

External Review Exit Report

*Sacred Heart High School
Mar. 29-30, 2016*

Global leader in providing continuous improvement and accreditation services to over 32,000 institutions serving 20 million students worldwide

Accreditation



An international protocol for institutions committed to systemic, systematic, and sustainable improvement

- Builds capacity of the institution to improve, increase and sustain student learning
- Stimulates and improves effectiveness and efficiency throughout the institution

External Review

A diagnostic process to stimulate and guide continuous improvement with a focus on:

- Impact of teaching and learning
- Capacity of leadership
- Use of resources

Professional judgment by the External Review Team results in:

- Powerful Practices
- Opportunities for Improvement
- Improvement Priority
- Index of Education Quality
- Accreditation Recommendation

Stakeholders

Stakeholders Interviewed	Number
Administrators	2
Board Members	3
Parents/Community	12
Teachers	25
Support Staff	3
Students	32
Total	77

Domain #1

Teaching and Learning Impact

The External Review Team examined student performance results; instructional quality; learner and family engagement; support services for student learning; curriculum quality and efficacy; and college and career readiness data.

Domains	External Review	AEN	Variance
Equitable Learning Environment	2.79	2.69	+ .10
High Expectations Environment	3.01	2.81	+ .20
Supportive Learning Environment	3.22	3.07	+ .15
Active Learning Environment	3.26	2.94	+ .32
Progress Monitoring and Feedback Environment	3.06	2.79	+ .27
Well-Managed Learning Environment	3.32	3.14	+ .18
Digital Learning Environment	1.72	1.83	- .09

Powerful Practice

- The school's curriculum provides equitable and challenging learning experiences that allow students the opportunity for success.
- The curriculum and learning experiences were aligned with the school's purpose. Evidence indicated learning experiences prepare students for the next level, with students earning high grades using a rigorous grading scale and 90% attending post-secondary institutions. An atmosphere of high expectations was reported by all stakeholders.

Indicator 3.1

Powerful Practice

- Grading and reporting practices were clearly defined and consistently applied and widely known among stakeholders.
- All teachers used a common grading structure supported at the policy level. Reporting practices included eligibility reports every three weeks, quarterly report cards, and PowerSchool information. Students and parents reported knowing their (their student's) progress in a very timely fashion. Further, they were aware of the grading structure. Ongoing monitoring of student progress supports the learning process.

Indicator 3.10

Powerful Practice

- Stakeholders are meaningfully engaged and informed of the learning process.
- A variety of opportunities/requirements were available for families to volunteer. Students were required to provide service as well. All stakeholders reported multiple ways (emails, PowerSchool, phone calls, School Alert, website, etc.) to stay informed of their children's learning and school events. Students were expected to meet high standards, and teachers were observed challenging students through vibrant classroom discussions in a setting where they were very well known. The Council of Education was actively involved in shaping decisions, & they provided a level of oversight among the various volunteer committees by each serving on an additional committee.

Indicator 3.8, 3.3, 2.5

OFls

- **Indicator 3.12 – Coordinate the learning support services to meet learning needs of students.**

Improvement Priority

- Collect and analyze data from a variety of sources supported by professional learning opportunities for faculty.
- A process for analyzing several sources of data was started this cycle. The faculty worked in teams to analyze the data, and groups utilized one another's strengths but did not receive additional training on data analysis. However, this was discontinued due to unreliable testing and alignment issues. The data sources had limited comparison and trend data and there appeared to be a lack of usage of the data to make decisions. The assessment system does not currently align well to the curriculum/standards, provide a reliable standardized component with comparative data, or a project-based opportunity requiring critical thinking and reflective processes.

Indicators 5.2 & 5.3

Domain #2

Leadership Capacity

The External Review Team examined institutional purpose and direction, governance and leadership effectiveness; stakeholder engagement, improvement capacity and results.

Powerful Practice

- The COE operates responsibly and effectively giving school leadership the autonomy to meet academic goals and manage day-to-day operations of the school.
- The COE is trained on their roles and responsibilities by the Salina Diocese Superintendent each year via a recorded webinar. The COE reviews their code of ethics and conflict of interest policies each year as part of the diocesan policies, as confirmed through the superintendent interview. COE members have assigned roles on committees, and minutes reflect the engagement of various committees working towards school improvement. During interviews, COE members confirmed their advisory role, and the pastor and principal have clear autonomy to run the daily operations of the school. COE minutes and interviews with parents, council members, and administrators indicate autonomy and trust to meet all school goals and effectively implement COE policies.

Indicators 2.2, 2.3

Powerful Practice

- Evaluation processes result in improved professional practices and student success.
- Student success can be attributed to the improved evaluation processes the teachers and supervisors utilize. Use of eleot™, a classroom observation tool, is designed to evaluate teacher instruction for student learning. The eleot has been used for three years and effectively identifies improvement in professional practices to increase student success. In combination with peer mentoring, master teacher attributes, and self reflection, the staff has many opportunities to improve their practices.

Indicator 2.6

Domain #3

Resource Utilization

The External Review Team examined allocation and use of resources; equity of resource distribution to need; level and sustainability of resources; long range capital and resource planning effectiveness.

OFls

- Indicator 4.5 - Continue investigating ways in which the technology infrastructure can be improved to support the school's teaching, learning, and operational needs.

Conclusions

- Index of Education Quality (IEQ)
 - Impact of teaching and learning on student performance
 - Capacity of leadership to guide and ensure effectiveness in carrying out the strategic direction of the institution
 - Utilization of resources to meet the diverse needs of the students and institution
 - Use as a tool for formative analysis and continuous improvement
 - Connects the conditions, processes, and practices to evidence including student performance

IEQ Results

Domains	External Review IEQ Score	AE Network Average	Variance
Overall Score	289.23	278.34	+10.89
Teaching & Learning Impact	273.33	268.94	+4.39
Leadership Capacity	332.73	292.64	+40.09
Resource Utilization	268.57	283.86	-15.29

The IEQ results indicate that the institution is performing within acceptable ranges as compared to expected criteria as well as other institutions in the AdvancED network.

Recommendation

The External Review Team recommends to the AdvancED Accreditation Commission that

Sacred Heart High School

earn the distinction of accreditation by AdvancED for a five-year term that expires June 30, 2021.

Continuous Improvement

- Improvement Priorities must be addressed within two years
- Beginning of a journey of improvement
- Deliberate and strategic actions to ensure that every child, *every day is being prepared and achieving success for their future*

Final Thoughts

The External Review Team:

- Appreciates ***your hospitality, support and professionalism.***
- Respects and acknowledges the ***efforts to improve the quality of your institution.***
- Congratulates your school and community on ***completing the requirements for Accreditation.***



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