and reduced failure rates.

Powerful Practice

The instructional program and school culture are conducive to student learning.

(Indicator 1.2, Indicator 3.1, Indicator 3.12, Indicator 4.6, Indicator 5.1, SP1. Assessment Quality)

Primary Indicator

Indicator 3.1

Evidence and Rationale

The faculty members have articulated and documented challenging and equitable curricula that meet the academic learning requirements of the state and are fully aligned with more stringent standards appropriate for a college preparatory mission. Weekly department meetings facilitate vertical and horizontal alignment of curricula. Research-based teaching strategies and materials are used. The school has provided a 1:1 ratio of computers to students. For example, the purchase of interactive Promethean Boards, laptop computers and ChromeBooks have allowed teachers the opportunity to learn new methods of lesson presentation, accountability, and assessment. More importantly, the digital training program is highly successful as evident by the teachers' and students' competent command of the various programs and templates used to deliver instruction and provide practice or assessment. Moreover, the school's leaders have created policies in which all students are given the tools they need for success. High-achieving students have the opportunity to earn in excess of 30 college credit hours through the state's largest dual enrollment program with participating state universities, and students who struggle academically receive guidance and support through the ISN program and through the new study skills class. Parents describe teachers as being aggressive in pursuit of student academic success. They praise the teachers' single-mindedness in developing independent learners.

Students can participate in a plethora of activities, clubs, and sports. Many of the sports programs are inclusive with no cuts. Some of the clubs, such as skeet shooting, are unusual but highly popular. A strong Catholic identity is evident in the comprehensive religious education program that integrates faith into the culture. Spiritual development activities are present for students and staff. Service projects are not required but are numerous and successful.

A strong emphasis on professional development is evident by documented participation by staff and funds budgeted for the events. Teachers participate in multiple professional development offerings including state and national conferences, school-developed online inservice, programs in the diocese, and more. Recent changes in the schedule facilitate a weekly department meeting.

Composite scores on the ACT have been above the national and state averages since 2011. Trends of improvement are particularly evident in English, biology, and reading. Another finding indicative of an effective program is that 70% of students qualify for the state college tuition program (TOPS).

The school's mission and its Catholic identity are intertwined and create a purposeful climate directed by a dedicated, hard-working staff.

Leadership Capacity

The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its institutional purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to enact strategies to improve results of student learning.

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its evaluation of best practices in more than 32,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning that are aligned with the institutions' vision and supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of educational institution leadership research, Leithwood and Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and their practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their communities to attain continuous improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow institutional leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED's experience, gained through evaluation of best practices, has indicated that a successful institution has leaders who are advocates for the institution'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 encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 1 - Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Indicator	Description	Review Team Score	AdvancED Network Average
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	4.00	2.73
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	4.00	3.00
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	4.00	2.52

Standard 2 - Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Indicator	Description	Review Team Score	AdvancED Network Average
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	4.00	2.95
2.2	The governing body operates responsibly and functions effectively.	4.00	2.90
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	4.00	3.15
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	4.00	3.11
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	4.00	2.79
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	3.33	2.71

Stakeholder Feedback Diagnostic

Stakeholder Feedback is the third of three primary areas of evaluation in AdvancED's Performance Accreditation model. The AdvancED surveys (student, parent, and teacher) are directly correlated to the AdvancED Standards and indicators. They provide not only direct information about stakeholder satisfaction but also become a source of data for triangulation by the External Review Team as it evaluates indicators.

Institutions are asked to collect and analyze stakeholder feedback data, then submit the data and the analyses to the External Review Team for review. The External Review Team evaluates the quality of the administration of the surveys by institution, survey results, and the degree to which the institution analyzed and acted on the results.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Questionnaire Administration	4.00	3.43
Stakeholder Feedback Results and Analysis	3.00	3.08

Findings

Powerful Practice

The chancellor, advisory board members, and administrators provide skillful stewardship and ensure efficient management of the organization, its operations, and its resources and foster a positive, safe learning environment.

(Indicator 1.3, Indicator 2.1, Indicator 2.2, Indicator 2.3, Indicator 4.2, Indicator 4.3, Indicator 4.5)

Primary Indicator

Indicator 2.2

Evidence and Rationale

The chancellor is fully supportive of the mission of the school and maintains oversight of functions while allowing the school leadership to operate autonomously in setting plans, policies, and procedures in support of the academic mission. Administrative operations and processes function very efficiently and effectively. The financial, maintenance, admissions, scheduling, and communication systems are well managed with many checks and balances. The school's budget is fully aligned with its mission and goals.

