

Diocese of Madison



Office of Catholic Schools

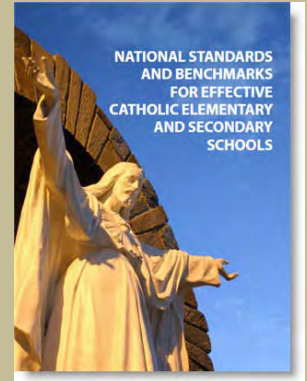
Wisconsin Catholic Schools Accreditation WCSA

Striving for Excellence in Catholic Education
Visiting Team Training Seminar





Wisconsin Catholic School Accreditation



- **Based on:**

- *National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (2012)*
- <http://catholicschoolstandards.org/>

Andrew M. Greeley Center for Catholic Education, School of Education, Loyola University Chicago, in partnership with Roche Center for Catholic Education, School of Education, Boston College (2012)

- **Adapted by:**

- Superintendents from:
 - Archdiocese of Milwaukee
 - Dioceses of Green Bay, LaCrosse, Madison, and Superior
- Wisconsin Catholic Conference

- **Approved by:**

- WRISA

National Standards and Benchmarks for Effective Catholic Schools



- 9 Defining Characteristics
- 4 Domains
- 13 Standards
- 70 Benchmarks

DEFINING CHARACTERISTICS OF CATHOLIC SCHOOLS

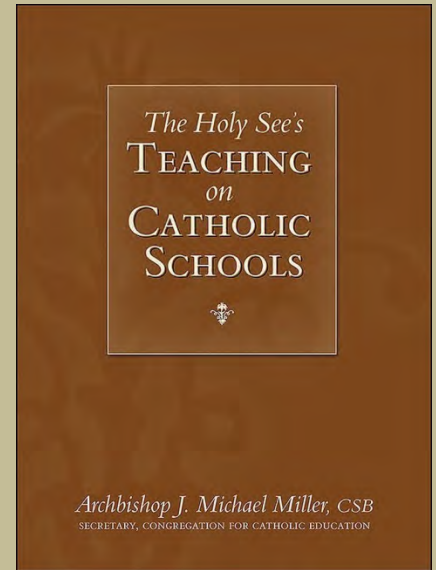
- Flow from Church's teachings
 - Catechism of the Catholic Church (CCC)
 - Papal Documents
 - USCCB Documents
- Define deep Catholic identity of Catholic schools
- Serve as platform on which domains, standards and benchmarks rest



Defining Characteristics

1. Centered in the Person of Jesus Christ
2. Contribute to the Evangelizing Mission of the Church
3. Distinguished by Excellence
4. Committed to Educate the Whole Child
5. Steeped in a Catholic Worldview
6. Sustained by gospel Witness
7. Shaped by Communion and Community
8. Accessible to All Students
9. Established by the Expressed Authority of the Bishop

(Reference *WCSA November 2015 pp. 2-3*)





FOUR DOMAINS

Domains define the major divisions of Catholic school organization and self-understanding.

Mission and
Catholic
Identity

Governance
and
Leadership

Academic
Excellence

Operational
Vitality

THIRTEEN STANDARDS

Standards...

- Describe policies, programs, structures, and processes that should be present in mission-driven, program-effective, well-managed, and responsibly-governed Catholic schools that operate in concert with the Defining Characteristics.



