

**EVIDENCE RUBRICS**  
**For Self Study and to document in Accreditation**

BENCHMARK	POSSIBLE EVIDENCE AS SUGGESTED BY <i>Center for Catholic School Effectiveness, School of Education, Loyola University Chicago</i>	LEVEL DEFINITIONS
<p><b>1.1 – The governing body and the leader/leadership team ensure that the mission statement includes the commitment to Catholic identity.</b></p> <p>School Rating =</p>	<ul style="list-style-type: none"> <li>o The mission statement contains language that unmistakably identifies the school as Catholic</li> <li>o Source documents for mission development demonstrate commitment to Catholic identity</li> <li>o Brochures, PR materials, websites reflect the mission of the Catholic identity of the school</li> <li>o Teacher and principal orientation materials contain explicit articulation of the school’s mission</li> </ul>	<p><b>Level 4: Exceeds Benchmark</b>  The mission statement explicitly and unequivocally proclaims that the school’s pervasive commitment is to fostering Catholic identity.</p> <p><b>Level 3: Fully Meets Benchmark</b>  The governing body and the leader/leadership team ensure that the mission statement includes the commitment to Catholic identity.</p> <p><b>Level 2: Partially Meets Benchmark</b>  The mission statement uses generically Christian language to allude to the school’s commitment to Catholic identity</p> <p><b>Level 1: Does Not Meet Benchmark</b>  The mission statement does not communicate commitment to Catholic identity.</p>
<p>1.2 -The governing body and the leader/leadership team use the mission statement as the foundation and normative reference for all planning.</p> <p>School Rating =</p>	<ul style="list-style-type: none"> <li>o Materials for strategic planning meetings, accreditation meetings and other planning efforts show that such efforts start with the mission statement</li> <li>o School Advisory Board and subcommittee meetings use the mission statement as the underpinning of all policy recommendations</li> <li>o Informative materials regarding new programs, etc., show connection to the mission</li> </ul>	<p><b>Level 4: Exceeds Benchmark</b>  The governing body and the leader/leadership team consistently start with the mission statement at the beginning of all planning efforts, and refer to the mission statement frequently during the planning process. The mission statement is used not only as a reference but as the basis for reviewing or adopting policies, procedures, programs, practices and in daily decision making.</p> <p><b>Level 3: Fully Meets Benchmark</b>  The governing body and the</p>

		<p>leader/leadership team use the mission statement as the foundation and normative reference for all planning. Major planning efforts explicitly reference the mission at the beginning of planning and throughout.</p> <p><b>Level 2: Partially Meets Benchmark</b> The governing body and the leader/leadership team occasionally refer to the mission statement during some planning efforts. When policies and procedures are reviewed, connection to mission must be inferred.</p> <p><b>Level 1: Does Not Meet Benchmark</b> The mission statement is not used as a foundation and normative reference for all planning.</p>
<p><b>1.3 The school leader/leadership team regularly calls together the school's various constituencies (including but not limited to faculty and staff, parents, students, alumni(ae)) to clarify, review and renew the school's mission statement.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Minutes and dates of meetings with constituents</li> <li>o Minutes and dates of subcommittee meetings concerning mission</li> <li>o Job descriptions of leader/leadership team that includes regular review of mission statement</li> <li>o Surveys from constituents as part of mission statement review process</li> </ul>	<p><b>Level 4: Exceeds Benchmark</b> The school leader/leadership team establishes and maintains a well-communicated process for annually reviewing, clarifying, and renewing the school's mission statement in consultation with the school's various constituencies.</p> <p><b>Level 3: Fully Meets Benchmark</b> The school leader/leadership team regularly calls together the school's various constituencies (including but not limited to faculty and staff, parents, students, alumni(ae)) to clarify, review and renew the school's mission statement.</p> <p><b>Level 2: Partially Meets Benchmark</b> The school leader/leadership team includes the school's various constituencies in clarifying, reviewing and renewing the school's mission statement occasionally within several years, usually in preparation for a pending event, such as accreditation.</p> <p><b>Level 1: Does Not Meet Benchmark</b> The school leader/leadership team does not call together the school's various constituencies (including but not limited to</p>

		<p>faculty and staff, parents, students, alumni(ae) to clarify, review and renew the school's mission statement.</p>
<p><b>1.4 - The mission statement is visible in public places and contained in official documents.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Official stationery and electronic signatures of the leader/leadership team contain the mission statement</li> <li>o The mission statement is posted in the front office and in classrooms.</li> <li>o Event programs display the mission statement</li> <li>o All media in use and all web related documents display the mission statement</li> </ul>	<p><b>Level 4 Exceeds Benchmark</b> The mission statement is highly visible throughout the school, appearing in every classroom as well as on written and electronic communications and on the school website, apps, and school social media sites. All constituents can easily and quickly access a visible copy of the mission statement.</p> <p><b>Level 3 Fully Meets Benchmark</b> The mission statement is visible in public places and contained in official documents.</p> <p><b>Level 2 Partially Meets Benchmark</b> The mission statement is only displayed in a few public places and a few official documents.</p> <p><b>Level 1 Does Not Meet Benchmark</b> The mission statement is not visible in public places or on official documents.</p>
<p><b>1.5 All constituents know and understand the mission</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o The mission statement is recited by the school community at every appropriate gathering (assemblies, awards announcements)</li> <li>o Students, parents, teachers and alumni are able to articulate to prospective parents and community members the mission of the school</li> <li>o Orientation programs for incoming students and families demonstrate proper emphasis on the importance of the school's mission</li> <li>o Open house programs display the mission statement</li> <li>o Other program agendas for parents or alumni display the mission statement</li> </ul>	<p><b>Level 4 Exceeds Benchmark</b> Virtually everyone in the school community can recite the mission statement, clearly explain the mission of the school, and give concrete examples of how it is implemented in the school.</p> <p><b>Level 3 Fully Meets Benchmark</b> All constituents know and understand the mission. School leaders work to ensure that every group of constituents can articulate and explain the mission.</p> <p><b>Level 2 Partially Meets Benchmark</b> Only some constituents know and understand the mission.</p> <p><b>Level 1 Does Not Meet Benchmark</b> Most constituents do not know or understand the mission.</p>

<p><b>2.1 - Religious education curriculum and instruction meets the religious education requirements and standards of the (arch)diocese.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li><b>o Lesson plans</b></li> <li><b>o The Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School Age (USCCB)</b></li> <li><b>o National Directory of Catechesis</b></li> <li><b>o Religion curriculum/graded course of study</b></li> <li><b>o Curriculum maps, syllabi</b></li> <li><b>o Course work offered beyond what is required in the standards</b></li> </ul>	<p><b>Level 4 Exceeds Benchmark</b>  Religious education curriculum and instruction at all levels in each course and in each unit meets or exceeds requirements and standards of the (arch)diocese. The requirements are evidenced in every course and unit. Courses are vertically aligned, scaffolded, and rigorous to ensure continuous growth in the knowledge of religion for all students.</p> <p><b>Level 3 Fully Meets Benchmark</b>  Religious education curriculum and instruction meets the religious education requirements and standards of the (arch)diocese. The requirements are evidenced in course expectations, grade level expectations, and course content.</p> <p><b>Level 2 Partially Meets Benchmark</b>  Religious education curriculum and instruction meets some of the religious education requirements and/or standards of the (arch)diocese.</p> <p><b>Level 1 Does Not Meet Benchmark</b>  Religious education and curriculum and instruction does not meet the religious education requirements and standards of the (arch)diocese</p>
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<p>2.2 - Religion classes are an integral part of the academic program in the assignment of teachers, amount of class time and the selection of texts and other curricular materials. religious education certificates</p> <ul style="list-style-type: none"> <li>o Frameworks</li> <li>o Appropriate curriculum materials</li> <li>o USCCB approved resources</li> <li>o Intentional scheduling of religion in academic program by school leaders</li> <li>o Demonstration that the leadership has clear knowledge of religion design and planning of academic program for religion</li> <li>o Perceptions survey of school community</li> <li>o ACRE test results, affective portion</li> <li>o Senior year theology course at local Catholic college, AP dimension</li> </ul> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Master plan of classes for the school including number of days and time of day religion classes are offered</li> <li>o Evidence of adherence to the master plan of classes</li> <li>o Textbook selection committee--- notes and choices of this committee</li> <li>o Catechetical training levels for teachers</li> <li>o Copies of</li> </ul>	<p><b>Level 4</b> <b><i>Exceeds Benchmark</i></b> Religion classes are regarded by the school community as exciting, interesting, innovative, and highly engaging. These classes are an integral part of the academic program with equal or prioritized standing with other academic classes. Highly qualified teachers are trained and certified as catechists at advanced levels. The allocation of class time in relation to other academic areas is equitable and is scheduled in specified time frames. The selection of current state-of-the-art texts and other curricular materials contribute to the innovative approach. Religion classes may be service-based and integrated with other academic courses, concepts, and outcomes. Student performances in religion classes are included in academic achievement reports.</p> <p><b>Level 3</b> <b><i>Fully Meets Benchmark</i></b> Religion classes are an integral part of the academic program in the assignment of teachers, amount of class time and the selection of texts and other curricular materials. School leaders consistently program religion courses with the same level of attention given to other subjects.</p> <p><b>Level 2</b> <b><i>Partially Meets Benchmark</i></b> Religion classes are somewhat integrated into the academic program. Religion classes are assigned regular teachers, scheduled into specified time periods, and have designated texts and/or curriculum materials. They may not always be given equal priority with other classes in scheduling.</p> <p><b>Level 1</b> <b><i>Does Not Meet Benchmark</i></b> Religion classes are not an integral part of the academic program. The assignment of</p>
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		<p>teachers, the amount of class time, and the selection of texts and other curricular materials are not prioritized for religion classes. Teachers are assigned in an ad hoc manner and an equitable amount of time is not ensured. If academic time is lost in a given day, religion class is likely chosen as expendable.</p>
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<p><b>2.3 - Faculty who teach religion meet (arch)diocesan requirements for academic and catechetical preparation and certification to provide effective religion curriculum and instruction.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Documentation of catechetical certification</li> <li>o Records of CEU's for teachers</li> <li>o Records of professional development workshops, conferences, courses etc.</li> <li>o Evidence of facilitation of workshops, courses, etc.</li> <li>o Documentation of catechetical certification requirements by diocese and/or diocesan designate</li> <li>o Published diocesan requirements</li> <li>o Some faculty contribute their expertise to the preparation and enhancement of skills for colleagues in their own learning community and/or the (arch)diocese and beyond</li> <li>o Evidence of developmentally appropriate methodology</li> <li>o Teacher evaluations –forms and schedule of completed evaluation</li> <li>o Professional development plans for religion faculty</li> <li>o Retreats and pilgrimage to enhance faith life</li> <li>o Strategy of evaluation effectiveness of teachers</li> <li>o Study of effectiveness of the religion program on lives of the students</li> <li>o Graduation speeches or evidence of student internalization of religion</li> <li>o Responses to crises that demonstrate elements of faith in decision making</li> <li>o ACRE scores and/or similar assessment</li> <li>o Meeting notes of professional learning community for religion teachers</li> </ul>	<p><b>Level 4</b> <b><i>Exceeds Benchmark</i></b> All faculty who teach religion meet (arch)diocesan requirements for academic and catechetical preparation and certification to provide effective religion curriculum and instruction. The faculty meets regularly in professional learning communities to intentionally develop their expertise and to focus on the need for continuous improvement in skill and knowledge while recognizing the changing world of catechesis. The faculty employs best practices through instructional methodologies and meets standards that result in effective.</p> <p><b>Level 3</b> <b><i>Fully Meets Benchmark</i></b> Faculty who teach religion meet (arch)diocesan requirements for academic and catechetical preparation and certification to provide effective religion curriculum and instruction.</p> <p><b>Level 2</b> <b><i>Partially Meets Benchmark</i></b> Some faculty who teach religion meet all or some (arch)diocesan requirements for academic and catechetical preparation and certification to provide religion curriculum and instruction.</p> <p><b>Level 1</b> <b><i>Does Not Meet Benchmark</i></b> Few or none of the faculty who teach religion meet (arch)diocesan requirements for academic and catechetical preparation and certification to provide religion curriculum and instruction. Meeting (arch)diocesan requirements is not a condition for teaching religion at this school.</p>
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<p><b>2.4 - The school's Catholic identity requires excellence in academic and intellectual formation in all subjects including religious education.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Mission statement</li> <li>o Curriculum guides that include standards in all subjects</li> <li>o Catholic identity goals, objectives in all subjects</li> <li>o Grading scales and rubrics in all subjects</li> <li>o Departmental and or subjects standards and outcomes</li> </ul>	<p><b>Level 4: Exceeds Benchmark</b>  In keeping with its Catholic identity, the school sets clearly articulated standards for and can demonstrate academic and intellectual excellence in all subjects, including religious education. Curriculum in all subjects including religious education gives evidence of the integration of faith, culture and life.</p> <p><b>Level 3: Fully Meets Benchmark</b>  The school's Catholic identity requires excellence in academic and intellectual formation in all subjects including religious education. In keeping with its Catholic identity, the school sets clearly articulated standards for and expectations of academic and intellectual excellence in all subjects, including religious education.</p> <p><b>Level 2: Partially Meets Benchmark</b>  In keeping with its Catholic identity, the school pays attention to and requires academic and intellectual excellence in the curriculum including religious education.</p> <p><b>Level 1: Does Not Meet Benchmark</b>  Excellence in academic and intellectual formation is not evident in all subjects, including religion.</p>
<p><b>2.5 Faculty use the lenses of Scripture and the Catholic intellectual tradition in all subjects to help students think critically and ethically about the world around them.</b></p>	<ul style="list-style-type: none"> <li>o Lesson plans</li> <li>o ACRE results</li> </ul>	<p><b>Level 4 Exceeds Benchmark</b>  In all subjects faculty use the lenses of Scripture and the Catholic intellectual tradition to require students to think critically and</p>