The leadership is in the process of completing several major capital improvements that include added classrooms, multipurpose areas, and sports facilities. Further improvements are in the final stages of planning. While operating with some degree of debt, the debt is being addressed methodically and in advance of timelines. Additionally, the school has invested in a comprehensive technology infrastructure that is well planned and fully supports the teaching/learning process. The school is operating above a 1:1 pupil/computer ratio. Full time technology staff members maintain the system as well as facilitating its integration.

The leadership demonstrates commitment to a culture based on beliefs and values about teaching and

learning and sets high expectations for professional practice. The school's mission statement, "To Channel His Spirit for the glory of God" is evident in mutual respect in the school community relationships. The school's leaders have made conscious efforts to provide a safe, supportive environment that provides challenging academic content as well as multiple extracurricular opportunities.

The school has a full time safety officer on the grounds. The school climate is safe, healthy, and enhanced by the feeling of security driven by the capable leadership.

Powerful Practice

The school demonstrates continued, focused effort toward school improvement.

(Indicator 1.3, Indicator 5.4, Indicator 5.5, SP3. Quality of Learning)

Primary Indicator

Indicator 1.3

Evidence and Rationale

The school has articulated a comprehensive school improvement plan and writes systematic, achievable goals. There is evidence that the goals drive professional development and instructional practice. For example, 2012 goals included a desire to improve test scores, implement technology, strengthen students' writing skills, and foster spiritual growth in students. There is evidence that these goals have been met: ACT composite scores have shown growth, classroom observations and dual enrollment involvement indicate proficiency in writing, and the atmosphere of the school reveals a commitment to faith formation and a strong Catholic identity. Goals on the 2017 school improvement plan include efforts to build current strengths and address areas in need of improvement. For example, the school intends to address weaknesses in students' ACT scores by offering a preparation course for juniors; to target differentiated instruction to challenge students at all levels; and to display student academic achievement through the creation of a senior portfolio. Parents and community members attest to the staff's strong efforts to be better and to never be satisfied with the status quo.

Clearly, the school is open to growth and is willing to mold its programs to best address the needs of the students. The school improvement plan reveals realistic, necessary goals to support student success.

Powerful Practice

The school leadership provides clear, frequent communication to all stakeholders.

(Indicator 1.1, Indicator 1.2, Indicator 2.5, Indicator 3.8, SF1. Questionnaire Administration)

Primary Indicator

Indicator 2.5

Evidence and Rationale

School leaders effectively manage communication. As a result, all members of the school community are informed and aware of both upcoming activities and long-term future plans. Parents and students articulate the school's mission and show strong support for the school. Teachers use multiple means to communicate with

students, including the online grading platform, and personal email communication. Parents and students report that school officials, including teachers, counselors, and administrators, are accessible and open to communication at any time. Students are aware of graduation and college acceptance requirements, and parents are knowledgeable about financial aid and dual enrollment opportunities because of the information the school provides. In addition, both students and parents report feeling safe, accepted, and able to communicate with school personnel concerning not only academic issues, but also spiritual and personal matters. Parents and students describe a strong family atmosphere.

Parents report feeling well-informed concerning school activities and their children's academic progress. Teachers, administrators and staff members are accessible to parents via multiple platforms, such as face-to-face meetings and online communication. The school offers and the parents participate in various volunteer opportunities. For example, parents are in charge of athletic booster clubs, announcing athletic events, fundraising, and fellowship activities including providing lunch for faculty members on a regular basis. Parents are enthusiastic participants in school events and serve as unofficial ambassadors for the students; their love for the school is apparent in their attitudes and involvement.

Networks into the larger community have resulted in physical and fiscal support for the school and its mission. A recent initiative to more fully engage alumni has enjoyed early success. The open and direct lines of communication among stakeholders create strong bonds of community.

Resource Utilization

The use and distribution of resources must be aligned and supportive of the needs of an institution and the students served. Institutions must ensure that resources are aligned with the stated mission and are distributed equitably so that the needs of students are adequately and effectively addressed. The utilization of resources includes an examination of the allocation and use of resources, the equity of resource distribution to need, the ability of the institution to ensure appropriate levels of funding and sustainability of resources, as well as evidence of long-range capital and resource planning effectiveness.