SEVENTY BENCHMARKS

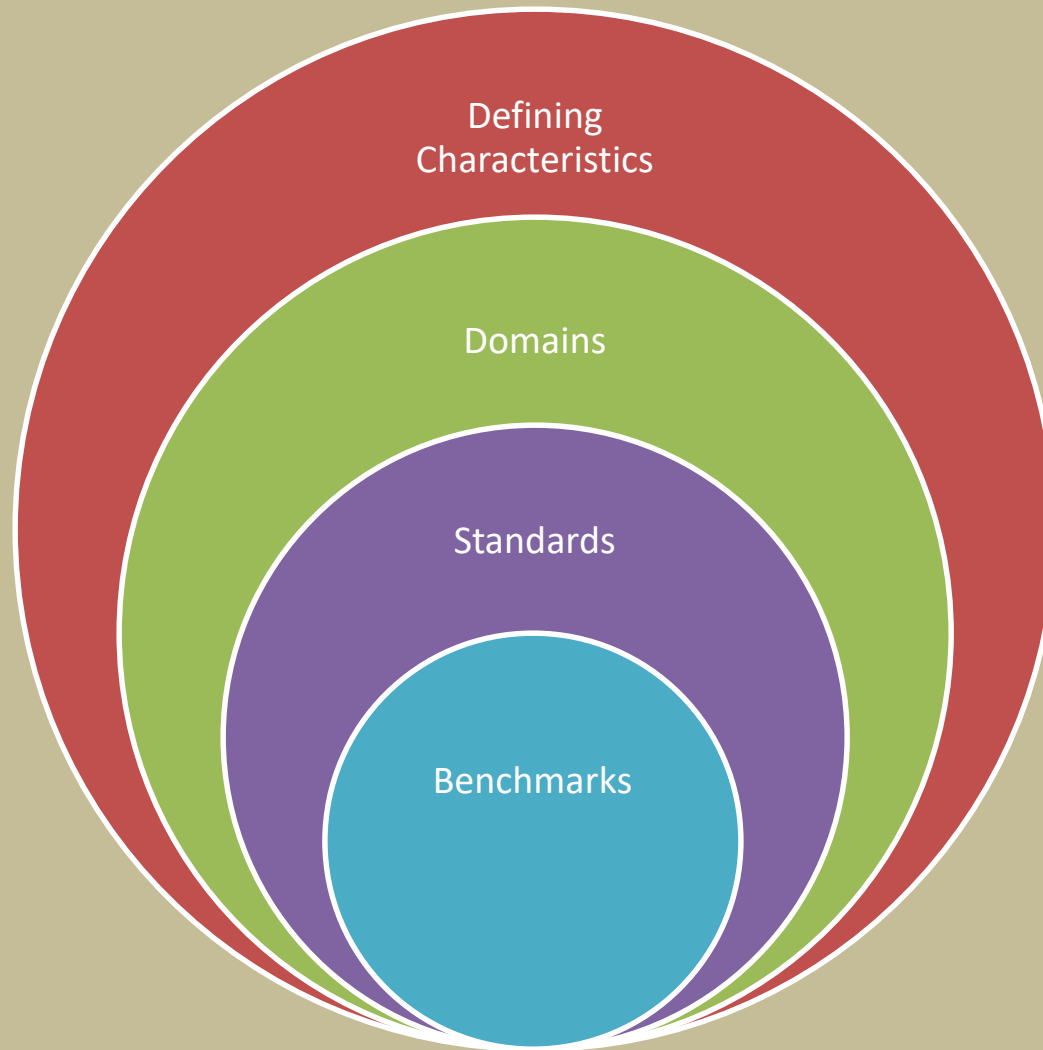


Provide observable, measurable descriptors for each standard.

Provide solid basis for development of:

- accreditation tools
- self-assessment and diagnostic instruments
- data collecting and reporting structures at multiple levels.

National Standards and Benchmarks for Effective Catholic Schools



Goals

1. Identify and explore core concepts and expectations of the standards.
2. Become familiar enough with the tools to use them competently as a member of a Visiting Team.

WCSA - Standard 1

An excellent Catholic school is guided and driven by a clearly communicated mission that embraces a Catholic Identity rooted in Gospel values, centered on the Eucharist, and committed to faith formation, academic excellence and service.

* WCSA – Benchmark 1.1

The governing body and the leader/leadership team ensure that the mission statement includes the commitment to Catholic identity.

*NOTE: The Cross at the start of the Benchmark denotes this is an “ESSENTIAL” benchmark and the school MUST score at the acceptable level.