<p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Student outcomes that give evidence to understanding of the Catholic intellectual tradition and moral/ethical reasoning</li> <li>o Student performance that gives evidence to understanding of the Catholic intellectual tradition and moral/ethical reasoning</li> <li>o Course text materials</li> <li>o Use of resources Center of the 21st Century</li> </ul>	<p>ethically about the world around them. Students participate in lectures, debates, service opportunities or other experiences that give evidence of their growth and maturation in the Catholic intellectual tradition and moral ethical thinking. These and other performance assessments are embedded in the curriculum.</p> <p><b>Level 3</b> <b>Fully Meets Benchmark</b> Faculty use the lenses of Scripture and the Catholic intellectual tradition in all subjects to help students think critically and ethically about the world around them.</p> <p><b>Level 2</b> <b>Partially Meets Benchmark</b> In only a few subjects, some faculty use the lenses of Scripture and/or Catholic intellectual tradition to help student think critically and ethically about the world around them.</p> <p><b>Level 1</b> <b>Does Not Meet Benchmark</b> Faculty are not familiar with the definition of Catholic intellectual tradition and do not manifest teaching behaviors that evidence it. Faculty do not use or seldom use the lenses of Scripture and/or Catholic intellectual tradition in subjects to help students think critically or ethically.</p>
<p><b>2.6 - Catholic culture and faith are expressed in the school through multiple and diverse forms of visual and performing arts, music and architecture.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Visual works of art seen or created</li> <li>o Examples of music heard, performed or created</li> <li>o Theater, dance, movement seen or created</li> <li>o Architecture of large school building structures</li> <li>o Architecture of individual classrooms</li> <li>o Presence of religious symbols</li> </ul>	<p><b>Level 4:Exceeds Benchmark</b> Catholic culture and faith are expressed and integrated throughout the school through multiple and diverse forms of visual and performing arts, music and architecture. Symbols of Catholic faith abound at every level and recognition of the school's Catholic culture and faith as expressed through visual and performing arts, music, and/or architecture are noted in a significant way by</p>

		<p>parents/guardians and those outside of the immediate school community.</p> <p><b>Level 3:Fully Meets Benchmark</b> Catholic culture and faith are expressed in the school through multiple and diverse forms of visual and performing arts, music and architecture. Any visitors to the school (including parents/guardians, staff, students)</p> <p><b>Level 2:Partially Meets Benchmark</b> Catholic culture and faith are expressed in the school through some form of visual and/or performing art and/or music and/or architecture. If someone actively looks for Catholic culture and faith they are apt to find something. and others) readily identify signs and symbols of Catholic culture and faith.</p> <p><b>Level 1: Does Not Meet Benchmark</b> Catholic culture and faith are not expressed or are expressed minimally in the school through forms of visual and performing arts, music or architecture. A tour of the school does not give evidence of Catholic culture and faith. Visual and performing arts and/or music created by teachers and students do not or rarely exemplify Catholic culture and faith. Symbols may point to spiritual realities but are not expressly Catholic.</p>
<p><b>2.7 - The theory and practice of the Church's social teachings are essential elements of the curriculum.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Curriculum guides aligned to Church's social teaching</li> <li>o Graded courses of study</li> <li>o Service learning projects aligned to Church's social teaching</li> <li>o Assessments tied to the Church's social teaching</li> <li>o School wide plan for instruction in the Church's social teaching</li> <li>o USCCB document...Seven Pillars for Catholic social justice teaching, look at USCCB website 1999 sharing Catholic social teaching challenges and directions <a href="http://old.usccb.org/sdwp/projects/socialteaching/excerpt.shtml">http://old.usccb.org/sdwp/projects/socialteaching/excerpt.shtml</a></li> <li>o Lesson plan activities aligned to Church's social teaching</li> </ul>	<p><b>Level 4: Exceeds Benchmark</b> The theory and practice of the Church's social teachings are essential elements of the curriculum in multiple subject areas including religious education. Students are involved in forms of service that are intentionally designed and informed by the Church's social teaching. Students receive planned instruction multiple times in their programs of study and are involved in service learning.</p> <p><b>Level 3: Fully Meets Benchmark</b> The theory and practice of the Church's social teachings are essential elements of the curriculum. Every student receives planned instruction in the Church's social teaching.</p> <p><b>Level 2:Partially Meets Benchmark</b> The theory and practice of the Church's social teachings are minimally present in the</p>

		<p>curriculum. Students may be exposed to the Church's social teaching but there is not a clear plan of instruction</p> <p><b>Level 1: Does Not Meet Benchmark</b></p> <p>The theory and practice of the Church's social teachings are not found in the curriculum.</p>
<p><b>3.1 Every student is offered timely and regular opportunities to learn about and experience the nature and importance of prayer, the Eucharist, and liturgy</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Schedule of liturgies</li> <li>O School calendar showing prayer services</li> <li>O Curriculum guides and lesson plans or maps showing teaching and practice of liturgical prayer, traditional Catholic prayers, devotional prayers (such as the rosary), meditative prayers (such as lectio'divina), and spontaneous prayer.</li> <li>o Schedule of Eucharistic adoration</li> <li>O Classroom and school liturgy observation</li> <li>o List of students who lead prayers, serve as altar servers or readers</li> <li>o Liturgical aids (student created)</li> </ul>	<p><b>Level 4</b></p> <p><b>Exceeds Benchmark</b></p> <p>Students learn and can lead a variety of forms of prayer; students are involved in the design of prayer services; students regularly serve in a variety of roles in the liturgy; liturgy is celebrated frequently as a school or class community</p> <p><b>Level 3</b></p> <p><b>Fully Meets Benchmark</b></p> <p>Every student is offered timely and regular opportunities to learn about and experience the nature and importance of prayer, the Eucharist, and liturgy.</p> <p><b>Level 2</b></p> <p><b>Partially Meets Benchmark</b></p> <p>Prayer is evident throughout the school day, and liturgy is celebrated a few times a year, such as on special Feast days.</p> <p><b>Level 1</b></p> <p><b>Does Not Meet Benchmark</b></p> <p>Prayers are not a regular part of the school day, or prayers are said in a! perfunctory manner, or opportunities for a growing prayer life or for Eucharistic celebration are scarce.</p>
<p><b>3.2 – Every student is offered timely, regular, and age appropriate opportunities to reflect on their life experiences and faith</b></p>	<ul style="list-style-type: none"> <li>o Retreat schedules for class retreats</li> <li>o Schedules for Days of Recollection or similar special programs</li> </ul>	<p><b>Level 4</b></p> <p><b>Exceeds Benchmark</b></p> <p>Retreat experiences (on or off site) are an integral part of student life at all grade levels. When age appropriate, students have the</p>

<p>through retreats and other spiritual experiences.</p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o School day schedules show time set aside for reflection</li> <li>o Observation</li> </ul>	<p>opportunity to participate in the planning of retreats or other spiritual events. Students are given frequent opportunities to participate in guided reflection on their life experiences and faith (as in such daily practices such as the Examen or Direction of Intention).</p> <p><b>Level 3</b> <b>Fully Meets Benchmark</b> Every student is offered timely, regular, and age-appropriate opportunities to reflect on their life experiences and faith through retreats and other spiritual experiences.</p> <p><b>Level 2</b> <b>Partially Meets Benchmark</b> Students are offered a retreat on an infrequent or irregular basis, with minimal opportunity for reflection on life experiences.</p> <p><b>Level 1</b> <b>Does Not Meet Benchmark</b> No retreat or reflective experiences are offered to all students in a timely, regular, and age-appropriate way.</p>
<p><b>3.3 - Every student participates in Christian service programs to promote the lived reality of action in service of social justice.</b></p>	<ul style="list-style-type: none"> <li>o Record of food, clothing, school supply and toy drives facilitated by the school</li> <li>o Age-appropriate letter-writing campaigns to legislators or other entities in support of social justice</li> <li>o Student reflections connecting service to Gospel values and Catholic teaching</li> </ul>	<p><b>Level 4</b> <b>Exceeds Benchmark</b> <i>Every student participates in some form of Christian service, choosing from multiple opportunities in a variety of areas serving social justice, locally and globally, continually throughout the school year, clearly making the connection of such action with Gospel and Catholic faith teachings</i></p> <p><b>Level 3</b> <b>Fully Meets Benchmark</b> <i>Every student participates in Christian service programs to promote the lived reality of action in service of social justice. Intentional</i></p>

<p>School's Rating =</p>	<ul style="list-style-type: none"> <li>o Photos, videos, media coverage, social media, and narrative depictions of students' experiences of service</li> <li>o Witness given by those served</li> </ul>	<p>connection to Gospel values and Catholic faith teachings are offered as rationale for engaging in service</p> <p><b>Level 2</b> <b>Partially Meets Benchmark</b> Some students participate in Christian service programs offered at specified times in the school year (Thanksgiving or Christmas, for instance) to promote the lived reality of action in service of social justice.</p> <p><b>Level 1</b> <b>Does Not Meet Benchmark</b> The school is not involved in offering opportunities for students to participate in Christian service programs to promote the lived reality of action in service to social justice. When service is undertaken, no intentional connection is made with Gospel values and Catholic faith teaching.</p>
<p>3.4 - Every student experiences role models of faith and service for social justice among the administrators, faculty and staff.</p> <p>School's Rating =</p>	<ul style="list-style-type: none"> <li>o Lists of administrators, faculty and staff serving as extraordinary ministers of Holy Communion, lectors, or other visible roles in their parishes as well as at school liturgies.</li> <li>o Lists of administrators, faculty and staff visibly participating in social justice activities such as human trafficking awareness actions, respect life activities, fair trade or local farmer support initiatives, migrant worker pay or safety initiatives.</li> <li>o Perception surveys from students and parents</li> </ul>	<p><b>Level 4:Exceeds Benchmark</b> Every person working in the school community, regardless of position, understands and demonstrates that they are role models of faith and service for social justice to every student and outstanding examples of such abound. This is a clear and well-communicated expectation for employment in the school.</p> <p><b>Level 3:Fully Meets Benchmark</b> Every student experiences role models of faith and service for social justice among the administrators, faculty and staff. Being a role-model for faith and service is a consideration in hiring. This is an expectation of the school.</p> <p><b>Level 2:Partially Meets Benchmark</b> Some students experience role models of faith and service for social justice, and a few</p>

		<p>administrators, faculty and staff perceive their role as serving as such role models.</p> <p><b>Level 1: Does Not Meet Benchmark</b>  Administrators and/or faculty and staff do not perceive their functions to be that of role models of faith and service for social justice to students, and students do not experience such role models among their administrators, faculty and staff.</p>
<p><b>4.1 - The leader/leadership team provides retreats and other spiritual experiences for the faculty and staff on a regular and timely basis.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Retreat schedule and retreat director information</li> <li>o Schedule of daily faculty and staff prayer together (before school, for instance)</li> <li>o Meeting agendas showing prayer before meetings and other events</li> <li>o Schedule of faith-sharing groups</li> </ul>	<p><b>Level 4</b>  <b>Exceeds Benchmark</b>  The leader/leadership team provides faith-enriching retreats and other spiritual experiences for the faculty and staff frequently throughout the school year, and as appropriate to the liturgical seasons. The leader/leadership team actively engages faculty and staff in the planning and implementation of retreats and other spiritual experiences.</p> <p><b>Level 3</b>  <b>Fully Meets Benchmark</b>  The leader/leadership team provides retreats and other spiritual experiences for the faculty and staff on a regular and timely basis. Faculty retreats are offered at least once a year and, additionally, there are regular opportunities for spiritual experiences throughout the year.</p> <p><b>Level 2</b>  <b>Partially Meets Benchmark</b></p>

		<p>The leader/leadership team provides retreats and/or other spiritual experiences for the faculty and staff on occasional, less than yearly basis.</p> <p><b>Level 1</b> <b>Does Not Meet Benchmark</b> The leader/leadership team does not provide retreats or other spiritual experiences for the faculty and staff.</p>
<p><b>4.2 - The leader/leadership team and faculty assist parents in their role as the primary educators of their children in faith.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Workshops on timely topics (such as sacramental preparation, development of conscience at various ages, responding to adolescent idealism or cynicism, for instance) are arranged by the leadership and delivered by experts in the field of faith formation to parents at times convenient for the</li> <li>o Parents are directed to parish and diocesan resources, print material in their home language if available, Catholic websites and online resources to assist them in the faith formation of their children.</li> <li>o Planning documents</li> <li>o Program documents</li> <li>o Parent surveys, assessments</li> </ul>	<p><b>Level 4</b> <b>Exceeds Benchmark</b> The leader/leadership team consistently and very effectively assists parents throughout their child's school career in their role as the primary educators of their children in faith. Programs and supports are intentional, consistent and enriched, with parent input, involvement and feedback.</p> <p><b>Level 3</b> <b>Fully Meets Benchmark</b> The leader/leadership team assists parents in their role as the primary educators of their children in faith. Supports are intentional and consistent.</p> <p><b>Level 2</b> <b>Partially Meets Benchmark</b> The leader/leadership team offers limited and/or sporadic support to parents in their role as the primary educators of their children in faith.</p> <p><b>Level 1</b> <b>Does Not Meet Benchmark</b> The leader/leadership team does not provide assistance to parents in their</p>

		role as the primary educators of their children in faith.
<p><b>4.3 - The leader/leadership team collaborates with other institutions (for example, Catholic Charities, Catholic higher education, religious congregation-sponsored programs) to provide opportunities for parents to grow in the knowledge and practice of the faith.</b></p> <p><b>School's Rating =</b></p>	<p>Brochures/invitations to participate in course offerings or programs co-sponsored by the school and a Catholic partnering institution</p> <ul style="list-style-type: none"> <li>o Communications to parents about webinars or on-line opportunities offered by Catholic institutions</li> <li>o Rosters and agendas of Parent Committee on collaboration with other institutions</li> </ul>	<p><b>Level 4</b> <b>Exceeds Benchmark</b> The leader/leadership team regularly collaborates with other institutes (for example, Catholic Charities, Catholic higher education religious congregation-sponsored programs) to provide numerous and ongoing opportunities for parents to grow in the knowledge and practice of the faith. Parent input and feedback are respectfully included in collaborations with other institutions.</p> <p><b>Level 3</b> <b>Fully Meets Benchmark</b> The leader/leadership team collaborates with other institutions (for example, Catholic Charities, Catholic higher education religious congregation-sponsored programs) to provide numerous and ongoing opportunities for parents to grow in the knowledge and practice of the faith.</p> <p><b>Level 2</b> <b>Partially Meets Benchmark</b> The leader/leadership team occasionally collaborates with other institutions (for example, Catholic Charities, Catholic higher education religious congregation-sponsored programs) to provide numerous and ongoing opportunities for parents to grow in the knowledge and practice of the faith.</p> <p><b>Level 1</b> <b>Does Not Meet Benchmark</b> The leader/leadership team does not collaborate with other institutions (for example, Catholic Charities, Catholic higher education religious congregation-sponsored programs) to provide numerous and ongoing opportunities for parents to grow in the knowledge and practice of the faith.</p>
<p><b>4.4 - All adults in the school community are invited to participate in Christian service programs to promote the lived reality of action in service of social justice.</b></p>	<ul style="list-style-type: none"> <li>o Announcements of food or clothing drives; toy drives; or letter writing campaigns to legislators or other government officials on social justice issues, meetings, marches or other actions related to social justice</li> </ul>	<p><b>Level 4</b> <b>Exceeds Benchmark</b> All adults in the school community are actively engaged at some level of</p>