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L., 2003) "demonstrated a strong relationship between resources and student success... both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in the more than 32,000 institutions in the AdvancED Network that a successful institution 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 institution employs and allocates staff members who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff members to improve their effectiveness and ensures compliance with applicable governmental regulations.

Standard 4 - Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Indicator	Description	Review Team Score	AdvancED Network Average
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	3.00	2.95
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	3.83	2.98
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	4.00	3.14
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	4.00	2.84
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	4.00	2.63

Indicator	Description	Review Team Score	AdvancED Network Average
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	3.83	2.86
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	2.50	2.75

Conclusion

The school staff shows dedication to the formation of the entire student. The mission statement is clearly stated, and the faculty, staff, and students live it daily through their commitment to academic excellence, the promotion of extracurricular and athletic involvement, and an active involvement in faith life.

The school has implemented a variety of academic programs to ensure student success, including a standardized test prep class, the Individual Student Needs program, and the study skills class, all of which were noted with enthusiasm in interviews with students, faculty, and administration. Classroom observations indicate the school has implemented effective protocols to ensure effective classroom instruction and equitable student learning. The team noted the effectiveness of student performance on standardized testing, as well as the effective articulation of curricula that has resulted from department meetings. The school's improving instructional program is a direct result of a variety of professional development initiatives, including Tech Tuesdays and PD in your PJs. The school's commitment to improving the technological infrastructure and the use of said technology has led to well-managed classrooms with engaged students.

In addition to academic success, the school has fostered a safe haven for all of its stakeholders. The unequivocal strength echoed by each stakeholder group was the family atmosphere that permeates the school community. Parents feel engaged as stakeholders and confident their children are safe on campus. This is a result of the forward thinking of the school's administration in regards to communication and safety measures, the dedication of the faculty and staff in the classroom, and the personal investment of staff and parents in extracurricular offerings and athletics.

A culture of caring for each student as a whole person is highly evident. The school is committed to the faith formation of its students and emphasizes the importance of its Catholic identity through campus ministry activities, weekly Masses, and religious formation. The school's governing body operates at a high level, specifically in regards to finances, budgeting, communication with all stakeholders, and capital campaigning for school improvement.

The leadership provides all of its stakeholders numerous, high quality resources and support systems. All of its faculty are qualified to teach, are mentored in the school's mission and purpose through programs like the New Teacher-Mentor Program, documentation of professional development requirements, and regular departmental meetings. Teachers are obviously experts in their subject areas; this may be because some pursued degrees in the subject area prior to certifying in education. The school implements a variety of formal and informal evaluative methods that factor into its faculty's progress, improvement, and high degree of retention.

The staff illustrates the value it places on instruction through such measures as the vast material resources it provides its students, particularly with the use of technology and the 1:1 computer initiative, and the revamping of the instructional time schedule to accommodate the anticipated effects that the relocation of the cafeteria will have on its student body.

Students, faculty and parents all note the outstanding communication among stakeholders, a result of the efficient use of various information resources - including the school's website, its use of RenWeb, Google Classroom, and the recent improvements made to the library. The leadership has dedicated itself to improving the scope and breadth of information students can utilize and learn through the use of technology, and its infrastructure adequately supports its teaching, learning, and operational needs to meet this goal.

Clearly, students are happy, and many cited the teachers, extracurricular club moderators, guidance staff, and coaches as support systems whom they trust. The wide variety of clubs and athletics offered also buoys student morale.

The school has lately experienced growth in population, campus, and personnel. The student enrollment increased 150 students over recent years; 3 new buildings are now in use; and additional instructors teach the new student population. This growth challenges the administration and leadership to advance the school in written policy such as curriculum alignment, to provide teacher professional development in their pedagogical skills, and to formalize activities which could formerly be accomplished person to person. Teurlings is no longer a small school, and perhaps needs different allocations of duties to continue the strong communication, provide rigor in academics, and maintain the strong community. Additionally, the school leadership must work to ensure that all students continue to be part of the "family" atmosphere that so many in the school community value.

Now that teachers and students have access to a wealth of technological resources, the administration must continue its commitment to rich, relevant professional development so that the resources may be used to enhance the curriculum and challenge the students. Providing opportunities for training and for collaboration among the faculty will be necessary.

