

WASC/WCEA CRITERIA GUIDE QUESTIONS FOR CATHOLIC HIGH SCHOOLS

The accreditation process centers upon the school's analysis of student learning and the program for all students with respect to the criteria and the expected schoolwide learning results. The guide questions address the concepts of the WASC criteria and are useful tools for both school stakeholders and Visiting Committees.

Guide Questions: To what extent...

CATEGORY A. ORGANIZATION FOR STUDENT LEARNING

- A1 has the school established a clear statement of philosophy that reflect the beliefs and philosophies of the institution, a commitment to Catholic identity, thoroughness of instruction, focus on the needs of the whole person, and recognizes the dignity of all members of the school community?
- does the philosophy and mission reflect parents as primary educators and teachers as facilitators of learning?
- Is the mission defined further by adopted expected schoolwide learning results that form the basis of the educational program for every student?
- A2 does the governing authority committed to sharing the Catholic vision adopt policies which are consistent with the school's philosophy and mission and support the achievement of the expected schoolwide learning results for the school?
- does the governing authority delegate implementation of these policies to the professional staff?
- does the governing authority monitor results?
- A3 does the school leadership encourage the cultivation of Catholic values and the spiritual formation of the school community?
- does the school leadership make decisions to facilitate actions that focus the energies of the school on student achievement of the expected schoolwide learning results?
- does the school leadership empower the staff?
- does the school leadership ensure shared accountability for student learning?
- A4 are the school administration and staff qualified for their assigned responsibilities?
- are the school administration and staff committed to the school's philosophy and mission?
- does the school administration and staff engage in ongoing spiritual and professional development that promotes student learning?
- do the administration and staff lead by example and work to create a community of faith?

Over

- A5 does the school have a safe, healthy, nurturing environment that reflects the school's philosophy and mission?
Does the school environment foster community and the achievement of religion and educational goals?
Is the school environment characterized by a respect for differences, trust, caring, professionalism, support, and high expectations for each student?
- A6 does the school administration and staff regularly assess student progress toward accomplishing the school's expected schoolwide learning results?
does the school administration and staff report student progress to the rest of the school community?
- A7 does the school leadership facilitate school improvement which is driven by plans of action that embody faith formation and enhance quality learning for all students?
does the school leadership have school community support and involvement?
does the school leadership effectively guide the work of the school?
does the school leadership provide for accountability through monitoring of the schoolwide action plan?

CATEGORY B: CURRICULUM AND INSTRUCTION

- B1 does the school provide a challenging, comprehensive and relevant curriculum for each student that fulfills the school's philosophy and mission, strengthens Catholic identity and results in student achievement of the expected schoolwide learning results through successful completion of any course of study offered?
- B2 does the professional staff use research-based knowledge about teaching and learning?
does the professional staff design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school's philosophy and mission and expected schoolwide learning results?
- B3 is teacher and student use of assessment frequent and integrated into the teaching/learning process?
are the assessment results the basis for measurement of each student's progress toward the expected schoolwide learning results?
are the assessment results the basis for regular evaluation and improvement of curriculum and instruction?
are the assessment results the basis for the allocation of resources?

CATEGORY C: SUPPORT FOR STUDENT SPIRITUAL, PERSONAL AND ACADEMIC GROWTH

- C1 do students grow as persons of faith through appropriate and meaningful experiences of prayer, liturgy, and community-based services learning?
- C2 are students connected to a system of support services, activities, and opportunities at the school and within the school's community of faith that meet the challenges of the curricular/co-curricular program in order to achieve the expected schoolwide learning results?
- C3 does the school leadership employ a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students?

CATEGORY D: RESOURCE MANAGEMENT AND DEVELOPMENT

- D1 does the school demonstrate responsible stewardship?
are the resources available to the school sufficient to sustain the school program and effectively used to carry out the school's philosophy and mission and student achievement of the expected schoolwide learning results?
- D2 do the governing authority and the school execute responsible resource planning for the future?
- D3 are the school's financial resources adequate to fulfill its mission and programs?
are the school's financial operations conducted with integrity and in accordance with acceptable accounting practices?
- D4 are the school's admission policies and procedures consistent with its philosophy?
are the school's marketing, recruitment, and public relations efforts effective in attracting qualified students?
is enrollment targeted to maintain effective and meaningful curricular and co-curricular programs that meet the philosophy and goal expectations of the school?
- D5 has the school an effective development/fundraising program that is consonant with school philosophy?
is there evidence of development planning?