<p><b>School's Rating =</b></p>	<p>o Participation lists</p>	<p>participation in Christian service programs to promote the lived reality of action in service of social justice.</p> <p><b>Level 3</b> <b>Fully Meets Benchmark</b> All adults in the school community are invited to participate in Christian service programs to promote the lived reality of action in service of social justice. Participation is the norm.</p> <p><b>Level 2</b> <b>Partially Meets Benchmark</b> Some adults in the school community are aware of and participating in Christian service programs to promote the lived reality of action in service of social justice.</p> <p><b>Level 1</b> <b>Does Not Meet Benchmark</b> Few adults in the school community have been made aware of or invited to participate in Christian service programs to promote the lived reality of action in service of social justice. It is not an expectation of the school.</p>
<p><b>4.5 - Every administrator, faculty, and staff member visibly supports the faith life of the school community.</b></p> <p><b>School's Rating =</b></p>	<p>o All members of the school community participate in school-wide prayer and liturgies</p> <p>o Teachers lead classroom prayer and participate in all school liturgies and devotions (Penance Service, Stations of the Cross, rosary, adoration, etc.)</p> <p>o Symbols of the faith</p> <p>o Classroom environments</p>	<p><b>Level 4</b> <b>Exceeds Benchmark</b> Every administrator, faculty, and staff member consistently participates in planned events that demonstrate significant visible support for the faith life of the community.</p> <p><b>Level 3</b> <b>Fully Meets Benchmark</b> Every administrator, faculty, and staff member visibly supports the faith life of the community. This is a clear expectation for every administrator,</p>

		<p>faculty and staff member.</p> <p><b>Level 2</b> <b>Partially Meets Benchmark</b> Some administrators, faculty, and staff members visibly support the faith life of the community. One hundred percent participation is not expected.</p> <p><b>Level 1</b> <b>Does Not Meet Benchmark</b> There is little or no visible support from administrators, faculty and staff members for the faith life of the community and no expectation that this visible support should be present.</p>
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<p><b>5.1 - The governing body systematizes the policies of the school's operations to ensure fidelity to mission, and continuity and sustainability through leadership.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Roster/listing of membership on the governing body.</li> <li>o Copies of the constitution and by-laws referencing updates</li> <li>o Copies of board self assessment with attention to by-laws compliance</li> <li>o Website postings of constitution and by-laws</li> <li>o Records of decisions in keeping with constitution and by-laws</li> </ul>	<p><b>Level 4</b> <b><i>Exceeds Benchmark</i></b> The governing body is formed with intentional outreach to a diverse community of stakeholders. The body works to maintain the balance of representation. The governing body has a state of the art constitution and by-laws and both are posted and shared with the full community. The governing body intentionally monitors itself to ensure consistency of practice as approved by the by-laws.</p> <p><b>Level 3</b> <b><i>Fully Meets Benchmark</i></b> The governing body, representing the diversity of stakeholders, functions according to its approved constitution and by-laws.</p> <p><b>Level 2</b> <b><i>Partially Meets Benchmark</i></b> The governing body attempts to represent the diversity of stakeholders, but often is not able to attract such diversity. The governing body appears to function according to its approved constitution and by-laws, but is not held accountable, and the constitution and by-laws are not shared with the community.</p> <p><b>Level 1</b> <b><i>Does Not Meet Benchmark</i></b> The governing body does not represent the diversity of stakeholders and there is no plan to achieve this benchmark. The board does not have a constitution or by-laws, or the current constitution and by-laws are outdated, and therefore, do not direct the behavior of the governing body. And as a result, the governing body does not function according to the current constitution and by-laws.</p>
<p><b>5.2 - The governing body systematizes the policies of the school's operations to ensure</b></p>	<ul style="list-style-type: none"> <li>o Operations Policies documents</li> </ul>	<p><b>Level 4 -<i>Exceeds Benchmark</i></b></p>

<p><b>fidelity to mission, and continuity and sustainability through leadership</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Instruction manuals for implementing operations policies</li> <li>o Measures of accountability for policy implementation</li> <li>o Reports documenting assessment of operations policies</li> <li>o Reports documenting implementation</li> <li>o Leadership succession plans past and present</li> <li>o Budgets</li> <li>o Job descriptions</li> <li>o Succession plans for all stakeholder groups</li> <li>o Communications regarding policies to stakeholder group</li> </ul>	<p>The governing body systematizes and shares the policies of the school's operations, as well as training and accountability measures for successful implementation of policies. This information is provided to all stakeholders on an ongoing basis to ensure fidelity to mission. Continuity and sustainability of policies and programs are ensured through carefully planned and executed leadership successions. These plans for succession apply not only to the governing board but to the school leadership team, and all other leadership associated with school operations, such as advisory boards, parent groups, volunteer groups, affiliated clubs and others.</p> <p><b>Level 3 -Fully Meets Benchmark</b></p> <p>The governing body systematizes the policies of the school's operations, to ensure fidelity to mission, and continuity and sustainability through leadership succession. There are systems in place that ensure the ability of the school to operationalize the policies. There is planning for leadership succession on all levels.</p> <p><b>Level 2-Partially Meets Benchmark</b></p> <p>The governing body systematizes some of the school's operation however there is clear evidence that not all policies are implemented or accounted for. Leadership succession planning is not a priority and is addressed on an as needed basis.</p> <p><b>Level 1 -Does Not Meet Benchmark</b></p> <p>The governing body does not systematize the policies of the school's operations. There are few guidelines for operations and each operation appears to function independently with little integration. The commitment to ensuring fidelity to mission is not demonstrated, expressed or evident. Leadership succession is not understood or planned for. There is little measurable continuity and sustainability.</p>
<p><b>5.3 - The governing body, in collaboration with or through the actions of the leader/leadership team, maintains a</b></p>	<ul style="list-style-type: none"> <li>o Documents describing role expectations with the Bishop or offices representing the Bishop</li> </ul>	<p><b>Level 4:Exceeds Benchmark</b></p>

<p><b>relationship with the Bishop marked by mutual trust, close cooperation, continuing dialogue, and respect for the Bishop’s legitimate authority.</b></p> <p><b>School’s Rating =</b></p>	<ul style="list-style-type: none"> <li>o Formal agreements with the Bishop or offices representing the Bishop</li> <li>o Bishop Advisory committee participant lists</li> <li>o Programs from events sponsored by the Bishop or offices representing the Bishop</li> <li>o Communications to stakeholder groups regarding the Bishop or offices of the Bishop</li> <li>o Invitations to stakeholders to events sponsored by the Bishop or offices of the Bishop</li> <li>o Advocacy notices on behalf of the Bishop or offices sponsored by the Bishop</li> <li>o Membership in NCEA</li> <li>o Programs from Diocesan-sponsored Catholic School events</li> <li>o Location of portraits or photos of the Bishop</li> <li>o Agendas of events with the Bishop</li> <li>o Announcements or press coverage of Bishop’s presence at school</li> </ul>	<p>The governing body, in collaboration with or through the actions of the leader/leadership team, maintains and communicates to all stakeholders a strong, positive and visible relationship with the Bishop marked by mutual trust, close cooperation, continuing dialogue, and respect for the Bishop’s legitimate authority. The Bishop is invited by the governing board to not only celebrate mass but also to be present at significant school occasions. Events sponsored by the Bishop and offices representing the Bishop are fully supported by the governing body and leadership team.</p> <p><b>Level 3:Fully Meets Benchmark</b> The governing body, in collaboration with or through the actions of the leader/leadership team, maintains a relationship with the Bishop marked by mutual trust, close cooperation, continuing dialogue, and respect for the Bishop’s legitimate authority.</p> <p><b>Level 2:Partially Meets Benchmark</b> The governing body, in collaboration with or through the actions of the leader/leadership team, maintains a limited relationship with the Bishop and the offices representing the Bishop marked by, intermittent cooperation, occasional dialogue, and social distancing from the Bishop’s legitimate authority.</p> <p><b>Level 1: Does Not Meet Benchmark</b> The governing body, in collaboration with or through the actions of the leader/leadership team, maintains a very weak relationship with the Bishop or offices representing the Bishop. Relationships are awkward with little cooperation or dialogue, and the Bishop’s authority is ignored or overlooked.</p>
<p><b>5.4 The governing body, in collaboration with or through the actions of the leader/leadership team, maintains a constructive and beneficial relationship with</b></p>	<ul style="list-style-type: none"> <li>o Governing Board copies of (arch)diocesan school policies</li> <li>o School leaders copies of (arch)diocesan school policies</li> <li>o Published (print and internet) copy of (arch)diocesan school policies</li> </ul>	<p><b>Level 4:Exceeds Benchmark</b> The governing body, in collaboration with or through the actions of the leader/leadership team, continuously fosters a mutual,</p>

the (arch) diocesan Education Office consistent with (arch)diocesan policy pertaining to the recognition of Catholic schools by the Bishop.

School's Rating =

- o Diocesan committee listings
- o Adoption documents for (arch)diocesan recommended programs
- o Budgets
- o Publications supporting (arch)diocesan programs
- o Accountability measures and reports

productive and beneficial relationship with the (arch)diocesan Education Office, working to support the work of the central office, adopting and integrating initiatives from the central office and working in collaboration with other schools in the community. The governing body supports the work of the leadership team as members of diocesan working groups. All work is monitored for consistency with all Archdiocesan policies pertaining to Catholic schools.

**Level 3: Fully Meets Benchmark**

The governing body, in collaboration with or through the actions of the leader/leadership team, maintains a constructive and beneficial relationship with the (arch)diocesan Education Office consistent with (arch)diocesan policy pertaining to the recognition of Catholic schools by the Bishop.

**Level 2: Partially Meets Benchmark**

The governing body, and/or the leadership team are inconsistent regarding the need for a constructive and beneficial relationship with the (arch)diocesan Education Office. At times, policies or procedures are followed and at other times are overlooked or ignored in favor of autonomy. Some decisions are inconsistent with (arch)diocesan policy pertaining to the recognition of Catholic schools by the Bishop.

**Level 1**

**Does Not Meet Benchmark**

The governing body and the leader/leadership team, either by choice or lack of understanding, do not maintain a constructive and beneficial relationship with the (arch)diocesan Education Office. Archdiocesan policies are largely ignored and sometime even obstructed. Evidence of an understanding of the relationship of the school to the Bishop appears absent.

<p><b>5.5 - In the case of a parish school, the governing body, in collaboration with the leader/leadership team, maintains a relationship with the canonical administrator (pastor or designee of Bishop) marked by mutual trust, close cooperation, and continuing dialogue.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Calendars and schedules for meetings</li> <li>o Plans and goals for the future</li> <li>o Public announcements and publications from leaders</li> <li>o Records of public events</li> <li>o Copies of shared communications and presentations</li> <li>o Schedules for pastor/canonical leader participation in the school</li> <li>o Interviews with stakeholders</li> <li>o Leadership assessments and results</li> <li>o Budget</li> <li>o Job descriptions</li> <li>o Strategic Plans</li> </ul>	<p><b>Level 4:Exceeds Benchmark</b>  In the case of a parish school, the governing body, in collaboration with the leader/leadership team, fosters and develops a continuous working relationship with the canonical administrator (pastor or designee of Bishop) marked by regular, positive interactions, shared goals, mutual trust, close cooperation and continuing dialogue that is productive, sustained and focused on the future of the school.</p> <p><b>Level 3:Fully Meets Benchmark</b>  In the case of a parish school, the governing body, in collaboration with the leader/leadership team, maintains a relationship with the canonical administrator (pastor or designee of Bishop) marked by mutual trust, close cooperation and continuing dialogue.</p> <p><b>Level 2:Partially Meets Benchmark</b>  In the case of a parish school, the governing body, in collaboration with the leader/leadership team, maintains a relationship with the canonical administrator (pastor or designee of Bishop), which is inconsistent and unpredictable thus limiting timely and effective decision-making.</p> <p><b>Level 1:Does Not Meet Benchmark</b>  In the case of a parish school, the governing body, in collaboration with the leader/leadership team, does not maintain a relationship with the canonical administrator (pastor or designee of Bishop). The governing body members meet and work without the canonical administrator, either because the administrator is not invited or the canonical administrator chooses not to attend. Often the canonical administrator is absent from the governing board meetings. The leader/leadership team does not meet or work with the canonical leader on a regular basis. School leadership is not viewed by</p>
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		stakeholders as representative of a unified intentional team.
<p><b>5.6 - The governing body engages in formation and on-going training and self-evaluation for itself and the leadership team to ensure the faithful execution of their respective Responsibilities.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Accountability plan for the Governing Body</li> <li>o Governing body leadership team accountability requirements</li> <li>o Formation plan and training programs</li> <li>o Accountability reports for planning work</li> <li>o Design work for training programs</li> <li>o By-Laws and constitution of governing body</li> <li>o Leadership team job descriptions</li> <li>o Formation and training programs documentation</li> <li>o Leadership team training outcome reports</li> <li>o Minutes of all meetings</li> <li>o Accountability instruments</li> <li>o Professional Development plans</li> <li>o Governing body mission, vision and goals</li> <li>o Attendance records for training and meetings</li> </ul>	<p><b>Level 4:Exceeds Benchmark</b> The governing body engages in continuous formation training and self-evaluation for itself. The governing body visibly supports the leadership team's engagement in continuous formation. Both the governing body and the leadership team have clearly defined accountability measures for the outcomes associated with the execution of their responsibilities. Outcomes are assessed utilizing both formative and summative measures to ensure the faithful execution of their respective responsibilities, with clear follow up, discernment and plans for improvement. Assessments are designed to include all stakeholder groups. Intentional planning is executed to secure representation from the diversity of stakeholders.</p> <p><b>Level 3:Fully Meets Benchmark</b> The governing body engages in formation and on-going training and self-evaluation for itself and the leadership team to ensure the faithful execution of their respective responsibilities. Formation and self-evaluation occur on a regular schedule and utilize at least one measure of accountability for each group.</p> <p><b>Level 2:Partially Meets Benchmark</b> The governing body intermittently engages in formation and on-going training and self-evaluation for itself and the leadership team, but with little follow-up, accountability for expected outcomes and planning. Thus, they limit their ability to ensure continuous, faithful execution of their respective responsibilities.</p> <p><b>Level 1:Does Not Meet Benchmark</b> The governing body does not engage in formation and on-going training and has no process in place to do so. The governing body does not require the leadership team to engage in formation and/or does not hold the team accountable. The governing body does not support the concept of assessment and</p>



		accountability to ensure the faithful execution of their respective responsibilities.
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6.1 - The leader/leadership team meets national, state and/or (arch)diocesan requirements for school leadership preparation and licensing to serve as the faith and instructional leader(s) of the school.