Assignment

Read the rest of the Benchmarks in the WCSA booklet, p. 4. Think about the key factors for which you will be looking during the site visit.

WCSA - Standard 7

An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

✝ WCSA – Benchmark 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.

Standard 5

An excellent Catholic school has a governing body (person or persons) which recognizes and respects the role(s) of the appropriate and legitimate authorities, and exercises responsible decision making (authoritative, consultative, advisory) in collaboration with the leadership team for development and oversight of the school's fidelity to mission, academic excellence, and operational vitality. *(For the purposes of this standard in Wisconsin, "governing body" includes the pastoral authority and the advisory education committee/commission or corporate board according to the Catholic educational governance requirements of the (arch)diocese.)*

Standard 6

An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school's mission and vision.
(For the purposes of this standard in Wisconsin, "governing body" includes the pastoral authority and the advisory education committee/commission or corporate board according to the Catholic educational governance requirements of the (arch)diocese.)

Assignment: Standards 5 & 6

Read Standards 5-6 on pp. 7-8

Assignment: WCSA – Operational Vitality

- Read the Standards 10-12 and their benchmarks
 - Use the WCSA booklet.

- What stands out?

Working with WCSA Standards

School Name:

† Benchmark 1.1: The governing body and the leader/leadership team ensure that the mission statement includes the commitment to Catholic identity.

Level 4 – Exceeds Benchmark: *(The governing body and the leader/leadership team ensure that)* The mission statement explicitly and unequivocally proclaims that the school's pervasive commitment is to fostering Catholic identity.

‡ Level 3 – Fully Meets Benchmark: The governing body and the leader/leadership team ensure that the mission statement includes the commitment to Catholic identity.

Level 2 – Partially Meets Benchmark: The mission statement uses generically Christian language to allude to the school's commitment to Catholic identity.

Level 1 – Does Not Meet Benchmark: The mission statement does not communicate commitment to Catholic identity.

Self-study Team Level:

Visiting Team Level:

Self-study Existing Evidence:

Please check every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

Note: Not all sources of evidence are expected to be present.

Visiting Team: Verify each source of evidence

indicated by placing an "A" for artifact, "O" for observation, "S" for survey, or "I" for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	The mission statement contains language that unmistakably identifies the school as Catholic (i.e., Gospel values, faith formation, academic excellence, and service)		
<input type="checkbox"/>	Source documents for mission development demonstrate commitment to Catholic identity		
<input type="checkbox"/>	Brochures, PR materials, websites reflect the mission of the Catholic identity of the school		
<input type="checkbox"/>	Teacher and principal orientation materials contain explicit articulation of the commitment to Catholic identity		
<input type="checkbox"/>	Other:		
<input type="checkbox"/>	Other:		
<input type="checkbox"/>	Other:		

Benchmark 1.1

Required Comments/Concerns/Conclusions:

Self Study:

Visiting Team:

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- The schools now use a website to assist in conducting their self-study. They complete a form like this for each benchmark and give themselves a score. The OCS will give you a log in to view the documents once the schools have completed their self-study and entered all their data.
- As a visiting team member, you will review their evidence and artifacts and as a team, determine their score.
- The Domain Summary document will automatically populate with the scores. See the next slide.

WCSA Domain Summary

FOR VISITING TEAM USE ONLY

WISCONSIN CATHOLIC SCHOOLS ACCREDITATION Domain Benchmark Scoring Summary

(Arch)diocese	(Year of Last Team Visit)	(Current Year)
(School Name)	(City)	

The jurisdictional office will annually submit the following to the Wisconsin Religious and Independent Schools Accreditation. Updated benchmark performance is based on the school's updated Accreditation Action Plan.

