

Report of the External Review Team for Archdiocese of Denver

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Introduction

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

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

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

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

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

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

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

Use of Diagnostic Tools

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

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

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

Index of Education Quality

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

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

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

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

Benchmark Data

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

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

Powerful Practices

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

Opportunities for Improvement

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

Improvement Priorities

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

The Review

The Archdiocese of Denver Catholic Schools hosted a school system reaccreditation External Review visit on October 22 - 24, 2014. On October 2, 2014 the External Review Team participated in a conference call to provide context for the review and review team member responsibilities to prepare for the visit. Team member responsibilities include completing elect certifications, logging into the team workspace, updating team member biographies, providing orientation for pre-work assignments, reviewing the visit schedule, communicating travel arrangements and hotel accommodations.

Team members were assigned to a domain team organized around the three domains of the Index of Education Quality (IEQ), Leadership Capacity, Teaching and Learning Impact and Resource Utilization. Teams began their initial evidence review from their domain assignments and then extended their evidence review to additional domains providing a focused yet comprehensive approach to the system standards and diagnostics, including the Catholic Standards and Benchmarks for Effective Catholic Schools at the school and the sixteen AdvancED system level criteria for effective Catholic School Systems at the system level.

The External Review Team initiated the review on Tuesday October 21, 2014 with an orientation session to review team member responsibilities and to conduct an initial analysis of the internal review results for the system standards, student performance and stakeholder feedback diagnostics. The first day of the visit was spent at the Archdiocese of Denver system office where presentations were conducted by system staff

covering an overview of the system and the three domains of the IEQ. Interviews were conducted for the archdiocesan leadership, staff, principals with schools that were not being visited, pastors, parent representatives and community partners. On the second day of the review eight schools were visited. On the school visits the administrative teams were interviewed and eleot observations were conducted. The team completed its findings, which included identifying powerful practices, opportunities for improvement, and improvement priorities for the system. The review concluded with an oral exit report to communicate the External Review Team findings to the Archdiocese of Denver administration, staff and community.

In preparation for the review, all schools in the Archdiocese of Denver completed the Catholic Criteria, the AdvancED self assessment, administered the stakeholder surveys for both the Defining Characteristics of Effective Catholic Schools and the AdvancED stakeholder surveys and completed the student performance and stakeholder feedback diagnostics. The review involved all members of the Archdiocese of Denver community.

The External Review Team would like to thank the Archdiocese of Denver community, staff and stakeholders for their hospitality and thoroughness during the course of the review. The system implemented the AdvancED system protocol with humility and thoughtfulness and a sincere desire to learn and improve as a system in order to benefit the students they serve. Their transparency and commitment to the process was exemplary in every aspect of the review.

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

Stakeholder Interviewed	Number
Superintendents	1
Pastors	8
Administrators	45
Instructional Staff	36
Support Staff	10
Students	54
Parents/Community/Business Leaders	34
Total	188

Results

Teaching and Learning Impact

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

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

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

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

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

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

Standard 3 - Teaching and Assessing for Learning

The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

Indicator	Description	Review Team Score	AdvancED Network Average
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	3.00	2.69
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	2.00	2.55
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	3.00	2.54
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	3.00	2.70
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	2.00	2.57
3.6	Teachers implement the system's instructional process in support of student learning.	3.00	2.48
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	3.00	2.67

Indicator	Description	Review Team Score	AdvancED Network Average
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	3.00	2.97
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	3.00	2.46
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	3.00	2.57
3.11	All staff members participate in a continuous program of professional learning.	3.00	2.60
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	2.00	2.63

Standard 5 - Using Results for Continuous Improvement

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

Indicator	Description	Review Team Score	AdvancED Network Average
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	3.00	2.67
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	2.00	2.48
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	2.00	2.14
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	3.00	2.45
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	3.00	2.85