School's Rating = 3

- o Shared certification documents
- o Postings of faculty and staff biographies
- o Faculty and staff yearly planning documents
- o Stakeholder assessment of school leaders
- o School leaders' self-assessments
- o Budget line for professional development
- o Job descriptions
- o Awards commendations based on performance
- o Policies and/or directives regarding credential requirements
- o National, state or local requirements for credentials
- o Accountability requirements
- o School wide plan for professional development`

**Level 4: Exceeds Benchmark**

The leader/leadership team meets national, state and/or (arch) diocesan requirements for school leadership preparation and licensing to serve as the faith and instructional leader(s) of the school. The leader/leadership team participates in professional development beyond the requirements in order to enrich and continuously improve their expertise in facilitating learning according to current best practices for their students.

**Level 3: Fully Meets Benchmark**

The leader/leadership team meets national, state and/or (arch)diocesan requirements for school leadership preparation and licensing to serve as the faith and instructional leader(s) of the school. The leader/leadership team renews these credentials as required in a timely manner.

**Level 2: Partially Meets Benchmark**

The leader/leadership team partially meets national, state and/or (arch) diocesan requirements for school leadership preparation and licensing to serve as the faith and instructional leader(s) of the school. There is only minimal support for meeting requirements and the leader/leadership team is not held accountable for meeting requirements.

**Level 1: Does Not Meet Benchmark**

The leader/leadership team does not meet national, state and/or (arch)diocesan requirements for school leadership preparation and licensing to serve as the faith and instructional leader(s) of the school. There is no plan on how to achieve these requirements and achieving them is not expected.

<p><b>6.2 - The leader/leadership team articulates a clear mission and vision for the school, and engages the school community to ensure a school culture that embodies the mission and vision.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Mission and Vision statement postings</li> <li>o School Publications containing mission</li> <li>o Stakeholder groups' charters and by-laws</li> <li>o Documents from public events</li> <li>o Students interviews</li> <li>o Student work products</li> <li>o News articles and community recognitions</li> <li>o Classroom postings</li> </ul>	<p><b>Level 4: Exceeds Benchmark</b> The leader/leadership team carefully articulates a clear mission and vision for the school and consistently demonstrates the mission and vision are continuously forming the foundation for all decisions. The school community is fully engaged at all levels from the students, to parents, to the larger community in order to ensure a school culture that enlivens and honors the mission and vision.</p> <p><b>Level 3: Fully Meets Benchmark</b> The leader/leadership team articulates a clear mission and vision for the school and engages the school community to ensure a school culture that embodies the mission and vision.</p> <p><b>Level 2: Partially Meets Benchmark</b> The leader/leadership team articulates a mission and vision for the school, but it is not broadly shared with the larger community. A small portion of the community is engaged in sharing the mission and vision but is unable to ensure a school culture that embodies the mission and vision.</p> <p><b>Level 1: Does Not Meet Benchmark</b> The leader/leadership team does not articulate a clear mission and vision for the school. The school community is not engaged in expressing the mission and vision. The school culture does not embody the mission and vision.</p>
<p><b>6.3 - The leader/leadership team takes responsibility for the development and oversight of personnel, including recruitment, professional growth, faith formation, and formal assessment of faculty and staff in compliance with (arch)diocesan policies and/or religious congregation sponsorship policies.</b></p>	<ul style="list-style-type: none"> <li>o Personnel Policies and updates</li> <li>o Governing body endorsement of personnel policies</li> <li>o Leadership team job descriptions</li> <li>o Recruitment policies and procedures</li> <li>o Diversity recruitment plan</li> </ul>	<p><b>Level 4: Exceeds Benchmark</b> The leader/leadership team adopts and initiates personnel policies as designed and endorsed by the governing board in accordance with the designated overarching personnel policies. Recruitment includes a search process providing access to a diverse population, and new hires are made in collaboration</p>

<p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Professional development plans for all administrators, faculty and staff</li> <li>o Faith formation development plans</li> <li>o Yearly appraisal/assessment plans and procedures</li> <li>o Formal yearly, appraisal/assessment documents</li> <li>o Benchmarks and measurement criteria</li> <li>o Assessment data, both formative and evaluative</li> <li>o Budget</li> <li>o Appraisal review protocols</li> </ul>	<p>with all on the leadership team. Professional growth plans for all faculty and staff are developed and reviewed at least yearly and delineate the benchmarks for performance appraisals. The planning process and the budget intentionally and visibly support professional development opportunities. Formal assessment is designed to reflect the goals and objectives delineated in the professional development plans. Assessment is both formative and evaluative. Data gathered during the assessments is used to make personnel decisions.</p> <p><b>Level 3 :Fully Meets Benchmark</b>  The leader/leadership team takes responsibility for the development and oversight of personnel, including recruitment, professional growth, faith formation, and formal assessment of faculty and staff in compliance with (arch)diocesan policies and/or religious congregation sponsorship policies.</p> <p><b>Level 2: Partially Meets Benchmark</b>  The leader/leadership team is not included in the development of processes for the oversight of personnel but is required to exercise oversight for the faculty and staff. Levels of compliance exist but are not measurable, or the leadership team is neither consistent nor uniform in the adoption and application of personnel policies. Formal assessment procedures are in place but are implemented in an inconsistent fashion, or procedures for formal assessments are in place but not for all personnel. Professional development is ad hoc and offered as a choice with no overall plan for professional growth and faith formation.</p> <p><b>Level 1:Does Not Meet Benchmark</b></p>
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<p><b>6.4 - The leader/leadership team establishes and supports networks of collaboration at all levels within the school community to advance excellence.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Teacher and administrator collaborative network member lists and documents</li> <li>o Network organizational structure, mission, goals, objectives</li> <li>o Record of public recognition for networks</li> <li>o Budget allocations for networks</li> <li>o School schedule</li> <li>o Space allocation inside school building</li> <li>o Professional development network meeting plans and list of shared experts</li> <li>o Academic programming products of networks</li> <li>o Online network presence (Ning site, etc.)</li> <li>o Professional learning teams minutes, schedules and products etc.</li> <li>o Student outcome goals related to network</li> <li>o Regional network meeting schedule, mission, goals, vision, etc.</li> </ul>	<p><b>Level 4: Exceeds Benchmark</b></p> <p><i>The leader/leadership team intentionally includes plans for collaborative networks, at all levels in the school community with clearly delineated goals, objectives, assessment protocols and budgets. All networks are focused on advancing excellence across the school, including academic excellence and excellence in all school community life activity. These networks are established and supported with designated times and places (including online opportunities) for the work of the networks. Networks also share talent and ideas across the school community. The work and outcomes of the networks are shared with the full school community with collaboration at all levels within the school community to advance excellence. Often the concept is shared across a region of schools with networks developed for leaders and teacher leaders across schools.</i></p> <p><b>Level 3: Fully Meets Benchmark</b></p> <p><i>The leader/leadership team establishes and supports networks of collaboration at all levels within the school community to advance excellence. The leader/leadership team ensures that the school's scheduling, budget and work demands support a culture of community and collaboration.</i></p> <p><b>Level 2: Partially Meets Benchmark</b></p>

		<p><i>The leader/leadership team provides vocal and other support to those networks created by small faculty groups in the school community but does not take the lead in establishing and sustaining networks. Growth of networks is supported and hoped for but not expected or prevalent throughout the school.</i></p> <p><b>Level 1: Does Not Meet Benchmark</b></p> <p><i>The leader/leadership team does not take the lead in establishing and sustaining networks. No support is provided for those who set out to establish small working group networks. The school scheduling, budget and work demands do not support a culture of community and collaboration.</i></p>
<p><b>6.5 - The leader/leadership team directs the development and continuous improvement of curriculum and instruction and utilizes school-wide data to plan for continued and sustained academic excellence and growth.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Curriculum and curriculum maps demonstrating alignments</li> <li>o Standards and benchmarks for curriculum</li> <li>o Schedules for curriculum development planning</li> <li>o Curriculum and instructional strategies</li> <li>o Electronic records of school-wide data</li> <li>o Shared communications of school-wide data</li> <li>o Academic excellence and growth documents, current and archived.</li> <li>o Development and enrollment marketing materials</li> <li>o Student achievement national, local and school wide recognition and awards</li> <li>o Vision and metrics for academic excellence and continuous improvement</li> <li>o Assessment planning and procedures</li> <li>o Budget allocations</li> </ul>	<p><b>Level 4</b></p> <p><b>Exceeds Benchmark</b></p> <p>The leader/leadership team plans and budgets for the development of a standards-based curriculum with a focus on a collaborative process emphasizing school-based vertical integration. Planning for engaging, researched-based instructional strategies accompanies the development of curriculum. A plan for continuous assessment over time is developed, aligned to the curriculum and executed to ensure continuous improvement of curriculum and instruction. The assessment plan delineates the necessity of generating school-wide data measuring change, growth and achievement in accordance with academic goals and objectives. This assessment data is utilized as a school-wide data to plan for continued and sustained academic excellence and growth.</p> <p><b>Level 3: Fully Meets Benchmark</b></p> <p>The leader/leadership team directs the development and continuous improvement of curriculum and</p>

	<ul style="list-style-type: none"> <li>o School wide academic and instructional data base</li> <li>o Data analyses for academic excellence and growth</li> <li>o Data analyses for instructional improvement</li> <li>o Job descriptions</li> <li>o Building level test scores</li> <li>o Faculty appraisal system</li> <li>o Curriculum and instructional measures for outcome expectations</li> </ul>	<p>instruction and utilizes school-wide data to plan for continued and sustained academic excellence and growth.</p> <p><b>Level 2: Partially Meets Benchmark</b> The leader/leadership team directs the development of a curriculum-based on standards but with little oversight for the instructional strategies employed and/or for assessment procedures that will ensure continuous improvement of curriculum and instruction, utilizing school-wide data. OR The leader/leadership team adopts a prepackaged curriculum but does not work with the faculty to adjust the curriculum on the basis of ongoing assessment to address the needs of the students. There is limited school-wide data that is useful for faculty and staff or able to be used by the school community to plan for continued and sustained academic excellence and growth.</p> <p><b>Level 1: Does Not Meet Benchmark</b> The leader/leadership team does not direct or encourage others to direct the development of curriculum and instructional strategies within the school community. A school-wide assessment procedure is not developed or implemented. Continuous improvement of curriculum and instruction are not included in the vision for excellence. There is no plan for continued and sustained academic excellence and growth.</p>
<p><b>6.6 - The leader/leadership team works in collaboration with the governing body to provide an infrastructure of programs and services that ensures the operational vitality of the school.</b></p>	<ul style="list-style-type: none"> <li>o Policies for facilities, human resources, finance, development and marketing</li> <li>o Collaborative infrastructure planning documents</li> <li>o Public documentation of plans; website presentation of plans</li> <li>o Budget allocations of strategic dollars</li> </ul>	<p><b>Level 4 Exceeds Benchmark</b> The leader/leadership team works in collaboration with the governing body and the local community to develop short-term and long-term plans to ensure appropriate budgeting for the operational vitality of the school. This work provides an infrastructure for dedicated personnel who</p>

<p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Listings of designated personnel for strategic areas of vitality, job descriptions/expectations</li> <li>o Board meeting minutes</li> <li>o Minutes and reports from parent meetings and gatherings</li> <li>o Community surveys and/or interview data</li> <li>o Listings of measurable outcomes related to operational vitality</li> <li>o Development funding reports</li> <li>o Facilities improvements records</li> <li>o Budget communications to all stakeholders</li> </ul>	<p>implement processes, programs and services to support enrollment management, personnel decisions, budgeting, finance and development. All plans for facilities, budgeting, advancement and development are transparent and shared with the community and supported by the community to ensure the operational vitality of the school.</p> <p><b>Level 3:Fully Meets Benchmark</b> The leader/leadership team works in collaboration with the governing body to provide an infrastructure of programs and services that ensures the operational vitality of the school. To ensure this, budget and personnel are provided to create and implement policies, programs and procedures.</p> <p><b>Level 2:Partially Meets Benchmark</b> The leader/leadership team does not have the support of the governing body but works within the school to establish policies and procedures to provide an infrastructure of programs and services that ensures the operational vitality of the school. Without support, not all areas can be properly sustained to ensure operational vitality. Or the governing body provides the budget and personnel to create and support an infrastructure of programs and services to ensure operational vitality, but the programs are not fully adopted or inconsistently implemented by the leader/leadership team, with some areas receiving more attention and time than other areas.</p> <p><b>Level 1:Does Not Meet Benchmark</b> The leader/leadership team does not work in collaboration with the governing body to provide an infrastructure of programs and services that ensures the operational vitality of the school. As a result the operational vitality is in serious jeopardy.</p>
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**6.7 -The leader/leadership team assumes responsibility for communicating new initiatives and/or changes to school programs to all constituents.**

**School's Rating =**

- o Planning documents for communicating new initiatives and changes
- o Contracts or agreements with translators
- o List of vehicles for communicating to all stakeholders in the community
- o Samples of media communications regarding innovations (i.e. you tube, tweets, web blast, web postings, etc.)
- o Plans for updating information with faculty and staff
- o Evidence of faculty and staff participation in planning and delivery of information
- o Assessment data regarding outcomes
- o Community event programs highlighting new initiatives
- o Budgets
- o Job descriptions

**Level 4:Exceeds Benchmark**

The leader/leadership team works with community leaders and constituents to develop credible and reliable vehicles of communication for all stakeholders in the community, including families with second languages at home. All new initiatives and/or changes to school programs are shared at the beginning of the initiative or change, and updates are provided as the initiative develops over time, with outcomes routinely measured and reported to all constituents. Information about the new programs are communicated electronically, and celebrated at community events.

**Level 3:Fully Meets Benchmark**

The leader/leadership team assumes responsibility for communicating new initiatives and/or changes to school programs to all constituents.

**Level 2:Partially Meets Benchmark**

The leader/leadership team assumes responsibility for communicating new initiatives and/or changes to school programs to limited constituents (i.e. families only) or limited information is communicated to constituents. Not all constituents are informed regarding new programs.

**Level 1:Does Not Meet Benchmark**

The leader/leadership team does not assume responsibility for communicating new initiatives and/or changes to school programs. The leader/leadership team has little or no communication strategy in place for this kind of activity. Communications are ad hoc, provided by individual faculty and staff.