- Essential minimum performance requirement
- Non-essential minimum performance requirement
- ♣ Essential benchmark

Domain A: Mission and Catholic Identity

Benchmark	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4	4.5	
Exceeds	♣	♣	♣			♣	♣	♣			♣			♣	♣	♣	♣		♣	♣			
Meets																							
Partially Meets																							
Does Not Meet																							

Domain B: Governance and Leadership

Benchmark	5.1	5.2	5.2a	5.3	5.4	5.5	5.6	5.7	6.1	6.2	6.3	6.4	6.5	6.6	6.7
Exceeds	♣														
Meets															
Partially Meets															
Does Not Meet															

Domain C: Academic Excellence

Benchmark	7.1	7.2	7.3	7.4	7.5	7.6	7.7	7.8	7.9	7.10	8.1	8.2	8.3	8.4	8.5	9.1	9.2	9.3	9.4
Exceeds										♣									
Meets																			
Partially Meets																			
Does Not Meet																			

Domain D: Operational Vitality

Benchmark	10.1	10.2	10.3	11.1	11.2	11.3	11.4	12.1	12.2	12.3	13.1	13.2	13.3
Exceeds													
Meets													
Partially Meets													
Does Not Meet													

Working with WCSA Standards

- Go to benchmark worksheets 1.1, 1.2 & 1.4
- Read the rubrics
 - Which is essential?
 - What level of competence is required for each?
- Look at benchmark worksheet 2.1
- Read the rubrics
 - Essential?
 - Highlighted section of 2.1
 - Implications for assessing?
 - (See next slide for possible evidence.)

Possible Evidence of 2.1

- National Directory of Catechesis (curriculum references National Directory of Catechesis)
- Religion curriculum/graded course of study
- Curriculum maps, syllabi
- Course work offered beyond what is required in the standards
- Lesson plans
- (Arch)diocesan religious education standards and curriculum

Working with WCSA Standards

Licensing Benchmarks: 2.3, 6.1, 7.8

✝ **Benchmark 2.3:** Faculty who teach religion meet (arch)diocesan requirements for academic and catechetical preparation and certification to provide effective religion curriculum and instruction. **In Wisconsin, Benchmark 2.3 applies to all faculty whether they teach religion class or not. (See “Standards for Educators in Catholic Parishes and Schools”, Wisconsin Catholic Conference 2008.)*

✝ **Benchmark 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 leaders(s) of the school. *(Note: This benchmark requires professional development for the leadership team and religious certification for all leaders.)*

Working with WCSA Standards

Licensing Benchmarks: 2.3, 6.1, 7.8

✚ **Benchmark 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.

Assignment: Review the rubric – level 3

Working with WCSA Standards

The “added” Benchmarks:

2.8: School climate

5.2a: Compliance Checklist

5.7: Responsibility of Pastoral Authority

8.6: Student Records

Assignment:

- Review Standard 1
- Read the rest of the Benchmarks in the WCSA booklet.
- Evaluation exercise
 - What would you look at to evaluate each benchmark? What evidence would you collect?

See Rubric Analysis Worksheet for 1.1 on the OCS Teacher Website under Accreditation

✚ Benchmark 1.1

The governing body and the leader/leadership team ensure that the mission statement includes a commitment to Catholic identity.

School Name:

Page:

✚ Benchmark 1.1: The governing body and the leader/leadership team ensure that the mission statement includes the commitment to Catholic identity.

Level 4 – Exceeds Benchmark: *(The governing body and the leader/leadership team ensure that)* The mission statement explicitly and unequivocally proclaims that the school's pervasive commitment is to fostering Catholic identity.

✚ Level 3 – Fully Meets Benchmark: The governing body and the leader/leadership team ensure that the mission statement includes the commitment to Catholic identity.

Level 2 – Partially Meets Benchmark: The mission statement uses generically Christian language to allude to the school's commitment to Catholic identity.

Level 1 – Does Not Meet Benchmark: The mission statement does not communicate commitment to Catholic identity.

Self-study Team Level:

Visiting Team Level:

Possible Self-study

Evidence: Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

Note: Not all sources of evidence are expected to be present.