Student Performance Diagnostic

The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of

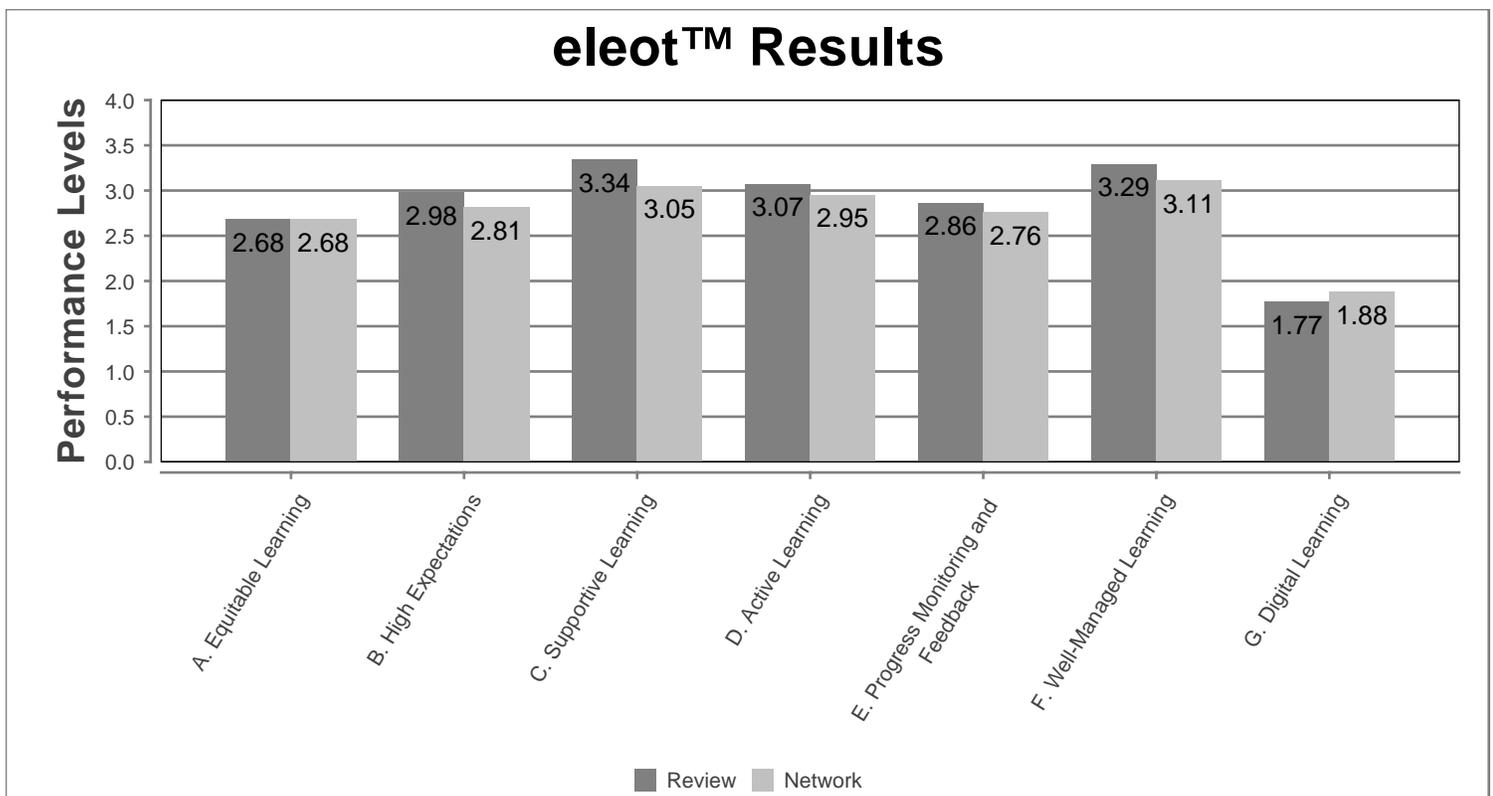
learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	4.00	3.32
Test Administration	4.00	3.62
Equity of Learning	2.00	2.52
Quality of Learning	4.00	3.06

Effective Learning Environments Observation Tool (eleot™)

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

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



The opportunity to visit classrooms in the Archdiocese of Denver schools revealed a committed faculty and staff that are implementing the Archdiocesan mission to cultivate in students and the whole school community a love for Jesus Christ, fidelity to his Church, and a commitment to the dignity of the whole person by developing the talents of every student to the fullest. Seventy- four eleot classroom observations were conducted in eight Archdiocese of Denver schools. The eleot scores for the Archdiocese of Denver were very

strong, reflecting the rigorous academic program the schools provide. The eleot scores of six of the seven Learning Environments exceed the AdvancED network averages. The highest scores are reflected in the areas of Supportive Learning at 3.34 (Network - 3.13), Well-Managed Learning at 3.29 (Network - 3.21) and Active Learning 3.07 (Network - 2.99). Other eleot scores for the Archdiocese of Denver that exceeded the Network averages are High Expectations at 2.98 (Network - 2.84), Progress Monitoring and Feedback at 2.86 (Network - 2.84), and Digital Learning at 1.77 (Network - 1.75). The only eleot score where the Archdiocese of Denver did not reach the Network Average is Equitable Learning at 2.68 (Network - 2.71).