<p><b>7.1 - The curriculum adheres to appropriate, delineated standards and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Graded course of study</li> <li>o Standardized test scores</li> <li>o National standards</li> <li>o Curriculum maps</li> <li>o Specific notation of Catholic values in the curriculum</li> <li>o Course sequence</li> <li>o Common assessments</li> <li>o Written curriculum</li> </ul>	<p><b>Level 4:Exceeds Benchmark</b> The curriculum in all subject areas specifies research-based and mission appropriate standards. The written curriculum as a whole gives easily accessible evidence that it is vertically aligned to ensure that every student, no matter what courses taken, successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values. The curriculum has been mapped for purposes of realizing gaps and overlaps in content.</p> <p><b>Level 3:Fully Meets Benchmark</b> The curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.</p> <p><b>Level 2:Partially Meets Benchmark</b> The curriculum identifies standards being addressed throughout the program of studies. Students are required to complete a specified sequence of academic courses, but these courses are not vertically aligned to ensure coherence and rigor.</p> <p><b>Level 1</b> <b>Does Not Meet Benchmark</b> The school does not have and use a standards-based written curriculum to provide a sequence of academic courses for students</p>
<p><b>7.2 - Standards are adopted across the curriculum, and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.</b></p>	<ul style="list-style-type: none"> <li>o Graded course of study for all subject areas demonstrating noted dimensions</li> <li>o Mission statements</li> <li>o Curriculum standards</li> <li>o National standards</li> </ul>	<p><b>Level 4</b> <b>Exceeds Benchmark</b> Rigorous standards are adopted across the curriculum and include integration of the religious, spiritual, moral, and ethical dimensions of learning in every unit in every subject.</p> <p><b>Level 3</b></p>

<p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School Age</li> <li>o Sources of standards -- ISTE, NCTE, Common Core Standards, etc.</li> <li>o Analytical data for determining rigor</li> <li>o Teacher Course syllabi, curriculum maps, and teacher units and lessons</li> </ul>	<p><b>Fully Meets Benchmark</b> Standards are adopted across the curriculum and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.</p> <p><b>Level 2</b> <b>Partially Meets Benchmark</b> Standards are adopted in some areas of the curriculum, and occasionally include integration of the religious, spiritual, moral and ethical dimensions of learning in all subjects.</p> <p><b>Level 1</b> <b>Does Not Meet Benchmark</b> Standards are not identified throughout the curriculum. Ad hoc curriculum and instruction may occasionally include integration of the religious spiritual, moral and ethical dimensions of learning but without any systematic organization.</p>
<p><b>7.3 - Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Graded course of study</li> <li>o Curriculum guides</li> <li>o Lesson plans</li> <li>o Technology plan</li> <li>o Use of case studies, problem-based learning, service learning</li> <li>o Emphasis on processes of learning</li> <li>o Job descriptions of faculty</li> <li>o Public recognition of curricular effort</li> <li>o Student awards</li> </ul>	<p><b>Level 4:Exceeds Benchmark</b> Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens. Evidence of student knowledge, understanding and skills is manifested in innovative projects that are infused with Gospel values and recognized by professional entities (national organizations, academic groups, research scholars, etc.) as exemplary. Students' performance and work products consistently throughout the academic program demonstrate critical, creative, literate, and moral thinking related to solving real world problems and making moral decisions.</p> <p><b>Level 3:Fully Meets Benchmark</b></p>

	<ul style="list-style-type: none"> <li>o Common assessments and classroom-based assessments</li> </ul>	<p>Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens. Student performance and work products demonstrate critical, creative, literate, and moral thinking related to solving real world problems and making decisions.</p> <p><b>Level 2:Partially Meets Benchmark</b> Curriculum and instruction for 21st century learning is evident in some subject areas and results in emerging knowledge, understanding and skills for students to become creative, reflective, literate, critical and moral evaluators and/or problem solvers and/or decision makers and/or socially responsible global citizens. Curriculum and instruction for 21st century learning is not an obvious priority.</p> <p><b>Level 1</b> <b>Does Not Meet Benchmark</b> Curriculum and instruction for 21st century learning is not included. Expectations of providing knowledge, understanding and skills for students to become moral evaluators, problem solvers, decision makers, and/or socially responsible global citizens are not articulated in the curriculum and are not evident with any regularity during instructional periods.</p>
<p><b>7.4 - Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills.</b></p>	<ul style="list-style-type: none"> <li>o Technology plan</li> <li>o Access to hardware and software</li> <li>o ISTE standards</li> <li>o Graded course of study</li> </ul>	<p><b>Level 4</b> <b>Exceeds Benchmark</b> Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills. Exemplary digital</p>

<p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Curriculum guide for technology</li> <li>o Integration of technology in content areas</li> <li>o Student work and projects demonstrating technological skills</li> <li>o Classroom-based assessments</li> </ul>	<p>products created and/or published by students serve the common good of the school, parish or broader community. Student products and performance require students to consistently and regularly be expert users of technology, able to create, publish and critique digital tools in all disciplines and at all levels.</p> <p><b>Level 3</b>  <b>Fully Meets Benchmark</b>  Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills. Student products and performance require students to be expert users of technology, able to create, publish and critique digital tools.</p> <p><b>Level 2</b>  <b>Partially Meets Benchmark</b>  Curriculum and instruction for 21st century learning prepares some students to become users of technology, able to create, perhaps publish, and/or critique digital products that reflect their understanding of the content and/or their technological skills.</p> <p><b>Level 1</b>  <b>Does Not Meet Benchmark</b>  Few if any students have opportunities to participate in the use and critique of either sophisticated digital products or technological processes to create sophisticated digital products as the curriculum does not demand such.</p>
<p><b>7.5 - Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind.</b></p>	<ul style="list-style-type: none"> <li>o Lesson plans</li> <li>o Curriculum guides</li> <li>o Graded course of study</li> </ul>	<p><b>Level 4</b>  <b>Exceeds Benchmark</b>  Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions,</p>

<p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Published programs to develop affective dimensions of learning i.e. materials from the Committee for Children</li> <li>o Staff members with expertise in such areas -- mental health therapists, school counselors, school psychologists, etc.</li> <li>o Professional development for faculty and staff on topics such as non-academic barriers to learning, social and emotional development of children</li> <li>o Objectives and curriculum in the affective domain</li> <li>o Rubrics that include the affective dimensions of learning</li> </ul>	<p>relationship building, and habits of mind. Affective dimensions of learning are sequenced and articulated for all grade levels and/or subject areas and incorporate Gospel values.</p> <p><b>Level 3</b> <b>Fully Meets Benchmark</b> Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind. Unit and lesson plans show deliberate attention to such things as perseverance, risk taking, collaboration, self-regulation, initiative, etc. Affective dimensions of learning incorporate Gospel values</p> <p><b>Level 2</b> <b>Partially Meets Benchmark</b> Classroom instruction is sometimes designed to address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and/or habits of mind. This occurs on an ad hoc basis dependent on teacher's interest.</p> <p><b>Level 1</b> <b>Does Not Meet Benchmark</b> There is no expectation that the affective dimensions of learning are intentionally addressed in classroom instruction.</p>
<p><b>7.6 - Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student and accommodating students with special needs as fully as possible.</b></p>	<ul style="list-style-type: none"> <li>o Qualifications of teachers to instruct students with special needs and/or students who are gifted</li> <li>o Availability of support services for students with special needs</li> <li>o Agreed upon Catholic educational plan/ IEP and/or ISP and/or 504 plans/plans reflective of the psycho-ed evaluation</li> </ul>	<p><b>Level 4</b> <b>Exceeds Benchmark</b> Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student and fully</p>

<p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Lesson plans that note differentiation of instruction</li> <li>o Lesson plans that note differentiation of assessment</li> <li>o Specific academic plan for students recognized as gifted</li> <li>o Means to assess students as special needs or gifted under federal or state guidelines</li> <li>o Special materials and resources to meet the needs of students identified as special needs or gifted</li> <li>o Teacher coach job description</li> <li>o Student learning results meeting diverse needs</li> </ul>	<p>accommodating students with special needs. An intervention specialist provides services to students with special needs, ensuring required support services are provided. Gifted students participate in coursework or programs designed to challenge, motivate, and inspire these students to meet their potential.</p> <p>Teacher coaches assist teachers in designing and delivering instruction to meet the needs of all students.</p> <p><b>Level 3</b> <b>Fully Meets Benchmark</b> Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student, and accommodating students with special needs as fully as possible. Units and lesson plans give evidence of differentiation.</p> <p><b>Level 2</b> <b>Partially Meets Benchmark</b> Classroom instruction engages and motivates some students and sometimes addresses the diverse needs and capabilities of students. Students with special needs do not have their needs fully met. Whole group instruction is the dominant methodology. There is some variation in classroom instruction and attempts are made on the part of some teachers to differentiate instruction. There are no school-wide programs that provide a systematic means of meeting the needs of all students.</p> <p><b>Level 1</b> <b>Does Not Meet Benchmark</b> Whole group instruction is the norm. For the most part students are given the same assignments and expected to complete them within a similar time frame. Accommodations</p>
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		for students with special needs are not available.
<p><b>7.7 - Faculty collaborate in professional learning communities to develop, implement and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Report of professional learning community membership</li> <li>o Goals for professional learning communities</li> <li>o Outcomes of professional learning communities</li> <li>o Minutes from faculty meetings and PLC meetings</li> <li>o Achievement score data that reflects goals of professional learning communities</li> <li>o Common assessment results</li> </ul>	<p><b>Level 4</b> <b>Exceeds Benchmark</b> Faculty collaborate in professional learning communities to develop, implement and continuously improve the effectiveness of curriculum and instruction to result in high levels of student achievement. All or most of the following are present:  <i>-Members of the professional learning communities use current best practice to analyze data from, to include but not be limited by, standardized achievement tests, individualized skill tests, and classroom teacher-made assessments.</i>  <i>- Data teams and growth/value added data are familiar to the professional learning communities.</i>  <i>-In addition, PLC's are evidenced for art, music, physical education, technology, and/or elementary foreign language teachers. This may be within a school or among schools and may be face-to-face gatherings or virtual opportunities.</i></p> <p><b>Level 3</b> <b>Fully Meets Benchmark</b> Faculty collaborate in professional learning communities to develop, implement and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement.</p> <p><b>Level 2</b> <b>Partially Meets Benchmark</b> There is some collaboration among faculty members. All or some faculty members are part of a professional learning community. Purposes for</p>



		<p>the professional learning communities are unclear and/or there is little evidence of improvement in effectiveness of the curriculum and/or improvement in student achievement.</p> <p><b>Level 1</b>  <b>Does Not Meet Benchmark</b>  Faculty members collaborate little or not at all. Most teachers plan, instruct, and assess without sharing ideas or concepts with faculty members within the school or with faculty members from other schools teaching similar grades and content. Opportunities for collaboration are not present.</p>
<p><b>7.8 - The faculty and professional support staff meet (arch)diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Certificates or licenses for faculty and staff</li> <li>o Individualized professional development plans</li> <li>o Verification of activities with professional organizations</li> <li>o Evidence of professional publications on-line and in print</li> <li>o Diocesan in-service records, tracking program for in-service</li> <li>o Conference proceedings and programs</li> <li>o Copies of presentations and/or shared works</li> <li>o Published professional materials</li> <li>o Job expectations</li> <li>o Credential requirements for jobs</li> </ul>	<p><b>Level 4</b>  <b>Exceeds Benchmark</b>  All faculty and professional support staff meet (arch)diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction. All faculty and professional support staff are provided professional development opportunities and complete an individualized professional development plan. Some faculty members are recognized for outstanding service to the profession for participation in professional organizations, presenters at professional conferences, facilitators for professional workshops, or are authors of scholarly publications.</p> <p><b>Level 3</b>  <b>Fully Meets Benchmark</b>  The faculty and professional support staff meet (arch)diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction.</p>

		<p>Compliance with these requirements is factored into all employment decisions.</p> <p><b>Level 2</b>  <b>Partially Meets Benchmark</b>  The majority of faculty and professional support staff meet (arch)diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction. Those not in compliance are aware of necessary steps to ensure academic preparation and licensing and are expected to complete those on a designated timeline.</p> <p><b>Level 1</b>  <b>Does Not Meet Benchmark</b>  Many of the faculty and professional support staff do not meet (arch)diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction. Those not in compliance are not aware of necessary steps to ensure academic preparation and licensing and/or are not expected to complete them.</p>
<p><b>7.9 - Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Cultural competence in-service</li> <li>o Strategic plan</li> <li>o Classroom observation records</li> <li>o Faith formation opportunities</li> <li>o Professional development – effective instruction</li> <li>o Lesson plans</li> <li>o Surveys of faculty and professional support staff</li> </ul>	<p><b>Level 4</b>  <b>Exceeds Benchmark</b>  Faculty and professional support staff consistently demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values. The school establishes integrated goals for effective instruction, cultural sensitivity, and modeling of Gospel values and can provide evidence of student growth in cultural sensitivity and Gospel values throughout and at the conclusion of school programs. Individual</p>

	<ul style="list-style-type: none"> <li>o Annual goal setting includes plans for improvement in these areas</li> <li>o Annual accreditation compliance reports</li> <li>o Curriculum maps</li> <li>o Surveys of students and parents</li> <li>o Template for individual faculty goal setting</li> </ul>	<p>faculty members align professional goals with school goals and intentionally review their own progress and improvement for effective instruction, cultural sensitivity, and modeling of Gospel values. Evidence of these goals is visible in school culture.</p> <p><b>Level 3</b> <b>Fully Meets Benchmark</b> Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values. Annual goal setting includes plans for continuous improvement in effective instruction, cultural sensitivity, and modeling of Gospel values.</p> <p><b>Level 2</b> <b>Partially Meets Benchmark</b> Some faculty and professional support staff demonstrate and show emerging knowledge and skills needed for effective instruction, cultural sensitivity, and modeling of Gospel values. Some professional development in these areas is provided.</p> <p><b>Level 1</b> <b>Does Not Meet Benchmark</b> Faculty and professional support staff have minimum or basic knowledge and skill for effective instruction, cultural sensitivity and/or modeling of Gospel values. Observation in the school reveals ineffective instruction and/or insensitivity to cultural differences and/or absence of Gospel values.</p>
<p><b>7.10 - Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning.</b></p>	<ul style="list-style-type: none"> <li>o Individual professional development plans</li> <li>o Lesson plans</li> <li>o Surveys of faculty and staff</li> </ul>	<p><b>Level 4</b> <b>Exceeds Benchmark</b> Faculty and staff deliver and engage in high quality professional development, including religious formation, and are accountable for</p>