Visiting Team:

Verify each source of evidence indicated by placing an "A" for artifact, "O" for observation, "S" for survey, or "I" for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	The mission statement contains language that unmistakably identifies the school as Catholic (i.e., Gospel values, faith formation, academic excellence, and service)		
<input type="checkbox"/>	Source documents for mission development demonstrate commitment to Catholic identity		
<input type="checkbox"/>	Brochures, PR materials, websites reflect the mission of the Catholic identity of the school		
<input type="checkbox"/>	Teacher and principal orientation materials contain explicit articulation of the commitment to Catholic identity		
<input type="checkbox"/>	Other: <input type="text"/>		
<input type="checkbox"/>	Other: <input type="text"/>		
<input type="checkbox"/>	Other: <input type="text"/>		

Required Comments/Concerns/Conclusions:

Self Study:

Visiting Team:

- **Level 4 – Exceeds Benchmark:** *(The governing body and the leader/leadership team ensure that)* The mission statement explicitly and unequivocally proclaims that the school's pervasive commitment is to fostering Catholic identity.
- **✝ Level 3 – Fully Meets Benchmark:** The governing body and the leader/leadership team ensure that the mission statement includes the commitment to Catholic identity.
- **Level 2 – Partially Meets Benchmark:** The mission statement uses generically Christian language to allude to the school's commitment to Catholic identity.
- **Level 1 – Does Not Meet Benchmark:** The mission statement does not communicate commitment to Catholic identity.

See Guidelines for Interpreting and Scoring Benchmark 1.1

Possible Evidence of 1.1

- The mission statement language
- Source documents for mission development that demonstrate commitment to Catholic identity
- Brochures, PR materials, websites reflect the mission of the Catholic identity of the school
- Teacher and principal orientation materials contain explicit articulation of the commitment to Catholic identity

Assessing Benchmark 1.1

- Read each level of the rubric.
- Using the *Guidelines for Interpreting and Scoring Benchmarks*, determine:
 1. What criterion you need to look for at levels 2-4, based on the corresponding rubric.
 2. What types of evidence would verify a school's score at each level.
- Record this on the *Rubric Analysis & Evidence Correlation Template*

Assessing Benchmark 1.1

- A. The mission of St. Gregory Catholic School is to teach, practice and promote Christian values, and to pursue education in today's world.

- B. Living, Loving and Learning in Christ and the Church

- C. In the spirit of Catholic tradition, St. Thomas More Catholic School brings the whole person to Jesus Christ and through excellence in education prepares our students to serve the Church and community now and in the future.

Working with WCSA Standards

- Review Standard 7
- Read the rest of the Benchmarks in the WCSA booklet.
- Evaluation exercise
 - What would you look at to evaluate each benchmark?
What evidence would you collect?

✚ Benchmark 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.

See worksheet for Benchmark 7.1

School Name:

Page:

† Benchmark 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.

Level 4 – Exceeds Benchmark: 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.

† Level 3 – Fully Meets Benchmark: 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. *(The curriculum adheres to (arch)diocesan policies and/or guidelines.)*

Level 2 – Partially Meets Benchmark: 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.

Level 1 – Does Not Meet Benchmark: The school does not have and use a standards-based written curriculum to provide a sequence of academic courses for students.

Self-study Team Level:

Visiting Team Level:

Possible Self-study

Evidence: Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

Note: Not all sources of evidence are expected to be present.