In a very supportive, highly structured, predictable, and caring environment, students are challenged to reach their full potential. The high expectation for student success is a deeply held value permeating the Archdiocese of Denver and is clearly reflected in the instructional practices in each of the schools. Educators and students alike reflect a positive attitude that effectively challenges and respects each person and the talents each possesses. The lower eleot scores received in Digital Learning Environment and Equitable Learning Environment can be seen as opportunities for improvement and can be enhanced by fully integrating technology in instructional practices and providing "hands on" experiences for students with a variety of technological devices as well as providing more differentiated instructional practices.

The Archdiocese of Denver provides safe and academically strong catholic schools focused on nurturing educational success, leadership development, and growth of the whole child. The unwavering dedication and commitment of the Archdiocese of Denver educators sit atop the Mile-High city.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.23	Has differentiated learning opportunities and activities that meet her/his needs	16.22%	24.32%	25.68%	33.78%
2.	3.16	Has equal access to classroom discussions, activities, resources, technology, and support	44.59%	31.08%	20.27%	4.05%
3.	3.35	Knows that rules and consequences are fair, clear, and consistently applied	48.65%	40.54%	8.11%	2.70%
4.	1.99	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	18.92%	16.22%	9.46%	55.41%
Overall rating on a 4 point scale: 2.68						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.27	Knows and strives to meet the high expectations established by the teacher	43.24%	43.24%	10.81%	2.70%
2.	3.12	Is tasked with activities and learning that are challenging but attainable	39.19%	40.54%	13.51%	6.76%
3.	2.42	Is provided exemplars of high quality work	21.62%	31.08%	14.86%	32.43%
4.	3.07	Is engaged in rigorous coursework, discussions, and/or tasks	36.49%	40.54%	16.22%	6.76%
5.	3.03	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	37.84%	36.49%	16.22%	9.46%
Overall rating on a 4 point scale: 2.98						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.41	Demonstrates or expresses that learning experiences are positive	55.41%	32.43%	9.46%	2.70%
2.	3.46	Demonstrates positive attitude about the classroom and learning	58.11%	31.08%	9.46%	1.35%
3.	3.36	Takes risks in learning (without fear of negative feedback)	56.76%	27.03%	12.16%	4.05%
4.	3.43	Is provided support and assistance to understand content and accomplish tasks	60.81%	24.32%	12.16%	2.70%
5.	3.04	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	44.59%	28.38%	13.51%	13.51%
Overall rating on a 4 point scale: 3.34						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.14	Has several opportunities to engage in discussions with teacher and other students	47.30%	24.32%	22.97%	5.41%
2.	2.70	Makes connections from content to real-life experiences	33.78%	28.38%	12.16%	25.68%
3.	3.36	Is actively engaged in the learning activities	51.35%	33.78%	14.86%	0.00%
Overall rating on a 4 point scale: 3.07						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.96	Is asked and/or quizzed about individual progress/learning	36.49%	35.14%	16.22%	12.16%
2.	3.04	Responds to teacher feedback to improve understanding	36.49%	39.19%	16.22%	8.11%
3.	3.03	Demonstrates or verbalizes understanding of the lesson/content	35.14%	39.19%	18.92%	6.76%
4.	2.57	Understands how her/his work is assessed	24.32%	35.14%	13.51%	27.03%
5.	2.69	Has opportunities to revise/improve work based on feedback	32.43%	27.03%	17.57%	22.97%
Overall rating on a 4 point scale: 2.86						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.59	Speaks and interacts respectfully with teacher(s) and peers	66.22%	28.38%	4.05%	1.35%
2.	3.58	Follows classroom rules and works well with others	60.81%	37.84%	0.00%	1.35%
3.	3.12	Transitions smoothly and efficiently to activities	44.59%	37.84%	2.70%	14.86%
4.	2.69	Collaborates with other students during student-centered activities	36.49%	25.68%	8.11%	29.73%
5.	3.49	Knows classroom routines, behavioral expectations and consequences	60.81%	29.73%	6.76%	2.70%
Overall rating on a 4 point scale: 3.29						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	1.81	Uses digital tools/technology to gather, evaluate, and/or use information for learning	24.32%	2.70%	2.70%	70.27%
2.	1.81	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	24.32%	1.35%	5.41%	68.92%
3.	1.70	Uses digital tools/technology to communicate and work collaboratively for learning	20.27%	2.70%	4.05%	72.97%
Overall rating on a 4 point scale: 1.77						

Findings

Opportunity for Improvement

Continue and enhance the education of parents in their role as primary educators of their children. (Indicators 3.8)

Evidence and Rationale

Interviews with parents indicated there was a lack of clarity as it pertained to their role as primary educators of their children.