<p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Student achievement scores</li> <li>o Record of workshops attended</li> <li>o Pre and post conference notes -- Records of change in practice as a result of professional development</li> <li>o Faculty/staff retreats</li> <li>o School professional development plans</li> <li>o Catechetical course work</li> <li>o Participation in the Virtual Learning Community for Faith Formation or similar on-line or face-to-face catechetical formation courses or communities</li> <li>o Catechetical certification levels</li> <li>o Outcomes of growth in faith formation such as ACRE or similar tests</li> <li>o Results of catechetical assessments such as ACRE</li> <li>o Curriculum maps</li> </ul>	<p>implementation that supports all student academic learning and growth in faith formation, which are evidenced through targeted assessment. Review of faculty performance includes monitoring of level and effectiveness of implementations. Professional development objectives are tied to student learning needs and mirror the focus of professional development currently in place. Faculty create planning documents for the implementation of professional development, and the assessment of the effects of the implementation are ongoing and frequent.</p> <p><b>Level 3</b>  <b>Fully Meets Benchmark</b>  Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning. Faculty set goals for improvement and select professional development for growth. The effectiveness of the professional development is measured by student learning growth.</p> <p><b>Level 2</b>  <b>Partially Meets Benchmark</b>  Some or all faculty and staff engage in high quality professional development in some subject areas and perhaps religious formation. Implementation of professional development concepts and strategies is inconsistent.</p> <p><b>Level 1</b>  <b>Does Not Meet Benchmark</b>  Faculty and staff do not engage or engage minimally in professional development. When professional development occurs there is no accountability for implementation.</p>
<p><b>8.1 - School-wide and student data generated by a variety of tools are used to</b></p>	<ul style="list-style-type: none"> <li>o Standardized test data</li> </ul>	<p><b>Level 4</b>  <b>Exceeds Benchmark</b></p>

<p><b>monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Classroom assessment data</li> <li>o Student growth data</li> </ul>	<p>School-wide and student data generated by a variety of tools including standardized and norm referenced evaluations are used to monitor, review, and evaluate an aligned curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance. Faculty members whose students consistently fail to demonstrate appropriate academic growth engage in targeted professional development to improve instructional skills. Teachers of students who consistently demonstrate appropriate academic growth are recognized for their facilitation of student learning. Faculty are engaged in robust assessment of co-curricular programs, including peer and self-assessment.</p> <p><b>Level 3</b> <b><i>Fully Meets Benchmark</i></b> School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance.</p> <p><b>Level 2</b> <b><i>Partially Meets Benchmark</i></b> School-wide and student data are generated by one or two tools and are sometimes in some subject areas used to monitor, review, and/or evaluate the curriculum and/or co-curricular programs. Student growth is minimally addressed and data is minimally used or not used to monitor or assess faculty performance.</p> <p><b>Level 1</b> <b><i>Does Not Meet Benchmark</i></b> School-wide and student data are not</p>
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		systematically generated or are generated but not used to monitor, review, or evaluate the curriculum. Student growth is not shared and reviewed by faculty and assessment of faculty performance is not contingent upon student data.
<p><b>8.2 - School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Newsletters</li> <li>o Standardized test data</li> <li>o Data from similar populations</li> <li>o School website</li> <li>o Communication with families</li> <li>o Communication with parishes</li> <li>o Communication with invested community members and supporters of Catholic schools</li> <li>o Newspaper articles</li> <li>o Information in various forms of media -- websites, television, parish bulletins, journals and magazines, etc.</li> <li>o Electronic communications concerning student data</li> </ul>	<p><b>Level 4</b> <b><i>Exceeds Benchmark</i></b> School-wide and aggregated student data are normed to appropriate populations. This data is consistently shared with all stakeholders in a clear, effective manner to be most transparent.</p> <p><b>Level 3</b> <b><i>Fully Meets Benchmark</i></b> School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.</p> <p><b>Level 2</b> <b><i>Partially Meets Benchmark</i></b> School-wide and aggregated student data are sometimes but not consistently normed to appropriate populations or are sometimes but not consistently shared regularly, routinely with all stakeholders.</p> <p><b>Level 1</b> <b><i>Does Not Meet Benchmark</i></b> School-wide and aggregated student data are not normed to appropriate populations and/or are not easily accessible to all stakeholders.</p>
<p><b>8.3 - Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative,</b></p>	<ul style="list-style-type: none"> <li>o Assessments</li> <li>o Curriculum guides</li> </ul>	<p><b>Level 4</b> <b><i>Exceeds Benchmark</i></b> Faculty in all subject areas use a variety of curriculum-based assessments aligned with learning outcomes, curriculum-based</p>

<p><b>summative, authentic performance, and student self-assessment.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Crosswalk/Comparative Analysis for assessments and curriculum guides for purposes of alignment</li> <li>o Crosswalk/Comparative Analysis for assessments and instructional practice for purposes of alignment</li> <li>o Faculty analysis of data related to curriculum</li> </ul>	<p>instructional practices, and individual student needs to assess student learning, including formative, summative, authentic performance, and student self-assessment. Faculty adjust instructional practices based on data from assessments.</p> <p><b>Level 3</b> <b>Fully Meets Benchmark</b> Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, and authentic performance, and student self-assessment. Faculty adjust instructional practices based on data from assessments.</p> <p><b>Level 2</b> <b>Partially Meets Benchmark</b> Faculty use some variety of assessments although traditional assessments (selected and constructed response) are most prevalent. Faculty do not routinely adjust instructional practices based on data from assessments.</p> <p><b>Level 1</b> <b>Does Not Meet Benchmark</b> Faculty do not use a full range of varied assessments including formative, summative, authentic performance, and student self-assessment. Or, the assessments are not aligned to the agreed upon curriculum.</p>
<p><b>8.4 Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Rubrics</li> <li>o Web-based grade reporting</li> <li>o Assessment aligned to the curriculum</li> <li>o Value added/growth data</li> <li>o Criteria for evaluation distributed when assignments are given</li> </ul>	<p><b>Level 4</b> <b>Exceeds Benchmark</b> Criteria used to evaluate student work and the reporting mechanisms are aligned with curriculum, valid, consistent, transparent, justly administered, easily accessible by students and families, and understood at the outset of assignments. Faculty meet</p>

	<ul style="list-style-type: none"> <li>o Verification and/or citations for validity of criteria</li> <li>o Professional Learning Community meeting notes</li> </ul>	<p>regularly to ensure validity and build inter-rater reliability of assessments. Criteria are based on national best practices and shared with parents/guardians and students.</p> <p><b>Level 3</b> <b>Fully Meets Benchmark</b> Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered. Faculty collaborate to develop school-wide criteria for valid assessment of students. Parents/guardians and students understand the criteria and can easily access reports.</p> <p><b>Level 2</b> <b>Partially Meets Benchmark</b> Teachers use communicated criteria to evaluate student work. Validity and transparency of criteria and implementation across teachers and classes are inconsistent.</p> <p><b>Level 1</b> <b>Does Not Meet Benchmark</b> Criteria used to evaluate student work and the reporting mechanisms are inconsistent, not valid, not shared and/or unjustly administered.</p>
<p><b>8.5 - Faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Professional learning community rosters</li> <li>o Minutes or notes from professional learning community meetings</li> <li>o Common assessments</li> <li>o Common rubrics</li> <li>o Curriculum maps</li> <li>o Professional learning communities meeting schedule</li> </ul>	<p><b>Level 4</b> <b>Exceeds Benchmark</b> All faculty collaborate in professional learning communities to monitor individual and classwide student learning through methods such as common assessments and rubrics that result in improved student achievement, revised curriculum, and/or adjusted instructional practice. Professional learning communities set shared goals and objectives for improved student achievement measures. Revision and adjustment for curriculum and</p>



	<ul style="list-style-type: none"><li>o Professional learning communities goals and objectives</li><li>o Professional learning communities S.M.A.R.T. goals and record of demonstrated achievement</li></ul>	<p>instruction are shared with the professional learning community for feedback and comment. At a school-wide meeting each professional learning community engages in school wide sharing of the planning and outcomes associated with each professional learning community.</p> <p><b>Level 3</b> <b><i>Fully Meets Benchmark</i></b> Faculty collaborate in professional learning communities to monitor individual and classwide student learning through methods such as common assessments and rubrics. These learning communities meet frequently and intentionally with defined criteria for goals and objectives guiding their work. Faculty teams meet regularly at scheduled meetings on school time during which goals and benchmarks for improvement based on shared student learning data are revised and adjustments are made to curriculum and instruction to improve student achievement.</p> <p><b>Level 2</b> <b><i>Partially Meets Benchmark</i></b> Faculty collaborate in professional learning communities to monitor student learning.</p> <p><b>Level 1</b> <b><i>Does Not Meet Benchmark</i></b> Faculty do not collaborate in professional learning communities. Student learning is monitored only by individual teachers.</p>
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<p><b>9.1 - School-wide programs for parents/guardians provide opportunities for parents/guardians to partner with school leaders, faculty, and other parents to enhance the educational experiences for the school community.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Percent of parent/guardian participation</li> <li>o Descriptions of parent/guardian programs</li> <li>o Outcomes for opportunities for parents/guardians</li> <li>o Goals for parent/guardian programming</li> <li>o Evidence of extraordinary programs for parents/guardians and families - - award winning, recognition in media (newspapers, online media, television news, philanthropic or community partner recognition of programming)</li> </ul>	<p><b>Level 4</b> <b><i>Exceeds Benchmark</i></b> A majority of parents/guardians participate in opportunities to partner with school leaders, faculty and other parent/guardians to enhance educational experiences for the school community. Parents are involved in mission-driven, service-oriented experiences enhancing the broader community or distinguished in some way.</p> <p><b>Level 3</b> <b><i>Fully Meets Benchmark</i></b> School-wide programs for parents/guardians provide opportunities for parents/guardians to partner with school leaders, faculty, and other parents/guardians to enhance the educational experiences for the school community. Parents/guardians are invited to participate in a variety of partnership experiences that extend beyond the regularly scheduled mandatory parent/teacher conference.</p>

		<p><b>Level 2</b> <b><i>Partially Meets Benchmark</i></b> Occasional programs for parents/guardians above and beyond scheduled mandatory parent/teacher conferences provide opportunities for parents/guardians to meet with school leaders, faculty, or other parents/guardians to enhance the school community.</p> <p><b>Level 1</b> <b><i>Does Not Meet Benchmark</i></b> Programs beyond the scheduled mandatory parent/teacher conference are not provided for parents/guardians to be involved in the educational experiences of their children. Minimal, if any, partnerships exist between parents/guardians, school leaders, faculty, or with other parents/guardians.</p>
<p><b>9.2 - Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for students to successfully complete the school program.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Descriptions of guidance services, wellness programs, behavior management programs and/or ancillary services</li> <li>o Number of students receiving services or participating in programs</li> <li>o Outcomes for guidance services, wellness programs, behavior management programs and/or ancillary services</li> <li>o Pre and post testing when services or programs are provided</li> <li>o Data reports for disciplinary referrals</li> <li>o Observation and anecdotal evidence of a peaceful learning environment</li> <li>o Communication of available services to parents/guardians</li> <li>o Plan for securing, analyzing and sharing data</li> </ul>	<p><b>Level 4</b> <b><i>Exceeds Benchmark</i></b> Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for all students to successfully complete the school program, and include systematic tracking of student data and outcomes for these services and programs. Student data is analyzed and shared appropriately across these services. Frequent communications are in place to take advantage of these resources, so that the full community is aware of the existence of the programs and how to access them.</p> <p><b>Level 3</b> <b><i>Fully Meets Benchmark</i></b> Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for students to successfully</p>

		<p>complete the school program. Students and parents/guardians know about and how to access these services.</p> <p><b>Level 2</b> <b><i>Partially Meets Benchmark</i></b> Guidance services, wellness programs, behavior management programs, or ancillary services are available but delivered inconsistently. Communication about accessing these services is limited. Outcomes for these services are sometimes not clearly tied to students' successful completion of the school program.</p> <p><b>Level 1</b> <b><i>Does Not Meet Benchmark</i></b> Guidance services, wellness programs, behavior management programs, or ancillary services are not available or available at very minimal levels for few students.</p>
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<p><b>9.3 - Co-curricular and extra-curricular activities provide opportunities outside the classroom for students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Descriptions of co-curricular and extra-curricular activities</li> <li>o Percent of students engaged in co-curricular and extra-curricular activities</li> <li>o Student reflections, assessments, or surveys before and after taking part in co-curricular activities and extra-curricular activities</li> <li>o Survey of parents/guardians satisfaction with co-curricular and extra-curricular activities, as well as, reflection on student growth of gifts and talents</li> <li>o Budget allocations for extra and co activities</li> <li>o Awards and recognitions</li> <li>o Evidence of communication of available activities</li> <li>o Personnel allocation</li> </ul>	<p><b>Level 4</b> <b><i>Exceeds Benchmark</i></b> Co-curricular and extra-curricular activities provide opportunities outside the classroom for all students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities. These activities frequently involve students' parents/guardians and give evidence of the school's commitment to balance activities in all these areas. Communications regarding these activities are continuous and consistent for all activities. The school takes responsibility for community-wide communication and recognition of student accomplishments in these activities and shares them regularly.</p> <p><b>Level 3</b> <b><i>Fully Meets Benchmark</i></b> Co-curricular and extra-curricular activities provide opportunities outside the classroom for students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities.</p> <p><b>Level 2</b> <b><i>Partially Meets Benchmark</i></b> Some co-curricular and/or extra-curricular activities exist to give opportunities outside the classroom for students to further identify and develop their gifts and talents, but not in all areas (creative, aesthetic, social/emotional, physical, and spiritual); the needs and interests of many students are not represented in the offerings (students want band and all they have is football, for instance)</p> <p><b>Level 1</b> <b><i>Does Not Meet Benchmark</i></b></p>
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		<p>Co-curricular and extra-curricular activities do not exist or exist minimally, giving few students accessibility.</p>
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<p><b>10.1 - The governing body and leader/leadership team engage in financial planning in collaboration with experts in non-profit management and funding.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Documented planning process</li> <li>o Governing body meeting agendas, meeting minutes, communications, reports and records of actions taken</li> <li>o Surveys of planning process participants (to determine self-perception of involvement and self-perception of having “been heard”)</li> <li>o Interviews with those experts involved in the process (perception of involvement, time spent, expert’s assessment of the quality of the outcome)</li> <li>o Resume/CV (or other qualifications documentation) for the experts involved in the process (level of experience &amp; expertise)</li> </ul>	<p><b>Level 4</b> <b><i>Exceeds Benchmark</i></b> The governing body and leader/leadership team engages in financial planning using a well-defined and high-quality process that benefits from the leadership of acknowledged experts in the field of non-profit or educational management and planning. The process is well documented, followed, and evidences a wholly collaborative relationship between school leaders, the governing body and the experts in question.</p> <p><b>Level 3</b> <b><i>Fully Meets Benchmark</i></b> The governing body and leader/leadership team engage in financial planning in collaboration with experts in non-profit management and funding.</p> <p><b>Level 2</b> <b><i>Partially Meets Benchmark</i></b> The governing body and leader/leadership team engages in financial planning; however, planning is done with only limited input from people with significant experience /expertise in non-profit planning and management, or The advice and input of those experts is largely excluded or ignored, and so has limited input on the final outcome, or Financial planning is done, but in an ad-hoc manner without a defined and agreed-to process.</p> <p><b>Level 1</b> <b><i>Does Not Meet Benchmark</i></b> There is no formal planning process involving the school’s leaders, or The school’s governing body is not part of the leader’s planning process, or No experts in non-profit or educational management are consulted.</p>
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<p><b>10.2 - Financial plans include agreed upon levels of financial investment determined by the partners involved who may include but are not limited to parishes, dioceses, religious orders, educational foundations, the larger Catholic community, and responsible boards.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Financial plan documents</li> <li>o Meeting minutes or other records of analysis</li> <li>o Documented communications with revenue sources (emails, letters, etc.)</li> <li>o Funding commitment documents (including funder budgets showing line items)</li> <li>o Financial transaction history, showing past history of execution against commitments, by source</li> </ul>	<p><b>Level 4</b> <b>Exceeds Benchmark</b> Plan considers a diverse set of funding sources, has included representatives of those investors in the planning process, and has secured written agreement from all sources regarding funding levels and timing of funding. Written agreements are reviewed regularly.</p> <p><b>Level 3</b> <b>Fully Meets Benchmark</b> Financial plans include agreed upon levels of financial investment determined by the partners involved who may include but are not limited to parishes, dioceses, religious orders, educational foundations, the larger Catholic community, and responsible boards</p> <p><b>Level 2</b> <b>Partially Meets Benchmark</b> Plan considers a diverse set of funding sources, but has involvement and agreed/committed levels of funding from only some the sources.</p> <p><b>Level 1</b> <b>Does Not Meet Benchmark</b> Plan does not consider a diverse set of funding sources, relying instead on just one or two sources for all expected funds, or Plan does not indicate any level of involvement with/commitment from funding partners.</p>
<p><b>10.3 - Financial plans define revenue sources that include but are not limited to tuition, tuition assistance/scholarships, endowment funds, local and regional partnerships, public funding, regional cost sharing, (arch)diocesan and/or religious communities' assistance, foundation gifts, entrepreneurial options and other sources not listed.</b></p>	<ul style="list-style-type: none"> <li>o Financial transaction history, showing number of revenue sources engaged, timing, and dollars resulting from each flow, by year trended over time</li> <li>o Financial planning committee/school board meeting minutes</li> <li>o Financial planning documents</li> <li>o Research reports</li> <li>o Source-level risk analyses</li> </ul>	<p><b>Level 4</b> <b>Exceeds Benchmark</b> A diverse range of revenue sources are intentionally included. Past experience with sources is used to guide future expectations and direct fund-raising activities. Research on best practices and benchmarking against practices at highly successful schools is incorporated into the process. Revenue sources are regularly re-considered to maintain and improve the diversity and</p>