Visiting Team: Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	Graded course of study		
<input type="checkbox"/>	Standardized test scores		
<input type="checkbox"/>	National standards		
<input type="checkbox"/>	Curriculum maps		
<input type="checkbox"/>	Specific notation of Catholic values in the curriculum		
<input type="checkbox"/>	Course sequence		
<input type="checkbox"/>	Common assessments		
<input type="checkbox"/>	Written curriculum		
<input type="checkbox"/>	<i>Minutes/ notes from curriculum review process</i>		
<input type="checkbox"/>	<i>Curriculum handbooks (which reflect the incorporation of Catholic teaching across the curriculum)</i>		
<input type="checkbox"/>	Other: <input type="text"/>		

Required Comments/Concerns/Conclusions:

Self Study:

Visiting Team:

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See Guidelines for Interpreting and Scoring Benchmark 7.1 on the OCS Teacher website

Possible Evidence of 7.1

- Graded course of study
- STAR/ITBS scores
- Curriculum maps
- Statements of Catholic ID/teaching in the curriculum (i.e. maps or lesson plans)
- Common assessment
- Written curriculum
- Curriculum handbooks
- Minutes from meetings reviewing the curriculum

Assessing Benchmark 7.1

- Read each level of the rubric.
- Using the *Guidelines for Interpreting and Scoring Benchmarks*, determine:
 1. What criterion you need to look for at levels 2-4, based on the corresponding rubric.
 2. What types of evidence would verify a school's score at each level.
- Record this on the *Rubric Analysis & Evidence Correlation Template*

**Rubric Analysis &
Evidence Correlation Template**

Benchmark: † 7.1

Read the rubric descriptors and identify the criterion for each level. Then read through the list of suggested evidence to determine what pieces the self-study team provided. Finally, determine which pieces of provided evidence support the identified criterion. Use the "Guidelines for Interpreting and Scoring Benchmarks" to assist you in this analysis and correlation.

†Benchmark 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.

Level 4 – Exceeds Benchmark: 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.

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Level 2 – Partially Meets Benchmark: 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.

Level 1 – Does Not Meet Benchmark: The school does not have and use a standards-based written curriculum to provide a sequence of academic courses for students.

Level	Identified Criterion	Evidence
2		
2		
3		
3		
3		
3		
4		
4		

Guidelines for Benchmark

1. <http://catholicschoolstandards.org/>
2. “Resources” tab
 1. Choose “Guidelines for Interpreting...” from dropdown
 2. Choose “Guidelines Background” from dropdown.
3. Choose desired benchmark guidelines from the list on the right side.

Scoring Summaries

Review benchmark and domain scoring summaries

WCSA Domain Summary

FOR VISITING TEAM USE ONLY

WISCONSIN CATHOLIC SCHOOLS ACCREDITATION Domain Benchmark Scoring Summary

(Arch)diocese	(Year of Last Team Visit)	(Current Year)
(School Name)	(City)	

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- Essential minimum performance requirement
- Non-essential minimum performance requirement
- ♣ Essential benchmark

Domain A: Mission and Catholic Identity

Benchmark	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4	4.5	
Exceeds	♣	♣	♣			♣	♣	♣			♣			♣	♣	♣	♣		♣	♣			
Meets																							
Partially Meets																							
Does Not Meet																							

Domain B: Governance and Leadership

Benchmark	5.1	5.2	5.2a	5.3	5.4	5.5	5.6	5.7	6.1	6.2	6.3	6.4	6.5	6.6	6.7
Exceeds	♣														
Meets															
Partially Meets															
Does Not Meet															

Domain C: Academic Excellence

Benchmark	7.1	7.2	7.3	7.4	7.5	7.6	7.7	7.8	7.9	7.10	8.1	8.2	8.3	8.4	8.5	9.1	9.2	9.3	9.4
Exceeds										♣									
Meets																			
Partially Meets																			
Does Not Meet																			

Domain D: Operational Vitality

Benchmark	10.1	10.2	10.3	11.1	11.2	11.3	11.4	12.1	12.2	12.3	13.1	13.2	13.3
Exceeds													
Meets													
Partially Meets													
Does Not Meet													

Additional Resources for the WCSA Tool

- The NSBECS Guidelines

<http://catholicschoolstandards.org/resources/guidelines-for-interpreting-and-scoring-benchmarks>

- The NSBECS Website

<http://catholicschoolstandards.org/>

Questions?

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