Continued education would not only help with the parents' understanding of this role but could prepare them to be ambassadors and advocates for Catholic schools.

Opportunity for Improvement

Collect and consistently utilize data to drive instruction. (Indicators 3.2)

Evidence and Rationale

Interviews with the school and system administrations indicated that while data is collected, it is not consistently used to drive instruction.

Data driven instruction will acknowledge areas of success and identify areas needed for improvement.

Educators will be able to identify learning gaps on an individual and system-wide basis allowing for more focused strategic improvement plans.

Opportunity for Improvement

Provide centralized professional development and a platform for sharing best practices to improve the

students' use of technology in the classroom and teachers' use of differentiated instruction to address the needs of all students.

(Indicators 3.2, 3.4, 3.5)

Evidence and Rationale

Eleot observations and interviews with administration and teachers revealed that while technology is present, it was one directional and is used primarily by the teachers. Students were engaged in the learning process however the majority of observed lessons where teacher-directed and whole group instruction. The implementation of successful innovative programs in various schools in the Archdiocese has created an awareness and highlighted the need for centralized staff development and a need to share best practices. Allowing students to engage in interactive technology enhances active participation, increases motivation and provides opportunities to problem solve and become independent learners. Differentiated instruction would address the needs of all learners ensuring that their academic potential is met, It would address concerns about the need for remedial and gifted programs. Creating a common technological platform such as EDMODO allows for real time communication addressing the needs identified by the administrators.

Leadership Capacity

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

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

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

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

AdvancED's experience, gained through evaluation of best practices, has indicated that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 1 - Purpose and Direction

The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Indicator	Description	Review Team Score	AdvancED Network Average
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	3.00	2.67
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	3.00	2.69
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	3.00	2.87
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	3.00	2.64

Standard 2 - Governance and Leadership

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

Indicator	Description	Review Team Score	AdvancED Network Average
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	4.00	2.96
2.2	The governing body operates responsibly and functions effectively.	4.00	2.99
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	4.00	3.20
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	4.00	3.00
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	3.00	2.69

Indicator	Description	Review Team Score	AdvancED Network Average
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	3.00	2.78

Stakeholder Feedback Diagnostic

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

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

Evaluative Criteria	Review Team Score	AdvancED Network Average
Questionnaire Administration	4.00	3.43
Stakeholder Feedback Results and Analysis	4.00	3.12

Findings

Powerful Practice

A highly effective team of leaders provides dynamic and visionary leadership for the system and its schools. The school communities of the Archdiocese of Denver gratefully acknowledge the staff of the Office of Catholic Schools for their commitment to the mission, the centering of the ministry in Christ the First Teacher, their leadership in formation and training, focus on academic rigor, and their assistance, kindness, and courtesy in every circumstance.

(Indicators 2.2, 2.4)

Evidence and Rationale

This leadership and appreciation was demonstrated to the External Review Team through written documentation provided by the schools, results from surveys, observations and interviews with stakeholders. As on the road to Emmaus, Christ walked the journey with His followers and empowered them to discipleship. The Office of Catholic Schools walks the journey with the school communities and guides and empowers them as they teach and serve.

Powerful Practice

As the Catholic school communities journey toward mission fulfillment, academic excellence, and preparing students for civic and church leadership, the Office of Catholic Schools offers formal formation and training programs for all stakeholder groups who share and collaborate in the ministry of Catholic education. (Indicators 2.4, 2.5)

Evidence and Rationale

The External Review Team verified and validated these practices and their impact through written documentation provided by the schools, results from surveys, observations, and interviews with stakeholders. When a system implements an effective training and mentoring program coupled with support partnerships, principals, teachers, and school leadership groups gain a deeper understanding of the vision, shared values, and beliefs embraced by the Catholic school leadership.

Powerful Practice

The mission of the Office of Catholic Schools is known, promoted, and honored. This mission supports and sustains the Catholic culture of the schools of the Archdiocese in their affirmation of parents as primary educators, the recognition of the teaching ministry as vocation, the embrace of the education of the whole child, the manifestation of the works of service and mercy, and faithfulness to the Gospel message to evangelize.

(Indicators 1.3)

Evidence and Rationale

This practice was made evident to the External Review Team through written documentation provided by the schools, presentations, results from surveys, observations and interviews with stakeholders. Because the leadership of the Office of Catholic Schools is committed to and consistently articulates faithfulness to its mission, the school communities engage purposefully in that mission and vision. The commitment of a system to shared values and beliefs provides support for the implementation of challenging and equitable learning experiences for all students.

Resource Utilization

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

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

AdvancED has found through its own evaluation of best practices in the more than 32,000 institutions in the AdvancED Network that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The institution employs and allocates staff members who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff members to improve their effectiveness and ensures compliance with applicable governmental regulations.

Standard 4 - Resources and Support Systems

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

Indicator	Description	Review Team Score	AdvancED Network Average
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	3.00	2.98
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	3.00	2.98
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	3.00	3.05
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	3.00	2.67

Indicator	Description	Review Team Score	AdvancED Network Average
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	3.00	2.82
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	3.00	2.64
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	3.00	2.65
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	3.00	2.64

Findings

Improvement Priority

Design and implement a comprehensive impact study related to the impact of Catholic Schools Assistance Fund (CSAF) funding on program and services including, but not limited to, tuition assistance, enrollment management, innovative programming and brand marketing.

(Indicators 4.2)

Evidence and Rationale

Examination of stakeholder feedback data as well as interviews with archdiocesan leadership and staff at all levels revealed the significant level of impact CSAF funding has had on programs and services within the Archdiocese of Denver.

Due to the powerful and pervasive impact of the program, the results of this impact study should be highly considered before making any decisions regarding the extension, modification or elimination of the program.

Improvement Priority

Design and implement leadership succession strategies related to the superintendent of schools search process that provide for the involvement of key stakeholders (principals and pastors) and ensure communication is maintained regarding the process with the Archdiocese of Denver community as a whole.

(Indicators 4.1)

Evidence and Rationale

Interviews with archdiocesan staff, principals, pastors, and parent and community partners, revealed the hope for wider involvement of stakeholders in the search process.

The feedback of key constituents will inspire confidence in the process, ensure transparency, and build a platform of trust for new leadership.

Improvement Priority

Develop and implement a branding continuity plan that ensures the continuation of the use of branding research, as well as ongoing strategies to adapt the brand to changing conditions, and market the brand of the Archdiocese of Denver Catholic Schools to current and prospective stakeholders.

(Indicators 4.4)

Evidence and Rationale

Interviews with staff, stakeholders, and community partners, as well as an examination of longitudinal brand research data, revealed the significant level of impact the archdiocesan branding initiative has had on the Archdiocese of Denver over time.

Ongoing branding research provides feedback on shifts in stakeholders' perceptions and priorities and ensures the communication of a current, coherent, systemic vision for schools individually and for the system as a whole.

Opportunity for Improvement

Review the CSAF funding protocol to identify gaps in funding for Tier 2 schools and make appropriate adjustments.

(Indicators 4.2)

Evidence and Rationale

Review of CSAF funding data, as well as interviews with archdiocesan administration and staff, revealed an allocation gap in funding for Tier 2 schools within the archdiocese. Ensuring equitable funding for all schools is essential to maintain and enhance fund raising efforts that contribute to CSAF funding and promote a sense of fairness and equality among schools.

Powerful Practice

The Archdiocese of Denver has adopted a funding model that is equitable, just and allows for the support of a diverse portfolio of schools.

(Indicators 4.2)

Evidence and Rationale

Money is distributed to schools for tuition assistance, innovative grants, and based on needs. Principals and stakeholders recognize the benefits of this approach and feel that all the schools have benefited. Schools are able to apply yearly for innovation grants such as Classical Education, one to one initiatives, and Expeditionary Learning allowing each school community to identify and address their unique goals.

Providing financial resources to support the schools' implementation of its goals supports the system leadership's efforts to implement its mission.

Powerful Practice

The Archdiocese of Denver has developed and implemented a robust branding and marketing campaign for the schools in the Archdiocese.

(Indicators 4.4)

Evidence and Rationale

An examination of artifacts as well as interviews with leadership and key stakeholders revealed that in 2004-2005 the Archdiocese of Denver received a \$100,000 grant to conduct extensive research regarding its schools and the perceptions that were held about them. Upon completion of the research the Archdiocese released a report articulating the research findings and developing the brand positioning platforms. By 2008, the brand positioning platform and enrollment management programs were implemented. Through continuous follow-up, the Archdiocese has produced materials which schools also use, thus connecting the schools throughout the Archdiocese to one another as well as to the single entity the public recognizes as the "Archdiocese."

These campaigns have their roots in the mission and vision of the Archdiocese and have resulted in reduced competition between schools, increased visibility and recognition throughout the community, and an increased/stabilized enrollment in many of the Archdiocesan schools. The Archdiocese of Denver is now poised to implement the next steps which will involve a deeper commitment from the schools and an increased investment from the broader community.

Conclusion

During the course of the Internal and External Review a number of general themes emerged related to student success and organizational effectiveness.

General themes that emerged related to student success and organizational effectiveness included:

1. System wide recognition of quality mission driven leadership from the Office of Catholic Schools
2. The formative impact of the Archdiocesan Branding and Marketing initiative
3. The pervasive impact of Catholic Schools Assistance Funding (CSAF) across the Archdiocese

Three primary challenges emerged in the course of the External Review Visit. The first challenge begins with recognition of the highly effective team of leaders who provide dynamic and visionary leadership for the system and its schools. With the pending change in leadership at the superintendent position, a universally expressed need voiced by all stakeholders to perpetuate that level of leadership to ensure sustainability for the mission and vision of the schools for the future. Stakeholders, particularly pastors and principals, also expressed the hope for some involvement in the process and regular communication related to progress on the search process.

The second theme that emerged during the External Review was the formative impact of the Archdiocesan branding initiative and the subsequent Catholic Futures marketing campaign. In response to one recommendation from the 2009 NCA District Accreditation visit, the Archdiocese of Denver Catholic Schools replicated the 2005 system-wide marketing/branding survey. These campaigns have their roots in the mission and vision of the archdiocese and have resulted in reduced competition between schools, increased visibility and recognition throughout the community, and have either increased or stabilized enrollment in many of the Archdiocesan schools. In order to perpetuate the benefits of this long-term initiative the archdiocese should develop and implement a branding continuity plan that ensures the continuation of branding research, as well as ongoing strategies to adapt the brand to changing conditions, and market the brand of the Archdiocese of Denver Catholic Schools to current and prospective stakeholders.

The third theme was related to the pervasive impact of Catholic Schools Assistance Funding (CSAF) across the Archdiocese. The CSAF is equitable, just and allows the support of a diverse portfolio of schools. Money is distributed to schools for innovation grants and need based tuition assistance. Principals and stakeholders recognize the benefits of this approach and feel that all the schools have benefited. Schools are able to apply yearly for innovation grants such as Classical Education, one to one initiatives, Expeditionary Learning allowing each school community to identify and address their unique goals. Due to the pervasive system wide impact this funding model has had on so many programs and services the archdiocese was asked to design and implement a comprehensive impact study related to the impact of Catholic Schools Assistance Fund (CSAF) funding on programs and services including, but not limited to, tuition assistance, enrollment management, innovative programming and brand marketing. The results of this impact study should be highly considered before making any decisions regarding the extension, modification or elimination of this program.

Other themes include the challenges schools face in preparing students for success in the 21st Century. The Archdiocese of Denver recognizes the importance of designing and implementing systematic processes to analyze and utilize student performance data to drive curriculum and instruction for all students and to train faculty on the evaluation, interpretation and use of that data. These challenges also include placing technology

in the hands of student to not only enhance communication but to gather information, to solve problems, and to learn to work collaboratively in a digital environment as well. The Archdiocese of Denver also recognizes the need to enhance differentiated instruction, centralize staff development, create a system level platform to share best practices, and provide additional training and formation for parents to support them in their role as the primary educators of their children.

The Archdiocese of Denver Catholic Schools are committed to using the Improvement Priorities provided in this report as a road map to form a foundation for growth and improvement. The review team is confident that the Archdiocese of Denver has both the motivation and the organizational capacity to continue to enhance system coherence and organization effectiveness. Their motivation is inspired by their Catholic faith and is manifested in a genuine desire to change the lives of the young people in their charge. The determination and focus of the Archdiocese of Denver Catholic Schools is best captured in a statement made to the External Review Team by Richard Thompson, Superintendent of Catholic Schools for the Archdiocese of Denver, who said, "We are not a test centered factory for education. We are a Christ -Centered community for the formation of the whole child".

Improvement Priorities

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

- Design and implement a comprehensive impact study related to the impact of Catholic Schools Assistance Fund (CSAF) funding on program and services including, but not limited to, tuition assistance, enrollment management, innovative programming and brand marketing.
- Design and implement leadership succession strategies related to the superintendent of schools search process that provide for the involvement of key stakeholders (principals and pastors) and ensure communication is maintained regarding the process with the Archdiocese of Denver community as a whole.
- Develop and implement a branding continuity plan that ensures the continuation of the use of branding research, as well as ongoing strategies to adapt the brand to changing conditions, and market the brand of the Archdiocese of Denver Catholic Schools to current and prospective stakeholders.

Accreditation Recommendation

Index of Education Quality

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

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

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

	External Review IEQ Score	AdvancED Network Average
Overall Score	307.32	282.79
Teaching and Learning Impact	285.71	274.14
Leadership Capacity	350.00	296.08
Resource Utilization	300.00	286.32

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

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

Addenda

Individual Institution Results (Self-reported)

Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
All Souls Catholic	261.90	281.82	314.29	276.92
Annunciation School	295.24	309.09	285.71	297.44
Assumption Catholic School	290.48	263.64	300.00	284.62
Bishop Machebeuf High School	257.14	290.91	314.29	276.92
Blessed Sacrament School	333.33	309.09	242.86	310.26
Christ the King Roman Catholic School	285.71	290.91	328.57	294.87
Good Shepherd School	323.81	381.82	342.86	343.59
Guardian Angels' School	290.48	318.18	314.29	302.56
Holy Family High School	285.71	290.91	271.43	284.62
Holy Trinity Catholic School	266.67	272.73	285.71	271.79
Most Precious Blood Catholic School	247.62	292.31	314.29	273.17
Nativity of Our Lord Catholic School	333.33	363.64	357.14	346.15
Notre Dame Catholic School	276.19	309.09	285.71	287.18
Our Lady of Fatima Catholic School	266.67	227.27	257.14	253.85
Our Lady of Lourdes	266.67	263.64	257.14	264.10
Presentation of Our Lady School	228.57	272.73	214.29	238.46
Sacred Heart of Jesus School	233.33	254.55	228.57	238.46
Saint Anthony Catholic School	252.38	218.18	242.86	241.03
Saint Bernadette School	328.57	336.36	314.29	328.21
Saint Catherine of Siena	333.33	336.36	314.29	330.77
Saint Clare of Assisi	285.71	290.91	242.86	279.49
Saint Francis de Sales School	357.14	372.73	357.14	361.54
Saint James Catholic School	319.05	354.55	314.29	328.21

Institution Name	Teaching and Learning Impact	Leadership Capacity	Resource Utilization	Overall IEQ Score
Saint John The Baptist Catholic School	338.10	372.73	342.86	348.72
Saint John the Evangelist School	366.67	363.64	357.14	364.10
Saint Joseph School	328.57	390.91	300.00	341.03
Saint Louis Catholic School - Englewood	333.33	290.91	314.29	317.95
Saint Louis School - Louisville	295.24	300.00	300.00	297.44
Saint Mary's Catholic School - Greeley	242.86	290.91	300.00	266.67
Saint Mary's School - Littleton	371.43	372.73	400.00	376.92
Saint Rose of Lima	257.14	318.18	271.43	276.92
Saint Stephen's	286.84	310.00	285.71	293.06
Saint Therese Catholic School	214.29	227.27	171.43	210.26
Saint Thomas More School	371.43	390.91	371.43	376.92
Saint Vincent de Paul School	285.71	281.82	257.14	279.49
Saints Peter & Paul Catholic School	319.05	336.36	328.57	325.64
Shrine of Saint Anne	257.14	300.00	271.43	271.79
St. Pius X Catholic School	272.00	307.69	200.00	271.11

Other System Institutions

The following institutions did not complete the required Accreditation Report for this External Review.

Institution	Institution
Our Lady of Loreto Catholic School	

Team Roster

Member	Brief Biography
Dr. Eddie Krenson	Dr. Krenson was principal of Father Ryan High School in Nashville, Tennessee for twelve years and served as President and Head of Randolph School, a K-12 independent school in Huntsville, Alabama for five years. In 2004 – 2005 Randolph school was named a Blue Ribbon School of Excellence by the US Department of Education. Dr Eddie Krenson is Vice President for Nonpublic School Services. His direct responsibilities include working with all Nonpublic Schools, Accreditation Partnerships and International Systems Accreditation for AdvancED.
Mrs. Lisette Allen	Lisette Allen is the Director of Accreditation for the Texas Catholic Conference Education Department (TCCED). Prior to joining TCCED in July 2014, Lisette was the Superintendent of Catholic Schools for the Diocese of Brownsville, Texas for six years. She received her undergraduate degree in Communication Disorders from the University of Texas Pan American and her Masters degrees in Education with an emphasis in Early Childhood from Texas A&M University Kingsville and Educational Administration from the University of Notre Dame.
Mrs. Terry Crawley	I was born and raised in Louisville, Kentucky, and have received my degrees from the University of Louisville. I began my teaching career in 1977, teaching 7th and 8th graders at St. Martha Elementary School. In 1979 I accepted a teaching position at Angela Merici High School and soon became Social Studies Department Chair. When Angela Merici combined with Bishop David High School to form Holy Cross High School, I accepted a position there. During my 14 year tenure at Holy Cross I served in various capacities -- department chair, assistant principal and principal. I left Holy Cross and served as the Dean of Academics at Sacred Heart Academy for three years. At that time I accepted my current position of Coordinator for School Planning and Professional Development for the Archdiocese of Louisville.
Mrs. Holly Goodwin	I began my career teaching special education at the elementary, middle and high school levels. I then taught English and Speech at the high school level. I became a Director of Special Services. I moved to Catholic schools as a principal, assistant superintendent, and currently superintendent. I have been blessed to serve wonderful students and parents and to serve with passionate, competent teachers and principals.
Dr. Niyah Erkette Griffin	Dr. Niyah E. Griffin is the Associate Superintendent of Schools for the Diocese of Birmingham Catholic Schools. Prior to coming to the diocese, she was the Upper School Principal Dean and Associate Principal of St. Edward School within the Diocese of Nashville Catholic School District, an adjunct professor at Trevecca Nazarene University where she taught undergraduate and graduate courses in the College of Education, and was the former Director of Independent Schools with the Tennessee Principals Association. She has also published articles in peer reviewed journals and presented in local and national conferences. Before moving into administration, she had the opportunity to teach first through fifth grade and English as a Second Language for grades PreK-12. Dr. Griffin has earned two degrees in Elementary Education, a Bachelors degree from Jacksonville State University, and a Masters degree from Tennessee State University. She also received her Doctorate in Educational Administration with a concentration in Pre-K-12 schools from Tennessee State University. For post Doctorate work, Niyah completed her Superintendent certification from Abilene Christian University.

Member	Brief Biography
Mrs. Jo Hoy	<p>For the past 17 years, I have served as the Principal of Cardinal Ritter School in Indianapolis, Indiana.</p> <p>A graduate of the University of Dallas (BA) and Butler University (MS), I taught in California, Texas and at Roncalli High School in Indianapolis prior to assuming the role of principal at CRHS.</p> <p>I have implemented outreach programs for the surrounding neighborhood and Hispanic community in Indianapolis.</p> <p>I serve on the Hispanic Advisory Board of Marian University, and as an adjunct professor at Marian, as well as serving as a board member of the Indiana Catholic School Consortium.</p>
Dr. Barbara O'Block	<p>Barbara O'Block serves the educational community as superintendent of schools for the Diocese of Gary and adjunct professor of education at Calumet College of Saint Joseph. Previously, Dr. O'Block served as teacher, elementary principal, central office consultant, and associate superintendent of schools in the Archdiocese of Chicago. She holds a Bachelor of Science in Education degree, worked for a degree in Fine Arts with an emphasis in piano performance, earned a Master's Degree in Administration and Supervision and a Doctorate in Curriculum and Instruction; both advanced degrees were awarded by Loyola University of Chicago.</p> <p>Dr. O'Block was part of the committee, chaired by Dr. Lorraine Ozar of Loyola University (Chicago), that developed the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools.</p>
Mrs. Sheila O'Leary	<p>Taught on elementary and secondary level. served as principal and assistant superintendent . Engaged in Catholic school education for forty - nine years. Presently a field agent for Advanc-Ed.</p>

Next Steps

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

About AdvancED

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

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

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

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