<p>School's Rating =</p>		<p>strength of the financial plan.</p> <p><b>Level 3</b>  <b>Fully Meets Benchmark</b>  Financial plans define revenue sources that include but are not limited to tuition, tuition assistance/scholarships, endowment funds, local and regional partnerships, public funding, regional cost sharing, (arch)diocesan and/or religious communities' assistance, foundation gifts, entrepreneurial options and other sources not listed.</p> <p><b>Level 2</b>  <b>Partially Meets Benchmark</b>  Some revenue sources beyond tuition and parish / diocesan assistance are reflected in the plan.</p> <p><b>Level 1</b>  <b>Does Not Meet Benchmark</b>  Revenue source analysis is not incorporated into the financial planning process, or Source analysis is limited to one or two sources, such as tuition or parish assistance.</p>
<p><b>10.4 - Financial plans include the delineation of costs for key target areas such as instruction, tuition assistance, administration, professional development, facilities, equipment, technology, program enhancement/expansion, capital projects and other planned projects.</b></p> <p>School's Rating =</p>	<ul style="list-style-type: none"> <li>o Financial planning documents</li> <li>o Budgets</li> <li>o Financial transaction records</li> <li>o Cost analysis reports</li> <li>o Financial meeting minutes, communication documents showing quality, timing and regularity of cost monitoring activities</li> <li>o Audit and/or other types of financial review reports</li> </ul>	<p><b>Level 4</b>  <b>Exceeds Benchmark</b>  All costs associated with the school are included in the plan, and external expertise (auditing) has been engaged to ensure that that cost picture is complete. Shared costs are determined according to a well-documented and agreed-upon allocation scheme. The structure of accounts enables all expenditures to be quickly and accurately tagged for reporting and analysis. Reporting can be generated at both detailed and aggregate levels, and is used for regular budget-vs.-actual monitoring throughout the year.</p>

		<p><b>Level 3</b>  <b>Fully Meets Benchmark</b>  Financial plans include the delineation of costs for key target areas such as instruction, tuition assistance, administration, professional development, facilities, equipment, technology, program enhancement/expansion, capital projects and other planned projects.</p> <p><b>Level 2</b>  <b>Partially Meets Benchmark</b>  Cost information is included in financial planning, and is broken down into categories, but those categories are very broad or vague, so as to make cost monitoring and control difficult or expensive. Or some costs are not included in the plan, or cannot be accounted for precisely, but these are known areas and have been determined to have little impact on the overall budget picture.</p> <p><b>Level 1</b>  <b>Does Not Meet Benchmark</b>  Major areas of cost (capital projects, building maintenance, etc.) are not included in the financial planning process, such that a fully--loaded cost picture cannot be derived, or Past cost information and future cost projections are included, but cannot be specified precisely, or Expected costs (as incorporated into the financial plan) are reported in categories that are so broad or vague that they cannot be monitored or controlled effectively, or School leadership does not have full visibility into financial costs.</p>
<p><b>10.5 - Current and projected budgets include a statement of the actual and projected revenue sources, indicating an appropriate balance among revenue sources, and a statement of actual and projected</b></p>	<ul style="list-style-type: none"> <li>o Financial plans and budgets, current and prior years (for trending and comparison)</li> <li>o Minutes or records of budget development and review meetings</li> </ul>	<p><b>Level 4</b>  <b>Exceeds Benchmark</b>  Budget projections rely on best current research and practices at peer institutions regarding cost</p>

<p>expenditures including the actual cost per child, benchmarked compensation/salary scales, and other health benefits and retirement costs.</p> <p><b>School's Rating =</b></p>	<p>o Documented results of research from peer institutions on external benchmarks performed</p>	<p>trends. Cost per child is developed in an easily understood, thorough way that helps current and prospective families understand the real relation between tuition and costs at the school. Benchmarking data includes comparison against past years' data as well as direct peer-to-peer comparison with appropriate organizations and is accompanied by analysis of any major variances.</p> <p><b>Level 3</b> <b>Fully Meets Benchmark</b> Current and projected budgets include a statement of the actual and projected revenue sources, indicating an appropriate balance among revenue sources, and a statement of actual and projected expenditures including the actual cost per child, benchmarked compensation/salary scales, and other health benefits and retirement costs.</p> <p><b>Level 2</b> <b>Partially Meets Benchmark</b> Current and projected budgets include all cost and revenue sources, but:</p> <ul style="list-style-type: none"> <li>• Cost per child and comparison to tuition is not made explicit, or</li> <li>• Employment costs do not include a full picture of salary plus all associated non-salary costs (insurance, taxes, benefits, retirement), or</li> <li>• Benchmarking does not provide enough context to enable the planning team to fairly assess all cost buckets, including salaries and benefits.</li> </ul> <p><b>Level 1</b> <b>Does Not Meet Benchmark</b> Plan fails to include all expected revenue and costs, broken out by type and category for analysis, or Some cost or revenue categories</p>
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		cannot be calculated in a comprehensive way, or data is presented out of context (no comparison to past periods or benchmarks against best practices at peer institutions).
<p><b>10.6 - Financial plans include educational materials for distribution to all members of the community explaining the total cost per child and how that cost is met by identifying the percentage of cost that is paid for by tuition and the remaining amount of cost that is supported by other sources of revenue.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Financial or strategic plans</li> <li>o Communications plan</li> <li>o Communication materials across all channels (newsletters, parent communications, websites, etc.)</li> <li>o Survey Results of measured reception (have they heard it) and comprehension (did the message get through) in all areas of the stakeholder community</li> </ul>	<p><b>Level 4</b> <b>Exceeds Benchmark</b> Cost per child is seen as a critical measure, and is tracked and monitored regularly. The calculation includes all sources of cost including allocations for shared costs, and budgeted amounts for non-recurring costs (capital improvements, facilities maintenance, etc.). Cost per child is published, along with a breakdown explaining exactly how the dollars are being spent. A revenue picture is included with the comparison, placing the tuition and cost per child in the context of the school's overall financial situation. The information is proactively published via multiple channels, and in multiple languages if necessary, to ensure that every member of the community is comfortable with their understanding of the calculation. Level of reception and understanding is measured and, if necessary, corrective action is taken.</p> <p><b>Level 3</b> <b>Fully Meets Benchmark</b> Financial plans include educational materials for distribution to all members of the community explaining the total cost per child and how that cost is met by identifying the percentage of cost that is paid for by tuition and the remaining amount of cost that is supported by other sources of revenue.</p> <p><b>Level 2</b> <b>Partially Meets Benchmark</b></p>

		<p>Basic educational materials regarding cost-per-child and its relation to tuition are made available to the community, but only partially explain the total cost per child and how that cost is met. Not all members of the school's community receive the educational materials or have a means to access the information. The cost per child calculation includes many but not all costs normally used to calculate the complete cost per child.</p> <p><b>Level 1</b> <b>Does Not Meet Benchmark</b> Cost per child is not (or cannot be) accurately calculated, or school fails to communicate and distribute cost per child information to parents and other members of the community.</p>
<p><b>10.7 - The governing body and leader/leadership team provide families access to information about tuition assistance and long-term planning for tuition and Catholic school expenses.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Communications plan</li> <li>o Financial or strategic plans</li> <li>o Relationship agreements with external funders, if any</li> <li>o Records of actual communications, including communication materials across all channels (newsletters, parent communications, websites, etc.)</li> <li>o Results of measured reception (have they heard it) and comprehension (did the message get through) in all areas of the stakeholder community</li> </ul>	<p><b>Level 4</b> <b>Exceeds Benchmark</b> The governing body and leadership team actively monitor the environment to identify new potential sources of tuition assistance or payment planning. Information for parents is gathered, analyzed, and integrated into a package that makes financial planning easy for families. Collaborative relationships with external tuition assistance providers (diocese, foundations, public funding, etc.) are established to enable schools to provide feedback from parents to funders and advocate for improvements or programmatic changes.</p> <p><b>Level 3</b> <b>Fully Meets Benchmark</b> The governing body and leader/leadership team provide families access to information about tuition assistance and long-term planning for tuition and Catholic school expenses.</p> <p><b>Level 2</b></p>

		<p><b>Partially Meets Benchmark</b> The governing body and leader/leadership team makes tuition assistance information available only when families request it (through links on website or referral to external sources of information) rather than actively engaging families in procuring information or providing information to the families directly.</p> <p><b>Level 1</b> <b>Does Not Meet Benchmark</b> The governing body/leadership team are not involved in communicating tuition assistance/long-term planning information to families, or no such assistance or long-term planning exists.</p>
<p><b>10.8 - The governing body and leader/leadership team ensure that appropriately developed financial plans and budgets are implemented using current and effective business practices as a means of providing good stewardship of resources.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Planning process documents (to assess quality, maturity, and source of documented planning process)</li> <li>o Current and projected budgets</li> <li>o Agendas, minutes and results of planning meetings</li> <li>o Agendas, minutes and results of plan review and update meetings</li> <li>o Financial and strategic plan documents</li> <li>o Interviews with involved experts</li> </ul>	<p><b>Level 4</b> <b>Exceeds Benchmark</b> The governing body and school leaders have implemented a mature, effective planning process based on non-profit and education industry best practices and are following it carefully. The planning process itself is regularly evaluated for efficiency and effectiveness and is adapted to the needs of the specific school's situation in consultation with experts. Planning is not an "event" but is part of the regular rhythm of managing the school. Plans are not static "on the shelf" documents but are used in the day-to-day management of school operations, and are seen as living documents to be updated and improved on a consistent basis.</p> <p><b>Level 3</b> <b>Fully Meets Benchmark</b> The governing body and leader/leadership team ensure that appropriately developed financial plans and budgets are implemented</p>

		<p>using current and effective business practices as a means of providing good stewardship of resources.</p> <p><b>Level 2</b> <b><i>Partially Meets Benchmark</i></b> The governing body and leadership team engage in a regular planning process, but the process used does not incorporate current non-profit and education industry best practices. Planning is seen as an annual event rather than an ongoing process of analysis and discernment with regard to the stewardship of the temporal assets that undergird the school’s mission.</p> <p><b>Level 1</b> <b><i>Does Not Meet Benchmark</i></b> Business and financial planning is not done in a regular, structured way, or the governing body or leadership team is not included in the planning process, or planning is done in an ad hoc way, without reference to a specific planning process or to non-profit and educational industry best practices.</p>
<p><b>11.1 - Human resource programs are professionally staffed at the appropriate level (i.e. central office, school office) and ensure full compliance with human resource policies.</b></p> <p><b>School’s Rating =</b></p>	<ul style="list-style-type: none"> <li>o Central HR policy documents</li> <li>o School-specific HR policy documents</li> <li>o Records of HR actions (meeting minutes, personnel files, communications)</li> <li>o Legal proceedings/documents related to HR issues</li> <li>o Role definitions/updated job descriptions at the school level (clarity of HR role assignments)</li> </ul>	<p><b>Level 4</b> <b><i>Exceeds Benchmark</i></b> The school consistently includes a trained professional HR associate who assists the school leadership team with all aspects of personnel management, including hiring, professional development and career planning. This person has sufficient time, knowledge and skills to do a complete and thorough job and is</p>