The school is on the cusp of necessary changes, most of which were identified by the faculty and staff in their School Improvement Plan. The External Review Team (ERT) concurs with this plan, especially Goal 1, which addresses the mining and formal study of standardized testing data to drive individual student instruction and Goal 2, requiring extensive professional development opportunities identified by the leadership for their instructional staff. The ERT also encourages the on-going strengthening of faith foundation and Catholic Identity in Goal 4. The school improvement plan is a vital document to the school's continued success. Stakeholders are aware of its contents, and all share the responsibility of school improvement. By continuing to use data to drive curricular improvements, seeking out professional development opportunities, and relying on the school's successful, multi-faceted mission, the school will ensure continued success in the future.

The school should provide opportunities and comprehensive protocols for faculty to engage in monitoring, coaching, and modeling instructional practices. By providing the time and opportunity for teachers to meet and work together in a collegial, professional manner, they will be able to ensure positive learning outcomes for individuals and subgroups of students. Instructional personnel should work to interpret and use data to drive instructional practices and strengthen learning activities. Teachers should create strategies to monitor and provide meaningful feedback to each other and to their students. Planning and instructional practices should include strategies to differentiate instruction and to meaningfully integrate technological resources.

Strengthening and refining the ways in which faculty members interact with data and each other will allow them to create richer, more meaningful learning experiences for all students.

Improvement Priorities

The institution should use the findings from this review to guide the continuous improvement process. The institution must address the Improvement Priorities listed below:

- Refine and document more comprehensive protocols for monitoring, coaching, modeling, and collegial sharing for the purpose of:
 - Increasing the use of data-driven instructional strategies and learning activities.
 - Providing meaningful feedback.
 - Differentiating instruction.
 - Integrating technological resources.
 - Ensuring positive learning outcomes for individuals and subgroups of students.

Accreditation Recommendation

Index of Education Quality

The Index of Education Quality (IEQ™) provides a holistic measure of overall performance based on a comprehensive set of indicators and evaluative criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus.

The IEQ™ comprises three domains: 1) the impact of teaching and learning on student performance; 2) the leadership capacity to govern; and 3) the use of resources and data to support and optimize learning.

The overall and domain scores can range from 100-400. The domain scores are derived from: the AdvancED Standards and indicators ratings; results of the Analysis of Student Performance; and data from Stakeholder Feedback Surveys (students, parents, and staff).

	External Review IEQ Score	AdvancED Network Average
Overall Score	348.29	278.94
Teaching and Learning Impact	325.40	268.48
Leadership Capacity	384.85	293.71
Resource Utilization	359.52	286.27

The IEQ™ results include information about how the institution is performing compared to expected criteria as well as to other institutions in the AdvancED Network. The institution should use the information in this report, including the corresponding performance rubrics, to identify specific areas of improvement.

Consequently, the External Review Team recommends to the AdvancED Accreditation Commission that the institution earn the distinction of accreditation for a five-year term. AdvancED will review the results of the External Review to make a final determination including the appropriate next steps for the institution in response to these findings.

Addenda

Team Roster

Member	Brief Biography
Mrs. Barbara L Cassara	Barbara earned a Bachelor of Elementary Education degree, and Masters of Early Childhood and Educational Leadership degrees, and an additional +30. She has experience as a teacher, principal (Jefferson Parish), supervisor of student teachers (University of New Orleans and Loyola University), mentor of new principals, recruiter for New Leaders. She served as a member of the SACS Regional Commission, Regional Standards Committee, Louisiana State Committee and currently serves as an AdvancED State Specialist/Field Consultant, facilitator, and chair. Honors received are district teacher of the year and distinguished educator by Southern Association of Colleges and Schools.
Ms. Kim Adams	Upon graduating from Northwestern State University 1979, Mrs. Adams began her teaching career teaching PE, Journalism, Middle School Math, Reading, English, and Science. In 2007 she moved into the position of Dean of Students. Upon completion of her Master's work, Mrs. Adams was named Principal in June of 2011. She has served on numerous Review Teams and has chaired the process at the school level for over a 15 year span.
Mr. Ryan Gallagher	Ryan Gallagher is currently in his 10th year as and educator at Brother Martin High School in New Orleans. Mr. Gallagher currently serves as the school's Director of Student Formation, where he oversees formation of students in a number of areas, including but not limited to service as the Advanced Placement coordination, Honor Program coordinator, and the supervisor of the school's Instructional Lab. (The Instructional Lab is a resource made available for all students who want tutoring assistance, and those students who have earned a failing grade in any of the four quarters of the academic year are required to attend.) Mr. Gallagher is also a member of the English Department at Brother Martin, and he is also the Head Cross Country coach and assistant Track & Field coach. Mr. Gallagher earned his B.A fromTulane University, and he earned his M.A. from Tulane as well.
Dr. Donalyn Ruello Hassenboehler	Dr. Donalyn Hassenboehler has served the past four years as the Assistant Principal/Academic Dean of Archbishop Hannan High School. She earned her undergraduate degree from Southeastern Louisiana College, her M.Ed. degree from University of New Orleans, and her Ph. D from the University of New Orleans. Dr. Hassenboehler has been a teacher for 22 years, certified in Secondary English, Social Studies, and Academically Gifted. She has been an administrator for 24 years: (ELA Instructional Specialist (Orleans Parish for 2 years); Principal (Eleanor McMain Magnet School for 14 years and St. Charles Borromeo for 6 years), and Assistant Principal (Archbishop Hannan High School), and Dean of Academics (Archbishop Hannan High School for 4 years). While principal of McMain, the school was named a Blue Ribbon School. St. Charles Borromeo earned its first ever SACS accreditation during her tenure as principal. Dr. Hassenboehler served on the Jefferson Parish School Board from 1979 to 1982. She was an adjunct professor for UNO in Teacher Supervision, and served on the team for two Blue Ribbon School site visits for the US Department of Education. She also worked as a contractor for the Louisiana Department of Education in the Principal Induction Program to help new principals during their first 2 years in that position. She has served on at least 10 QAR teams over the last 7 years as a way to support the program for Archdiocesan schools.

Member	Brief Biography
Mrs. Candence Robillard	Candence Robillard holds a bachelor's degree in English, a master's degree in secondary English education, and an Education Specialist's certificate in Curriculum and Instruction. She is currently a doctoral candidate in Curriculum and Instruction at Louisiana State University. She has taught English for 21 years, the last 17 of which have been spent at the LSU Laboratory School where she is currently the chair of the English department. Candence achieved National Board certification in 2004, and has been a member of the International Baccalaureate faculty since 2005. She is currently the Assistant Coordinator for the IB program at LSU Lab School.
Mrs. Eugenie M Segura	Mrs. Segura received her BA from UL in Education, an M.Ed. in Educational Technology from Northwestern State University in Natchitoches, and an Ed. S. in Leadership and Instruction also from NSU. She has taught grades 5-12, including math, science, English, reading, religion, PE, art, and virtual English (IV, III, and AP) through LVS. Primarily, she has taught at the high school level in English. She is currently the Academic Assistant Principal at Catholic High School in New Iberia. In addition to her administrator role, she also teaches dual enrollment Eng. III/ENGL 101 and Eng. IV/ ENGL 102, partnering with LaTech University in Ruston. She has presented at state and national conferences on topics ranging from technology classroom integration to teacher professional development. She has served on 8 AdvancED/SACS QAR teams, serving as chair for 4 of these.

Next Steps

1. Review and discuss the findings from this report with stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the Powerful Practices section to maximize their impact on the institution.
3. Consider the Opportunities for Improvement identified throughout the report that are provided by the team in the spirit of continuous improvement and the institution's commitment to improving its capacity to improve student learning.
4. Develop action plans to address the Improvement Priorities identified by the team. Include methods for monitoring progress toward addressing the Improvement Priorities.
5. Use the report to guide and strengthen the institution's efforts to improve student performance and system effectiveness.
6. Following the External Review, submit the Accreditation Progress Report detailing progress made toward addressing the Improvement Priorities. Institutions are required to respond to all Improvement Priorities. The report will be reviewed at the appropriate state, national, and/or international levels to monitor and ensure that the system has implemented the necessary actions to address the Improvement Priorities. The accreditation status will be reviewed and acted upon based on the responses to the Improvement Priorities and the resulting improvement.
7. Continue to meet the AdvancED Standards, submit required reports, engage in continuous improvement, and document results.

About AdvancED

AdvancED is the world leader in providing improvement and accreditation services to education providers of all types in their pursuit of excellence in serving students. AdvancED serves as a trusted partner to more than 32,000 public and private schools and school systems – enrolling more than 20 million students - across the United States and 70 countries.

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, and the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (NWAC) that was founded in 1917 became part of AdvancED.

Today, NCA CASI, NWAC and SACS CASI serve as accreditation divisions of AdvancED. The Accreditation Divisions of AdvancED share research-based quality standards that cross school system, state, regional, national, and international boundaries. Accompanying these standards is a unified and consistent process designed to engage educational institutions in continuous improvement.

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