	<ul style="list-style-type: none"> <li>o Time tracking data (time spent on HR and policy compliance issues)</li> <li>o Compliance with IRS designations</li> </ul>	<p>able to integrate personnel management seamlessly with other aspects of managing the school.</p> <p><b>Level 3</b>  <b>Fully Meets Benchmark</b>  Human resource programs are professionally staffed at the appropriate level (i.e. central office, school office) and ensure full compliance with human resource policies. A trained professional assists the school leadership team with personnel management.</p> <p><b>Level 2</b>  <b>Partially Meets Benchmark</b>  HR policies have been defined, and the school intends to follow them. However, either staffing levels are insufficient, or those assigned roles lack some aspect of training or experience necessary to ensure full compliance with human resource policies.</p> <p><b>Level 1</b>  <b>Does Not Meet Benchmark</b>  HR policies have not been defined, or the school does not make use of the policies that have been defined, or no one at the school has been tasked with an HR role intended to ensure compliance with HR policies, or the person tasked with such a role does not have (at least one of) the training, experience, or bandwidth necessary to perform it well.</p>
<p><b>11.2 - Human resource policies delineate standards for position descriptions including staff responsibilities and qualifications, hiring, compensation, and benefits, as well as standards for professional development, accountability, succession planning and retirement.</b></p>	<ul style="list-style-type: none"> <li>o Central HR policy documents</li> <li>o School-specific HR policy documents</li> <li>o Non-profit and/or educational benchmark HR policies</li> <li>o Personnel Handbook or other means of documenting policy implementation</li> </ul>	<p><b>Level 4</b>  <b>Exceeds Benchmark</b>  A consistent, integrated set of standards exists, based on industry-leading practices in non-profit and educational management. These standards cover staff responsibilities and qualifications, hiring, compensation, and</p>



<p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Performance appraisal templates or guidelines</li> <li>o IRS designations</li> </ul>	<p>benefits, as well as standards for professional development, accountability, succession planning and retirement, and provide guidance applicable to all school employees and volunteers.</p> <p><b>Level 3</b>  <b>Fully Meets Benchmark</b>  Human resource policies delineate standards for position descriptions including staff responsibilities and qualifications, hiring, compensation, and benefits, as well as standards for professional development, accountability, succession planning and retirement. The HR standards are sufficient to enable effective management of personnel and other HR issues.</p> <p><b>Level 2</b>  <b>Partially Meets Benchmark</b>  HR Policies delineate standards for only some of the following elements of position descriptions: staff responsibilities and qualifications, hiring, compensation, and benefits, as well as standards for professional development, accountability, succession planning and retirement, or HR standards are delineated but are not sufficient to enable effective management of personnel and other HR issues.</p> <p><b>Level 1</b>  <b>Does Not Meet Benchmark</b>  HR Policies do not exist or are not followed in any consistent way by school leadership and personnel.</p>
<p><b>11.3 - Human resource policies ensure that competitive and just salaries, benefits, and professional growth opportunities are provided for all staff.</b></p>	<ul style="list-style-type: none"> <li>o Central HR policy documents</li> <li>o School-specific HR policy documents</li> <li>o Records of policy development meetings; interviews with policymakers</li> </ul>	<p><b>Level 4</b>  <b>Exceeds Benchmark</b>  Existing policies provide comprehensive and integrated direction with regard to</p>

<p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Salary scale/bands/ranges or other compensation rubrics</li> <li>o Salary and benefit package information</li> <li>o Professional development records for all staff and school leadership</li> <li>o Records or notices of professional growth opportunities offered</li> <li>o Public school, other Catholic school and educational nonprofit benchmark data related to salary, benefits and professional development</li> </ul>	<p>establishing salaries and benefits as well professional growth opportunities. The information derives explicitly from Church teaching, particularly the tradition of Catholic Social Teaching (e.g. Laborem Exercens) or other theological reflection on just wages, benefits and opportunities. Competitive benchmarking salary, benefits and professional development information is available (public schools, other Catholic schools and/or educational nonprofit organizations) and is used to establish and manage the school's salary scale and make financial and other HR decisions with respect to teachers and staff.</p> <p><b>Level 3</b> <b>Fully Meets Benchmark</b> Human resource policies ensure that competitive and just salaries, benefits, and professional growth opportunities are provided for all staff.</p> <p><b>Level 2</b> <b>Partially Meets Benchmark</b> There are HR policies and they are used in the school to guide decisions regarding compensation; however, the policies cover only some of the following: competitive and just salaries, benefits, and professional growth opportunities for all staff.</p> <p><b>Level 1</b> <b>Does Not Meet Benchmark</b> There are no HR policies regarding compensation, or the available HR policies regarding compensation are not used in the school to guide decisions, or the policies do not cover competitive and just salaries, benefits, and professional growth opportunities for all staff.</p>
<p><b>11.4 - Human resource policies ensure that institutional planning includes investment in</b></p>	<ul style="list-style-type: none"> <li>o Central HR policy documents</li> </ul>	<p><b>Level 4</b> <b>Exceeds Benchmark</b></p>

<p><b>personnel growth, health care and retirement.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o School-specific HR policy documents</li> <li>o Financial and strategic planning documents</li> <li>o School budget</li> <li>o Annual expenditures (aggregate and per employee) on personnel growth, health care and retirement</li> <li>o Records of school-wide activities promoting wellness or financial health</li> <li>o Schedule of benefits consultations for individuals</li> </ul>	<p>Human resource policies ensure a comprehensive and integrated approach to institutional planning around investment in personnel growth, health care and retirement. These programs are further integrated with salary and benefit package data to provide a “total compensation” approach to school employment. Benchmark data about health care, retirement and other benefits has been collected and is used in making decisions for the school.</p> <p><b>Level 3</b> <b>Fully Meets Benchmark</b> Human resource policies ensure that institutional planning includes investment in personnel growth [i.e. targeted professional development for all personnel], health care and retirement.</p> <p><b>Level 2</b> <b>Partially Meets Benchmark</b> There are HR policies and they are used in the school to guide decisions; however, the policies cover institutional planning related to only some of the following: investment in personnel growth, health care, and retirement.</p> <p><b>Level 1</b> <b>Does Not Meet Benchmark</b> There are no HR policies related to personnel growth, health care and retirement, or the relevant HR policies are not used in the school to guide decisions, or the relevant policies do not cover institutional planning for investment in personnel growth, health care and retirement.</p>
<p><b>12.1 - The school's facilities, equipment, and technology</b></p>	<ul style="list-style-type: none"> <li>o Facilities, equipment and technology plan documents</li> </ul>	<p><b>Level 4</b> <b>Exceeds Benchmark</b></p>

<p><b>management plan includes objectives to support the delivery of the educational program of the school and accessibility for all students.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o School mission and vision statements</li> <li>o Educational delivery plans and documents, including current and planned future curriculum maps</li> <li>o Student accessibility needs assessments</li> <li>o School financial need assessments and actual aid program documents</li> </ul>	<p>The school has an integrated set of asset planning documents, covering all aspects of facilities, equipment and technology. The plan is comprehensive, and is integrated with all other aspects of school planning (financial, academic, spiritual, operational, etc.). Objectives supporting the delivery of the educational program are forward-looking, and account for the school's expected future needs as well as current priorities. Accessibility objectives include a variety of approaches to accessibility, including academic, physical, social and financial.</p> <p><b>Level 3</b> <b>Fully Meets Benchmark</b></p> <p>The school's facilities, equipment, and technology management plan includes objectives to support the delivery of the educational program of the school and accessibility for all students. Objectives in these areas are aligned to the mission of the school. This plan could be a single document or three interrelated documents.</p> <p><b>Level 2</b> <b>Partially Meets Benchmark</b></p> <p>The school's facilities, equipment and technology plan is partial, incomplete, or has objectives related to only one or two of the three major areas (facilities, equipment and technology) related to educational delivery and accessibility, or the school's plan is only partially aligned to supporting the delivery of the school's educational programs.</p> <p><b>Level 1</b> <b>Does Not Meet Benchmark</b></p> <p>The school does not have a plan that addresses facilities, equipment and technology management, or the plan does not specify, or is not aligned to, supporting the delivery of the educational program of the school, and/or accessibility needs of the</p>
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<p><b>12.2 - The school's budget supports facilities, equipment, and technology management with specific funds for capital improvements, depreciation, and replacement.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o School budgets, current and recent past</li> <li>o School financial plans, including projected budget</li> <li>o Facilities, equipment and technology plan</li> <li>o Current asset assessments (value, ages, deferred maintenance, etc.)</li> <li>o Comparison to best practices in other similar institutions</li> </ul>	<p>students.</p> <p><b>Level 4</b>  <b>Exceeds Benchmark</b>  The school's budget presents an integrated and detailed approach to accounting for facilities, equipment and technology spending, following generally accepted accounting principles (GAAP). Appropriate use of depreciation and equipment cost projection gives stakeholders and school leaders a realistic understanding of current values and expected costs associated with school assets, enables effective long-term planning and prevents sudden, unexpected expenses. Plans are compared to facilities, equipment and technology plans at other similar schools in order to incorporate best practices and ensure completeness.</p> <p><b>Level 3</b>  <b>Fully Meets Benchmark</b>  The school's budget supports facilities, equipment, and technology management with specific funds for capital improvements, depreciation, and replacement.</p> <p><b>Level 2</b>  <b>Partially Meets Benchmark</b>  The school's budget supports facilities, equipment, and technology management in a general way, providing something for unexpected costs but not aligning those funds to specific capital improvements or expected replacement costs.</p> <p><b>Level 1</b>  <b>Does Not Meet Benchmark</b>  The school does not have a formal budget, or the budget does not include line items to support facilities, equipment and technology, or the budget does not include funds for capital improvements, depreciation, or equipment replacement.</p>
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<p><b>12.3 - The school's purchasing and physical and technological improvements are by design, done in alignment with the mission and the school's planning and curricular goals and consistent with environmental stewardship.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o School mission and vision statements</li> <li>o Planning and policy documents, particularly the facilities, equipment and technology plans</li> <li>o Records of planning meetings indicating impact of environmental consciousness on decision making</li> <li>o Records of recent purchasing decisions, including environmental impact analysis (if any)</li> <li>o Copy of energy audit/records of energy savings initiatives</li> </ul>	<p><b>Level 4</b>  <b>Exceeds Benchmark</b>  Purchasing and physical/technological improvements are part of a larger integrated system and plan by which mission-and curricular-driven decisions are made in all areas of school life. Environmental stewardship is considered as part of all major decisions, including those listed above, and is addressed coherently in the school's mission and vision. Environmental stewardship follows published best practices and may incorporate external independent review (e.g. LEED certification).</p> <p><b>Level 3</b>  <b>Fully Meets Benchmark</b>  The school's purchasing, and physical and technological improvements are by design, done in alignment with the mission and the school's planning and curricular goals and consistent with environmental stewardship.</p> <p><b>Level 2</b>  <b>Partially Meets Benchmark</b>  The school's purchasing, and physical and technological improvements are, sometimes intentionally aligned with the mission and the school's planning and curricular goals. Decisions are made with some conscious understanding of environmental impact, consistent with environmental stewardship.</p> <p><b>Level 1</b>  <b>Does Not Meet Benchmark</b>  Purchasing and improvements are done in a reactionary manner without regard to established plans or alignment with the</p>
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<p><b>13.1 -The communications/marketing plan requires school leader/leadership team and staff person(s) to ensure the implementation of contemporary, multiple information technologies to reach targeted audiences and to establish reliable and secure databases and accountability to stakeholders.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Communication/marketing plan</li> <li>o Technology plan</li> <li>o Records of analysis of effectiveness of current and past marketing efforts (outcome measures)</li> <li>o Communication documents</li> <li>o Marketing documents</li> <li>o Databases with marketing and communications information</li> </ul>	<p>schools mission, or environmental stewardship is not considered in decision making.</p> <p><b>Level 4</b>  <b>Exceeds Benchmark</b>  The school's communication and marketing plans are up-to-date, comprehensive, and are integrated into overall strategic planning activities. The latest technologies are being utilized successfully, and school leaders are engaged in scanning the environment to seek out new opportunities as they arise. Marketing efforts are assessed and evaluated in terms of their effectiveness as well as their cost-benefit and are enhanced or abandoned based on that analysis. Key data is stored in an integrated, secure manner that allows for low-cost, largely automated reporting on important success measures.</p> <p><b>Level 3</b>  <b>Fully Meets Benchmark</b>  The communications/marketing plan requires the school leader/leadership team and staff person(s) to ensure the implementation of contemporary, multiple information technologies to reach targeted audiences and to establish reliable and secure databases and accountability to stakeholders.</p> <p><b>Level 2</b>  <b>Partially Meets Benchmark</b>  The school has a marketing / communications plan, which utilizes technology in a nascent or partial way, and/or key operational and educational data is tracked, but security is not assured and reporting on outcomes is difficult, inefficient, or done via an ad-hoc system.</p> <p><b>Level 1</b></p>
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		<p><b>Does Not Meet Benchmark</b> The school does not have a communications / marketing plan, or the school does not use appropriate technologies to approach marketing, or the school does not use appropriate technologies to secure critical data and enable process and outcome measurement for accountability purposes.</p>
<p><b>13.3 -The development plan requires school leader/leadership team, in collaboration with the governing body, to ensure that key strategies are in place to identify, grow and maintain significant funding prospects, including alumni(ae), over time and when appropriate.</b></p> <p><b>School's Rating =</b></p>	<ul style="list-style-type: none"> <li>o Development plan</li> <li>o Prospect analysis</li> <li>o School budgets (past, current and projected)</li> <li>o Advancement/development communication materials</li> <li>o School leadership/governing body meeting minutes</li> <li>o Results and yield based on development strategies implemented</li> <li>o Alumni giving records, including percent participation</li> </ul>	<p><b>Level 4</b> <b>Exceeds Benchmark</b> The development plan is comprehensive and is well integrated with all other operational plans. In addition to pursuing traditional strategies, school leaders engage in innovative approaches to identifying, securing and growing new funding sources, and continuously scan the advancement/development industry to seek for new best practices to adopt locally. External experts in the field of nonprofit or educational advancement and development are consulted and utilized effectively. Advancement and development strategies are evaluated based on outcomes, and this information is tracked over time and used to modify, strengthen or eliminate programs based on their actual effectiveness.</p> <p><b>Level 3</b> <b>Fully Meets Benchmark</b> The development plan requires school leader/leadership team, in collaboration with the governing body, to ensure that key strategies are in place to identify, grow and maintain significant funding prospects, including alumni(ae), over time and when appropriate. School leaders act on the plan.</p> <p><b>Level 2</b> <b>Partially Meets Benchmark</b></p>



		<p>There is a development plan, and it has a limited or partial focus on funding strategies, or the development plan relies on only a limited, static set of funding options without seeking to expand the set or grow the current funding sources, or the development plan is well-written, but is followed in only a limited way.</p> <p><b>Level 1</b> <b>Does Not Meet Benchmark</b></p> <p>There is no development plan, or the development strategy does not focus on funding strategies, or the development strategy is not being followed in actual fact.</p>
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Commendations: