

**National Standards
and Benchmarks**
*for Effective Catholic
Elementary and
Secondary Schools*

Second Edition





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and Benchmarks**
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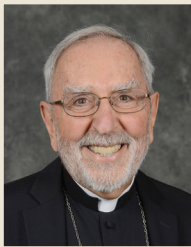
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Gerald Kicanas



Lincoln Snyder



Michelle Lia

FOREWORD

DEAR COLLEAGUES:

The National Catholic Educational Association (NCEA) NSBECS Advisory Council (NNAC) is pleased to offer you this second edition of the *National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools* (NSBECS). We are grateful to the many Catholic educators from around the United States who dedicated time and talent to research, review, and edit these standards. Together, these Catholic educational leaders, scholars, and practitioners worked hard to build on and learn from extensive implementation of the NSBECS first edition. We are proud of this edition and the ways it enhances the efficacy and range of the NSBECS as comprehensive criteria for Catholic school identity and excellence.

We know that this work on the second edition would not have been possible if it were not for the seminal work of Dr. Lorraine Ozar and Dr. Patricia Weitzel-O'Neill and their colleagues who started from scratch in writing the Defining Characteristics, Standards and Benchmarks in 2012, and subsequent additional resources and research.

The NNAC and NCEA Board of Directors are confident that as Catholic school educators use these standards to demonstrate what is the gold standard for excellent Catholic schools, thousands of Catholic school students will continue to thrive and grow as a result of an excellent Catholic education.

Signed,



BISHOP GERALD KICANAS
NCEA Board Chair



LINCOLN SNYDER
NCEA President/CEO



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DEDICATION

In gratitude for their leadership and work on the first edition of the *National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools* (2012), NCEA dedicates this book to Dr. Lorraine Ozar, retired founding director, Center for Catholic School Effectiveness (now the Andrew M. Greeley Center for Catholic Education), School of Education, Loyola University Chicago and Dr. Patricia Weitzel-O'Neill, retired executive director, Barbara and Patrick Roche Center for Catholic Education, Lynch School of Education and Human Development, Boston College.

ACKNOWLEDGEMENTS

Thank you to all who have served on the NNC, now NNAC, since 2012 to revise this document. Your time and expertise made this second edition possible.

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Executive Committee: Michelle Lia, Ed.D., Ronald Fussell, Ed.D., Mary Camp

Legacy Members: Lorraine Ozar, Ph.D., Patricia Weitzel-O'Neill, Ph.D.

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INTRODUCTION TO THE NSBECS, SECOND EDITION

Catholic schools exist to provide excellent education in a faith-filled environment, centered in the person of Jesus Christ. This is their mission and their mandate. At one and the same time, and in all

dimensions, Catholic schools are both schools and ecclesial ministries, communities of learning and communities of faith.
[1]

Since the Second Vatican Council and as recently as the 2022 Vatican instruction on “The Identity of a Catholic School for a Culture of Dialogue,” popes and bishops, councils and conferences have proclaimed and affirmed this two-fold mission, declaring repeatedly that Catholic schools are integral to the mission of the Church,[2] a privileged environment in which Christian education is carried out,[3] responsible for providing a

gospel-based education of the highest quality,[4] and irreplaceable in support of the larger Catholic community in its responsibility to evangelize our culture.[5]

Keeping these two dimensions in proper relation is critical and no easy task for school leadership teams and sponsors charged with articulating Catholic identity and establishing standards of excellence. Comprehensive effectiveness standards for Catholic schools must integrate criteria unique to Catholic school mission and identity as well as widely accepted research-based school effectiveness criteria. Catholic schools educate

the whole child, so effectiveness standards must go beyond academic achievement. Catholic identity is measured not only by religious education, faith formation, and academic excellence, but also by the nature and quality of the school culture – a culture informed by the mission and shaped by practices manifested in all aspects of school programming and operations. Thus, standards for Catholic schools must include not only curriculum, instruction, and co-curricular activities, but also areas such as board recruitment and formation, leadership and governance, human resource policies, transparency of program and student evaluation, careful and competent stewardship of resources, financial planning, and collaboration across all sectors.[6]

The reality is that the Catholic identity of a school permeates every dimension of school operation, while at the same time requiring that standards of excellence remain valid according to each dimension and be carried out in a way that is consistent with the school's Catholic identity. The *National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools* (2012, 2023) (NSBECS) was first developed and is now updated to complement, support, and reach beyond academic and curricula standards to provide schools a roadmap to faith-based education that is governed with integrity and academically, spiritually, and operationally rigorous. The NSBECS

covers all of the domains that address the characteristics which comprise an effective Catholic school.

First Edition

Recognizing the unique challenges of establishing and maintaining excellence in all aspects of Catholic schools, the NSBECS (2012) was developed to provide a national articulation of defining characteristics and performance benchmarks for effectiveness that would enable all sponsors of Catholic elementary and secondary schools to assess, strengthen, and sustain their operations. At a conference on Catholic school leadership held at Loyola University Chicago in October 2009, Catholic university scholars and leaders, Catholic school leaders, superintendents and diocesan personnel, and representatives from NCEA surfaced the possibility and desirability of articulating collectively endorsed national standards that would offer the entire Catholic community the opportunity to do the following: clarify the brand of “Catholic school;” provide a framework to enhance public policy and advocacy efforts on behalf of Catholic schools; provide universal characteristics and criteria that could serve as a basis of Catholic school accreditation; provide a link to Catholic higher education professional development and leadership programs in support of Catholic schools; and

increase funders' confidence in school capacity for sustainable improvement.

The first edition of the NSBECS was drafted over a two-year period (2010-2012) by a team of experts representing Catholic higher education and PK-12 Catholic school practitioners, in communication with NCEA, incorporating formal feedback from additional practitioners in the field, pastors and bishops. Loyola University's Office of the President, in conjunction with the Center for Catholic School Effectiveness (now named Greeley Center for Catholic Education), and the School of Education, published the printed version of the NSBECS in March 2012 and provided a copy to each bishop, each Catholic school superintendent, each elementary and secondary Catholic school principal and president, and each president of a Catholic institution of higher education with an education school or program.

Implementation of the First Edition

The first edition was initially adopted during the years 2012-2014 with more widespread adoption after 2015. This was facilitated by continuous workshops, training, and the development of the website and multiple tools to assist with adoption and implementation. The Catholic School Standards Study conducted in 2015-2017 included two national surveys[7] which

confirmed that since publication of the first edition, there has been widespread acceptance and usage of the NSBECS as a guide and assessment tool for PK-12 Catholic school effectiveness and sustainability. Principals, presidents, and superintendents reported the same top four reasons for implementation: accreditation, guidelines/references, accountability, and planning. When implementing the NSBECS, the respondents reported positive outcomes across all domains and all areas of use. The "positive change and growth" respondents perceived in their school communities when implementing the NSBECS centered around four compelling themes: "deepening understanding and centrality of mission among stakeholders; adopting a continuous improvement mindset among leadership, governance, faculty, and staff; increasing collaboration among stakeholders in the school community; and paying greater attention to best practices." [8] In short, the study found that "the NSBECS are reported by users to be a vital framework for assessing and improving Catholic school effectiveness, and generally calling Catholic schools to greater excellence." [9]

In the ten-year period since publication, many Catholic universities have incorporated the NSBECS into Catholic school leadership programs and degrees; a number of state-level Catholic Conferences have redesigned their Catholic school accreditation criteria and processes to align with the NSBECS; and several national and regional accrediting agencies have

integrated the NSBECS into school and district accreditation for Catholic schools.[10]

Second Edition

As schools and (arch)dioceses implemented the NSBECS for school improvement and accreditation over the last ten years, Catholic school education leaders and practitioners have identified items in the 2012 NSBECS that would benefit from clarification, replacement, and/or expansion, to enhance the efficacy and range of the NSBECS as comprehensive criteria for Catholic school identity and excellence. In some instances, a NSBECS item(s) as currently written was found to present ambiguities in interpretation, making evidence gathering unclear; or, an item(s) was found to combine two or more elements into a single benchmark, making assessment difficult; or an item(s) was found to use language that is now outdated, making communication about current practice difficult; in some cases, practitioners identified an item(s) that failed to use language that more appropriately conveys Catholic identity and best practices for Catholic schools in the present time; in other cases, recent encyclicals and other Church documents communicated the need to place greater emphasis on Catholic schools' responsibility for evangelization of the world,

especially in regard to sustainability,[11] and inclusion,[12] prompting the addition and/or expansion of items. As the recent instruction from the Congregation on Catholic Education states: "The Catholic school lives in the flow of human history. It is therefore continually called upon to follow its unfolding in order to offer an educational service appropriate to the present times."[13]

During a three-year period (2020-2023), the NNAC – comprised of Catholic education leaders, scholars, and practitioners from across the United States – worked to draft the second edition, using a process of extensive dialogue and consultation among themselves and with additional practitioners and leaders in the field. The final draft was reviewed and approved by Bishop Gerald Kicanas, chairman of the NCEA Board of Directors, and by Lincoln Snyder, NCEA President/CEO.

Content and Structure

The *National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools* (2012, 2023) describe how the most mission-driven, program-effective, well-managed, and responsibly governed Catholic schools operate. These standards are school effectiveness standards rather than curriculum content standards, although they support curricu-

lum development consistent with national, state, diocesan, and professional subject-matter standards. They provide benchmarks to determine how well a school is fulfilling its obligation to those who benefit from its services (e.g., students, parents/guardians and families, faculty and staff), to donors and contributors, to the Church, and to civil society. Catholic schools and sponsors are encouraged to commit to the defining characteristics and performance benchmarks of the NSBECS and to work toward implementing the principles and practices outlined here within the context of their own culture and community.

This document contains three types of statements grounded in Church teachings, best practice, and proven success of those committed to the future of Catholic elementary and secondary education in the United States.

The Defining Characteristics flow directly from the Holy See's teaching on Catholic schools as compiled by Archbishop J. Michael Miller, CSB (*The Holy See's Teaching on Catholic Schools*, 2006), and from statements by Pope Francis, Pope Benedict XVI, the Congregation for Catholic Education, and the American bishops. The characteristics define the deep Catholic identity of Catholic schools and serve as the platform on which the standards and benchmarks rest. The defining characteristics authenticate the standards and benchmarks, justifying their existence and providing their meaning.

The 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. The standards address four domains: Mission and Catholic Identity, Governance and Leadership, Academic Excellence, and Operational Vitality.

The Benchmarks provide observable, measurable descriptors for each standard. Benchmarks provide a solid basis for development of more detailed self-assessment and diagnostic instruments, data collection and reporting structures, and accreditation tools, as appropriate at the local, diocesan, regional, and national levels. Many such tools are currently available at the NSBECS website: https://ncea.org/NSBECS/NSBECS_Home_Page.aspx?WebsiteKey=12a495f8-4001-4b01-b1cb-39ed-d8cec497

In addition, the NSBECS website hosts a Glossary which provides definitions and descriptions of key terms as they are intended to be used in the implementation of the defining characteristics, standards, and benchmarks.

Defining Characteristics of Catholic Schools

The Defining Characteristics flow directly from the Holy See's teaching on Catholic schools as compiled by Archbishop J. Michael Miller, CSB (*The Holy See's Teaching on Catholic Schools*, 2006), and from statements by Pope Francis, Pope Benedict XVI, the Congregation for Catholic Education, and the American bishops. The characteristics define the deep Catholic identity of Catholic schools and serve as the platform on which the standards and benchmarks rest. The defining characteristics authenticate the standards and benchmarks, justifying their existence and providing their meaning.

Centered in the Person of Jesus Christ

Catholic education is rooted in the conviction that Jesus Christ provides the most comprehensive and compelling example of the realization of full human potential (*The Catholic School*, 34, 35). In every aspect of programs, life, and activities, Catholic schools should foster a personal relationship with Jesus Christ and communal witness to the gospel message of love of God and neighbor and service to the world, especially the poor and marginalized (Miller, 2006, pp. 25–26).

Contributing to the Evangelizing Mission of the Church

By reason of its educational activity, Catholic schools participate directly and in a privileged way in the evangelizing mission of the Church (*The Catholic School*, 9; *The Catholic School on the Threshold of the Third Millennium*, 5, 11; *The Religious Dimensions of Education in a Catholic School*, 33). As an ecclesial entity where faith, culture, and life are brought into harmony, the Catholic school should be a place of real and specified pastoral ministry in communion with the local bishop (*The Catholic School*, 44; *The Catholic School on the Threshold of the Third Millennium*, 14; *The Religious Dimension of Education in a Catholic School*, 34). The environment in Catholic schools should express the signs of Catholic culture, physically, and visibly (*The Religious Dimension of Education in a Catholic School*; Miller, 2006, p. 40).

Distinguished by Excellence

Church documents, history, and practices, supported by Canon Law, establish that first and foremost a Catholic school is characterized by excellence. Consistent with the defining characteristics, Catholic schools should implement ongoing processes and structures and gather evidence to ensure excellence in every aspect of its programs, life, and activities (*Gravissimum educationis* 8 and 9; *Code of Canon Law*, Canon 806 #2). Catholic schools provide a gospel-based education of the highest quality (United States Conference of Catholic Bishops, 2005).

Committed to Educate the Whole Child

Catholic school education is rooted in the conviction that human beings have a transcendent destiny and that education for the whole person must form the spiritual, intellectual, physical, psychological, social, moral, aesthetic, and religious capacities of each child. Catholic schools should develop and implement academic, co-curricular, faith-formation, and service/ministry programs to educate the whole child in all these dimensions (*The Catholic School*, 29). Catholic education must be capable of imparting not only technical knowledge, but also spiritual wisdom and virtuous behavior that is put into practice in daily life (Francis, 2019).

Steeped in a Catholic Worldview

Catholic education aims at the integral formation of the human person, which includes “preparation for professional life, formation of ethical and social awareness, developing awareness of the transcendental, and religious education” (*The Catholic School*, 31). All curriculum and instruction in a Catholic school should foster the desire to seek wisdom and truth, the preference for social justice, the discipline to become self-learners, the capacity to recognize ethical and moral grounding for behavior, and the responsibility to transform and enrich the world with gospel values. The Catholic school should avoid the error that its distinctiveness rests solely on its religious education program (Miller, 2006, pp. 43–45, 52). “Evangelisation and integral human development are intertwined in the Church’s educational work” (*Congregation for Catholic Education*, par 13).

Sustained by Gospel Witness

Catholic schools pay attention to the vocation of teachers and their participation in the Church’s evangelizing mission (*The Catholic School on the Threshold of the Third Millennium*, 19; *Lay Catholics in Schools*, 37). A Catholic school educator is a role model for students and gives testimony by his or her life and commitment to mission (Benedict XVI, June 2005; Miller, 2006, p. 53). As much as possible, Catholic schools should recruit teachers who are practicing Catholics, who can understand and accept the teachings of the Catholic Church and the moral demands

of the gospel, and who can contribute to the achievement of the school’s Catholic identity and apostolic goals, including participation in the school’s commitment to social justice and evangelization (United States Conference of Catholic Bishops, *National Directory for Catechesis*, 231). The continued formation of lay and consecrated educators is essential to the integral formation of students in Catholic schools. “In the Catholic school’s educational project there is no separation between time for learning and time for formation, between acquiring notions and growing in wisdom. The various school subjects do not present only knowledge to be attained, but also values to be acquired and truths to be discovered” (*Congregation for Catholic Education*, par 23).

Shaped by Communion and Community

Catholic school education places an emphasis on the school as community—an educational community of persons and a genuine community of faith (*Lay Catholics in Schools*, 22, 41). Catholic schools should do everything they can to promote genuine trust and collaboration among teachers, with parents/guardians as the primary educators of their children, and with governing body members to foster appreciation of different gifts that build up a learning and faith community and strengthen academic excellence (*Lay Catholics in Schools*, 78). The Catholic school should pay especially close attention to the quality of interpersonal relations between teachers and students, ensuring

that the student is seen as a person whose intellectual growth is harmonized with spiritual, religious, emotional, and social growth (*The Catholic School on the Threshold of the Third Millennium*, 18). Catholic schools must consider themselves more than just an institution, but rather as a community (Second Vatican Council, 1964). “The school must be the first social setting, after the family, in which the individual has a positive experience of social and fraternal relationships as a precondition for becoming a person capable of building a society based on justice and solidarity, which are prerequisites for a peaceful life among individuals and peoples” (*Congregation for Catholic Education*, par 19).

Accessible to All Students

By reason of their evangelizing mission, Catholic schools should be available to all people who desire a Catholic school education for their children (*Gravissimum educationis*, 6; *Code of Canon Law*, Canons 793 #2; *Renewing Our Commitment to Catholic Elementary and Secondary Schools in the Third Millennium*, Introduction). Catholic schools in concert with the Catholic community should do everything in their power to manage available resources and seek innovative options to ensure that Catholic school education is geographically, programmatically, physically, culturally, and financially accessible. The Vatican Congregation for Catholic Schools (2022) states this goal explicitly, “A distinctive feature of its ecclesial nature is that it is a school for all, especially the weakest” (par

22). At the very heart of Catholic school identity is a culture of dialogue with three constituent elements: “the duty to respect one’s own identity and that of others, the courage to accept differences, and sincerity of intentions” (Pope Francis, 2017). “In the face of contemporary challenges, echoing the Second Vatican Council, Pope Francis recognises the central value of education. It is part of the wide-ranging pastoral project for a ‘Church that goes forth, standing by people at every step of the way,’ making her presence felt in an education ‘which teaches critical thinking and encourages the development of mature moral values’” (Pope Francis, 2013; *Congregation for Catholic Education*, par 31).

Established by the Expressed Authority of the Bishop

Canon Law states, “Pastors of souls have the duty of making all possible arrangements so that all the faithful may avail themselves of a Catholic education” (*Code of Canon Law*, Canon 794). Bishops need to put forward the mission of Catholic schools, support and enhance the work of Catholic schools and see that the education in the schools is based on principles of Catholic doctrine (John Paul II, *Pastores Gregis*, 52). Catholic schools have a formal and defined relationship with the bishop guided by a spirituality of ecclesial communion and should work to establish a relationship marked by mutual trust, close cooperation, continuing dialogue, and respect for the bishop’s legitimate authority (*Code of Canon Law*, Canon 803 #1 and #3; Miller, 2006, p. 33).

DOMAIN ONE

Mission and Catholic Identity

The Church's teaching mission includes inviting young people into a relationship with Jesus Christ or deepening an existing relationship with Jesus, welcoming young people into the life of the Church, and assisting young people to see and understand the role of faith in one's daily life and in the larger society. "This unique Catholic identity makes our Catholic elementary and secondary schools 'schools for the human person' and allows them to fill a critical role in the future life of our Church, our country and our world" (*The Catholic School on the Threshold of the Third Millennium*, 1997). The following standards address Catholic identity and culture as vital to the mission of Catholic schools in the United States.



STANDARD

1

An excellent Catholic school is driven and guided by a clearly communicated mission that embraces a Catholic identity that includes gospel values, a focus on the Eucharist, and a commitment to communal faith formation, academic excellence, missionary discipleship, and service.

BENCHMARKS

1.1 The governing body and the leader/leadership team ensure that the mission statement identifies the school as Catholic and references the school's unique religious character or charism.

1.2 The governing body and the leader/leadership team use the mission statement as the foundation and normative reference for all planning.

1.3 The school leader/leadership team regularly calls together the school's various stakeholders (including but not limited to faculty and staff, parents, students, and alumni(ae) to review, clarify, and renew commitment to the school's mission statement.

1.4 The mission statement is visible in public places and contained in official documents.

1.5 All stakeholders know and understand the school's mission.

1.6 Supplemental statements such as the school's motto, beliefs, philosophy, core values, charism, and/or graduate profile are aligned with the school's mission statement and are inspired by the school's Catholic identity.

STANDARD

2

An excellent Catholic school adhering to mission provides an exemplary academic program for religious education and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture, and life.

BENCHMARKS

- 2.1** Religious education curriculum and instruction facilitates an encounter with Jesus Christ that evangelizes and meets the religious education requirements and standards of the (arch) diocese.

- 2.2** Religion classes are an integral part of the academic program in the assignment of teachers, amount of class time, and the selection of texts and other curricular materials.

- 2.3** Faculty who teach religion meet (arch)diocesan requirements for academic and catechetical preparation and certification to provide effective religion curriculum and instruction.

- 2.4** The school's Catholic identity requires excellence in academic and intellectual formation in all subjects including religious education.

- 2.5** Faculty use the lenses of scripture and the Catholic intellectual tradition in all subjects to help students think critically and ethically about the world around them.

- 2.6** Catholic culture and faith are expressed in the school through multiple and diverse forms of visual and performing arts, music, and architecture, as well as all extra-curricular and co-curricular activities.

- 2.7** The theory and practice of the Church's social teachings are essential elements of the curriculum.

STANDARD

3

An excellent Catholic school adhering to mission provides opportunities both within and outside the classroom for Christ-centered student faith formation, participation in liturgical and communal prayer, and action in service of missionary discipleship and social justice.

BENCHMARKS

- 3.1** Every student is offered timely and regular opportunities to grow closer to Christ through prayer, the Eucharist, and liturgy.

- 3.2** Every student is offered timely, regular, and age-appropriate opportunities to reflect on their life experiences and faith through retreats and/or other spiritual experiences that prioritize both personal reflection and interpersonal encounter.

- 3.3** Every student participates in authentic Christian service programs to promote the lived reality of action in service of social justice.

- 3.4** Every student experiences role models of faith and service for social justice among the administrators, faculty, and staff.

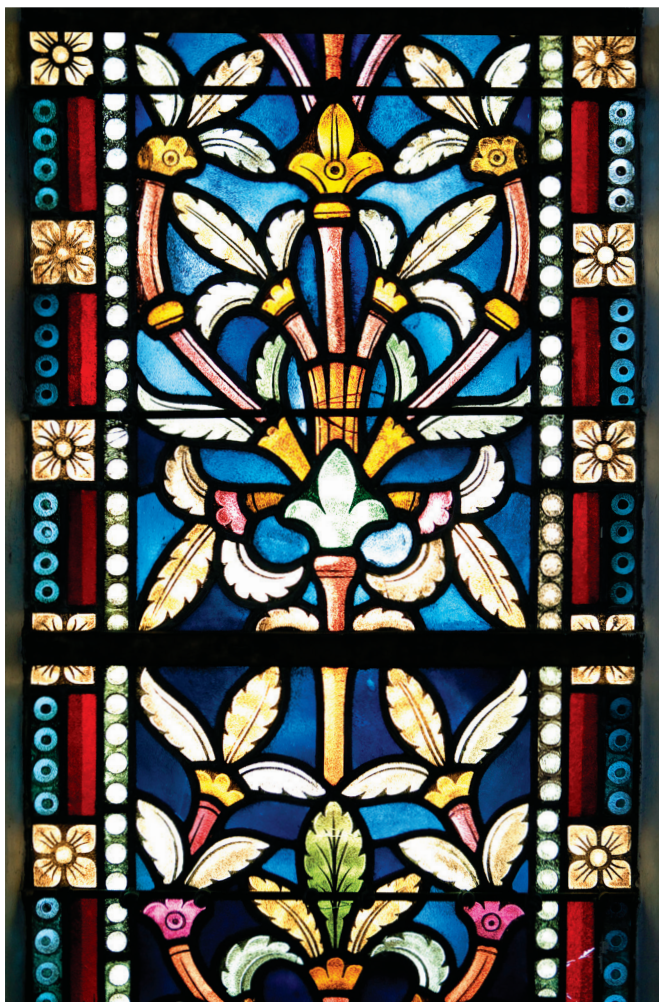
STANDARD

4

An excellent Catholic school adhering to mission provides opportunities for Christ-centered adult faith formation and action in service of missionary discipleship and social justice.

BENCHMARKS

-
- 4.1** The leader/leadership team provides engaging spiritual formation experiences that prioritize both personal reflection and interpersonal encounter for the faculty and staff on a regular and timely basis.
-
- 4.2** The leader/leadership team and faculty assist parents/guardians in their role as the primary educators of their children in faith, making clear to families the appropriate supportive role of the school as it relates to parish and home.
-
- 4.3** The leader/leadership team collaborates with other institutions (for example, Catholic Charities, Catholic higher education, religious sponsor programs) to provide opportunities for parents/guardians to grow in the knowledge and practice of the faith.
-
- 4.4** All adults in the school community are invited to participate in authentic Christian service programs to promote the lived reality of action in service of social justice.
-
- 4.5** Every administrator, faculty, and staff member visibly supports the faith life of the school community.
-
- 4.6** The leader/leadership team attends to the unique formative needs of faculty and staff so that all faculty and staff are equipped to support an authentic and vibrant Catholic school faith community.



DOMAIN TWO

Governance and Leadership

Central to the mission of the Church is the work of Catholic education. The success of this mission depends on the key components of effective governance, which provides direction or authority, and leadership, which ensures effective operations. Catholic school governance and leadership can be seen as a ministry that promotes and protects the responsibilities and rights of the school community. Governance and leadership based on the principles and practices of excellence are essential to ensuring faith formation and Catholic identity, academic excellence, and operational vitality of the school. Although governance models vary based on the sponsorship of the school, those who serve on the governing body or leadership team in Catholic schools provide for an environment for the teaching of doctrine and Sacred Scripture, the building and experiencing of community, the serving of others, and the opportunity for worship.

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.

BENCHMARKS

- | | |
|------------|--|
| 5.1 | The governing body represents the diversity of stakeholders and the larger community. |
| 5.2 | The governing body functions according to its approved constitution and by-laws. |
| 5.3 | The governing body with the leader/leadership team systematizes the policies of the school's operations to ensure fidelity to mission; support for justice, equality, and equity; and continuity and sustainability through leadership successions. |
| 5.4 | The governing body, in collaboration with or through the actions of the leader/leadership team, maintains a relationship with the Local Ordinary marked by mutual trust, close cooperation, continuing dialogue, and respect for the Local Ordinary's legitimate authority. |
| 5.5 | The governing body, in collaboration with or through the actions of the leader/leadership team, maintains a constructive and beneficial relationship with the (arch)diocesan Education Office consistent with (arch)diocesan policy pertaining to the recognition of Catholic schools by the Local Ordinary. |

5.6 The governing body, working within their defined roles and responsibilities and in collaboration with the leader/leadership team, maintains a relationship with the designated ecclesial authority according to their school's governance model, marked by mutual trust, close cooperation, and continuing dialogue.

5.7 The governing body engages in effective board governance practices, including ongoing formation and self-evaluation to ensure the faithful execution of their responsibilities and continuous improvement.

5.8 The governing body holds the leadership team accountable for ongoing formation, professional development, and self-evaluation to ensure the faithful execution of their responsibilities and continuous improvement.

STANDARD

6

An excellent Catholic school has a qualified leader/ leadership team empowered by the governing body to recognize, prioritize, and successfully embody the school’s mission and vision.

BENCHMARKS

- 6.1** The leader/leadership team meets national, state and/or (arch)diocesan requirements for school leadership preparation and licensing to serve as the faith and instructional leader(s) of the school.

- 6.2** The leader/leadership team articulates a clear mission and vision for the school, consistent with its Catholic identity, and engages the school community to ensure a school culture that embodies the mission and vision.

- 6.3** The leader/leadership team takes responsibility for the development and oversight of personnel, including recruitment, professional growth, faith formation, and formal assessment of faculty and staff in compliance with (arch)diocesan policies and/or religious sponsor policies.

- 6.4** The leader/leadership team establishes and supports networks of collaboration at all levels within the school community to advance excellence.

- 6.5** The leader/leadership team directs the development and continuous improvement of Catholic identity and faith formation and uses school-wide evidence to plan for continued and sustained growth in these areas.

6.6 The leader/leadership team directs the development and continuous improvement of curriculum and instruction, and utilizes school-wide data to plan for continued and sustained academic excellence and growth.

6.7 The leader/leadership team works in collaboration with the governing body to provide an infrastructure of programs and services that ensures the operational vitality of the school and upholds the dignity of the whole child.

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

6.9 The leader/leadership team assumes responsibility for building leadership capacity and creating shared leadership within the faculty to ensure the long-term sustainability of the school's mission and vision.



DOMAIN THREE

Academic Excellence

The United States Conference of Catholic Bishops (USCCB) affirms the message of the Congregation on Catholic Education that intellectual development of the person and growth as a Christian go forward hand in hand. Rooted in the mission of the Church, the Catholic school brings faith, culture, and life together in harmony. In 2005, the bishops noted that “young people of the third millennium must be a source of energy and leadership in our Church and our nation. And, therefore, we must provide young people with an academically rigorous and doctrinally sound program of education” (*Renewing Our Commitment to Catholic Elementary and Secondary School is in the Third Millennium*, 2005).

Essential elements of “an academically rigorous and doctrinally sound program” mandate curricular experiences—including co-curricular and extra-curricular activities—which

are rigorous, relevant, research-based, inclusive, global, and rooted in Catholic faith and traditions (*Fratelli Tutti*, 2020).

In the words of the Vatican Congregation for Catholic Education, “It is an education – at the same time – that is sound and open, that pulls down the walls of exclusivity, promoting the richness and diversity of individual talents and extending the classroom to embrace every corner of social experience in which education can generate solidarity, sharing and communion” (*‘Educating to fraternal humanism: Building a ‘civilization of love’ 50 years after Populorum Progressio’* 2017).

The following essential elements provide a framework for the design, implementation, and assessment of academic excellence in Catholic school education from prekindergarten through secondary school.

STANDARD

7

An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with professionally accepted, research-based curriculum standards and gospel values implemented through effective instruction.

BENCHMARKS

- 7.1** The curriculum adheres to appropriate, delineated curriculum standards in every subject area, and is vertically and horizontally aligned to ensure that each student successfully completes a rigorous and coherent sequence of academic courses based on the curriculum standards.

- 7.2** The curriculum integrates Catholic worldview, spiritual, moral, and ethical dimensions of learning in all subjects.

- 7.3** Classroom instruction actively engages and motivates each student to learn.

- 7.4** Curriculum and instruction provide students with the knowledge, experience, understanding, and skills to communicate, collaborate, and think critically and creatively for the common good.

- 7.5** Curriculum and instruction empower students to responsibly use and evaluate technology for research, computation, innovation, communication, and collaboration.

- 7.6** Classroom instruction is designed to intentionally address the affective dimensions of learning, such as Catholic virtue, intellectual and social-emotional dispositions, relationship and community building, and skills of executive function.

7.7 To ensure the inclusion of and to meet the needs of diverse learners, classroom instruction utilizes current research in interventions, student accommodation, and curriculum modification.

7.8 Faculty collaborate in professional learning communities to develop, implement, and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement, engagement, and well-being.

7.9 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 for each student.

7.10 For effective instruction, faculty and professional support staff demonstrate and continuously improve knowledge of culturally responsive pedagogy that aligns to Catholic social teaching that supports the full dignity of each student.

7.11 Faculty and staff engage in high-quality and research-based professional development, including religious formation, and are accountable for implementation that supports student learning and well-being.

STANDARD

8

An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

BENCHMARKS

- 8.1** School-wide student data are used to inform, review, and evaluate the curriculum, co-curricular programs, ancillary services, sustained student growth, and faculty performance.

- 8.2** School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.

- 8.3** Teachers use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning and to plan for continued and sustained student growth.

- 8.4** Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, equitable, and justly administered.

- 8.5** Faculty use student data to inform the work of their professional learning communities; such data are collected and used to monitor individual and class-wide student learning and to set goals for the professional learning community.

STANDARD

9

An excellent Catholic school provides programs and services aligned with the mission to enrich the academic program and support the development of student and family life.

BENCHMARKS

- 9.1** School-wide programs for parents/guardians provide opportunities for parents/guardians to partner with school leaders, faculty, and other parents/guardians to enhance the educational experiences for the school community.

- 9.2** Guidance services, wellness programs, behavior management programs, and other services offer appropriate, mission-aligned support focused on the spiritual, social, emotional, academic, and physical well-being of students and their families.

- 9.3** Co-curricular and extra-curricular activities provide opportunities outside the classroom for each student to further identify and develop gifts and talents and to enhance creative, aesthetic, social/emotional, physical, and spiritual capabilities.



DOMAIN FOUR

Operational Vitality

Catholic schools are temporal organizations committed to the Church and the mission of Catholic education including a commitment to a culture of excellence and rigor. These schools face constant socioeconomic challenges, prompting the need for sustainable financial planning, human resource/personnel management, professional formation, facilities maintenance and enhancement, institutional advancement, and contemporary communication. Catholic schools must adopt and maintain standards for operational vitality in these areas and define the norms and expectations for fundamental procedures to

support and ensure viability and sustainability. When a school does not maintain standards for operational vitality, the continuation of academic excellence is in grave jeopardy. Over time, even an academically rigorous school with strong Catholic identity will not survive without operational vitality.

Standards for operational vitality focus on the “operation” of the school - how it works and how it is supported - in four key areas: finances, human resources/personnel, facilities, and institutional advancement. The leader/leadership team must manage each area and be subject to the direct oversight of the governing body in these matters.

STANDARD

10

An excellent Catholic school develops, carries forward, and monitors a feasible three- to five-year plan, including both current and projected budgets that are the result of a collaborative process, emphasizing faithful stewardship and sustainability.

BENCHMARKS

- 10.1** The governing body and leader/leadership team conduct a financial planning process and consult with available experts in nonprofit management and funding.

- 10.2** Financial plans include agreed-upon levels of financial investment determined by the partners involved including parishes, dioceses, religious sponsor, educational foundations, the larger Catholic community, and responsible board.

- 10.3** Financial plans clearly define all revenue sources including tuition, subsidies, fundraising, and other identified categories.

- 10.4** Financial plans delineate all costs for key target areas including salaries, instructional programs, equipment and facilities, capital projects, and other identified categories.

10.5 Current and projected budgets include a statement of all actual and projected revenue, by source, and a statement of all projected expenditures, by category, identifying the cost per child while showing appropriate balance.

10.6 The governing body and leader/leadership team annually communicate an explanation to stakeholders of the total cost per child and how that cost is met by identifying the percentage of cost that is paid for by tuition and the remaining amount of cost that is supported by other sources of revenue.

10.7 The governing body and leader/leadership team provide families equitable access to information about tuition assistance and long-term planning for tuition and Catholic school expenses.

10.8 The governing body and leader/leadership team ensure that appropriately developed financial plans and budgets are implemented using current and effective business practices.

STANDARD

11

An excellent Catholic school operates in accord with the school's published human resource/personnel policies, developed in compliance with the policies of the (arch)diocese and/or religious congregations, and/or other sponsorship groups, and Catholic social teaching regarding the dignity of work, with an understanding of how federal/state policy impacts school policies, which affect all staff (clergy, religious women and men, laity, and volunteers) and that provide clarity for responsibilities and accountability.

BENCHMARKS

- 11.1** Human resource programs are professionally staffed at the appropriate level (i.e., central office, school office) and ensure full compliance with human resource policies.,

- 11.2** Human resource policies delineate standards for position descriptions including staff responsibilities and qualifications, hiring, compensation, and benefits, as well as standards for professional development, accountability, succession planning, and retirement.

- 11.3** Human resource policies ensure that benchmarked compensation is applied fairly and equitably to salaries and benefits for all staff.

- 11.4** Human resource policies ensure that institutional planning includes benefits such as investment in professional growth opportunities, health care, and retirement.

STANDARD

12

An excellent Catholic school develops, implements, and monitors a facilities, equipment, and technology management plan, which is consistent with Catholic social teaching regarding the environment, and that continuously supports the implementation and sustainability of the educational mission of the school.

BENCHMARKS

- 12.1** The school's facilities, equipment, and technology management plan includes measurable objectives to support the school's mission, the delivery of the educational program of the school, and accessibility for all students.

- 12.2** The school's budget supports facilities, equipment, and technology management with specific funds for maintenance, capital improvements, depreciation, and replacement.

- 12.3** The school's purchasing, physical, and technological improvements are, by design, done in alignment with the mission, with budget funds and appropriate external revenue sources.

STANDARD

13

An excellent Catholic school develops and implements a comprehensive strategy for institutional advancement based on a compelling mission through communications, marketing, enrollment management, and development.

BENCHMARKS

- 13.1** The communications/marketing plan requires the school leader/leadership team and staff person(s) to ensure the implementation of contemporary strategies to reach targeted audiences, maintain communication outlets, serve all stakeholders, and provide data analysis.

- 13.2** The enrollment management plan requires the governing body to review and the school leader/leadership team to supervise annual and continuous measurement and analysis of recruitment, enrollment, and retention data for all student groups.

- 13.3** The development/advancement plan requires the school leader/leadership team, in collaboration with the governing body, to ensure that key strategies and metrics are in place to identify, cultivate, analyze, and maintain significant funding sources.

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GLOSSARY OF KEY TERMS

The Glossary of Terms gives school review teams easy access to definitions of key terms and concepts in the standards, benchmarks, and rubrics. The Glossary helps ensure that all stakeholders are sharing a common understanding to keep interpretations, discussions, and action plans clear.

Accommodations. Accommodations remove barriers to student learning. Curriculum and grading are the same, but tools, resources, materials, visual aids, space, environment, or other elements in the learning environment may be different to provide access to learning.

(Institutional) Advancement. (Institutional) Advancement includes programs and activities dedicated to the long-term viability and vitality of a school or institution. In a Catholic school, institutional advancement activities include various types of fundraising, communications, and marketing for enrollment and for resources.

Advisory Board. Advisory Board is a body that participates in the policymaking/decision-making process by formulating, adapting, and recommending policy to the person(s) with authority to enact it. The authority is not bound by the board's advice.

Aesthetic. Aesthetic has to do with beauty and the arts.

Aggregated. Aggregated means joined or combined into a single group.

Analysis. Analysis is the detailed examination of the elements or structure of something, typically as a basis for discussion or interpretation. For example, the elements and patterns related to enrollment and retention.

Ancillary Programs. Ancillary Programs furnish support or assistance outside of academic courses (such as guidance, wellness programs, etc.).

Appropriate and Legitimate Authorities. Appropriate and Legitimate Authorities are the person or group that has the right to establish structures of governance and norms for the existence and continued mission of the institution.

Authentic Integration. Authentic Integration is the student-centered use of digital tools and content knowledge in a real-world application.

Authentic Performance. Authentic Performance are tasks that reflect the use of knowledge and skills in real-world applied situations.

Authoritative Board or Decision-Making Board. Authoritative Board or Decision-Making Board is a body that participates in the policy-making process by formulating, adopting, and enacting policy. The board has been delegated final authority regarding certain areas of institutional operation, although its jurisdiction is limited to those areas that have been delegated to it by the constitution and/or bylaws and approved by the delegating Church authority. A.K.A. Board of Limited or Specified Jurisdiction; Board of Trustees; Board of Directors.

Backward Designed Curriculum. Backward Designed Curriculum is curriculum that is developed by (1) starting with the end in mind

(desired learning outcomes), (2) creating valid ways for students to demonstrate the desired learning (assessments), and (3) designing instruction to coach students to perform well on the assessments (learning experiences and instructional strategies).

Behavior Management Program. Behavior Management Program is a systematic, agreed-upon approach that the entire school uses to support positive and constructive student participation and engagement in the learning environment and school community.

Bishop's Legitimate Authority. Bishop's Legitimate Authority is the bishop's right to establish structures of governance and norms that guide his involvement with regard to schools. A diocesan bishop exercises his authority in accordance with Canon Law and in accord with all applicable Civil Laws at the federal, state, and local levels.

Blog. Blog is an abbreviation of the term weblog. A series of online postings focusing on a single subject and open to multiple users. Usually, a blog proceeds in reverse chronological order with the most recent posting immediately visible.

Bookmarked Compensation. Bookmarked Compensation is compensation policies and practices that align job description and compensation to similar jobs in other schools, institutions, or similar organizations. A Catholic school's compensation plan might be benchmarked with similar positions in other Catholic schools, local public schools, local parishes, and/or other comparable institutions.

Budget X. Budget X is a budget (Catholic school) that is a quantitative expression of a mission-focused plan for a defined period of time. It represents incoming and outgoing funds. It includes all sources of

income and expenses, enrollment and revenues, resources, costs, expenses, assets, liabilities, and cash flows. Also, it includes planned tuition assistance. Often it may express strategic plan activities or events.

Catholic Culture. Catholic Culture is the school's "way of life" — a school's way of thinking and behaving — rooted in Christ, a gospel-based creed and code, and a Catholic vision that provides inspiration and identity, is shaped over time, and is passed from one generation to the next through devices that capture and stimulate the Catholic imagination such as symbols and traditions.

Catholic Identity. Catholic Identity is the particular expression of the Catholic heritage, the practices of the Catholic community, the living of the gospel message, and the information and relationships that sustain the school's activities.

Catholic Intellectual Tradition. Catholic Intellectual Tradition is the product of a continuous dialogue between faith and cultures that reflects two essential characteristics of the Christian, and especially the Catholic, understanding of human experience: faith necessarily seeks understanding, and all intellectual inquiry leads eventually to questions of an ultimate nature that invite faith responses. For the Catholic, thinking is part of believing, and the Catholic view sees no conflict among faith, knowledge, and reason; it looks to how they illuminate one another.

Catholic Social Teaching (CST). Catholic Social Teaching (CST) is explained as "The Church's social teaching is a rich treasure of wisdom about building a just society and living lives of holiness amidst the challenges of modern society. Modern CST has been articulated

through a tradition of papal, conciliar, and episcopal documents.” The seven themes of CST are The Life and Dignity of the Human Person; Call to Family, Community, and Participation; Rights and Responsibilities; Option for the Poor and Vulnerable; The Dignity of Work and the Rights of the Worker; Solidarity; and Care for God’s Creation (USCCB).

Charism. Charism is a spiritually inspired core value to distinguish and advance the school’s evangelizing and educational mission (Cook, 2015).

Christian Service Programs. Christian Service Programs in Catholic schools are rooted in the gospel mandate to serve as Jesus served and intentionally are tied to the mission of the school and the academic programs of the school. Concepts of CST are woven into the instructional components and then integrated into the reflection process as the Christian service programs are given shape through service encounters.

Co-Curricular Activity. Co-Curricular Activity is school-sponsored activities aligned with the curriculum intended to enhance students’ creative, aesthetic, social/emotional, physical, and spiritual capabilities.

Coherent Curriculum. Coherent Curriculum is curriculum intentionally designed to result in student learning that shows a clear progression and integration of knowledge, skills, and dispositions from year to year through graduation, leading to readiness for college, career, and life.

Common Formative Assessment. Common Formative Assessment is an assessment created collaboratively by a team of teachers for the same grade level or course. Common formative assessments are used to identify individual student needs, the most effective teaching strate-

gies, program concerns and shared improvement goals for individual teachers and the team (DuFour, 2006).

Communications/Marketing Plan. Communications/Marketing Plan is the plan made to outline, budget, and calendar the range and variety of communications that a school produces for all constituent groups.

Community-Wide Communication. Community-Wide Communication is the critical information communicated to all members and stakeholders of a school community.

Compensation. Compensation is the total amount of the monetary and non-monetary pay provided to an employee by an employer in return for work performed as required.

Bookmarked Compensation refers to compensation policies and practices that align job descriptions and compensation to similar jobs in other schools, institutions, or similar organizations. A Catholic school’s compensation plan might be benchmarked with similar positions in other Catholic schools, local public schools, local parishes, and/or other comparable institutions.

Constitution And Bylaws. Constitution And Bylaws is the founding document of an organization that establishes and defines mission structure, and process (rules).

Consultative Board. Consultative Board is a body that participates in the policymaking/decision-making process by formulating, adapting, and recommending policy to the person with authority to enact it. The person with authority is required to consult the board before making decisions in the designated areas but is not bound by the board’s advice.

Costs for Key Target Areas. Costs for Key Target Areas is the isolation of real costs for each significant domain of a school budget. Through the identification of key target areas, a school can make sound budgetary decisions, understanding the true impact of financial decisions on school programs.

(Total) Cost Per Child. (Total) Cost Per Child is a measurement that represents the total cost to educate one child per year, based on all the expenditures required to provide the education. Usually, it is determined by dividing the total costs (all expenditures) by the total number of children enrolled. This measurement is used to assess cost-effectiveness and profitability.

Catholic Social Teaching regarding the Dignity of Work. Catholic Social Teaching regarding the Dignity of Work denotes the economy must serve people, not the other way around. Work is more than a way to make a living; it is a form of continuing participation in God's creation. If the dignity of work is to be protected, then the basic rights of workers must be respected--the right to productive work, to decent and fair wages, to the organization and joining of unions, to private property and to economic initiative.

(Text is drawn from *Sharing Catholic Social Teaching: Challenges and Directions* (Washington, DC: USCCB, 1998) and *Faithful Citizenship: A Catholic Call to Political Responsibility* (Washington, DC: USCCB, 2003).

Creative Thinking. Creative Thinking is the cognitive process of generating something new or unique that has value in a situation or context.

Critical Thinking. Critical Thinking is the mental process of analyzing or evaluating information; a process of reflecting upon the meaning of statements, examining the offered evidence and reasoning, and forming judgments about the facts. Intellectual values associated with critical thinking include clarity, accuracy, precision, evidence, thoroughness, and fairness.

Culturally Responsive or Culturally Sustaining Pedagogy or Teaching. Culturally Responsive or Culturally Sustaining Pedagogy or Teaching, as used in the NSBECS, purports culturally responsive or sustaining pedagogy or teaching is an "educator's ability to recognize students' cultural displays of learning and meaning making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content to promote effective information processing. All the while, the educator understands the importance of being in a relationship and having a social-emotional connection to the student in order to create a safe space for learning." (Zaretta Hammond, *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*, 2015; "No less than other schools does the Catholic school pursue cultural goals and the human formation of youth" *Gravissimum Educationis*, Section 8).

Curriculum. Curriculum is the agreed-upon set of decisions about what students will learn (content), how they will demonstrate their learning (assessments), and key strategies, activities, and resources teachers will use to coach students to demonstrate the specified learning.

A written curriculum is a published, easily accessible document and/or online source delineating the school's curriculum.

Data-Driven. Data-Driven is practicing a consistent orientation to use data appropriately as an essential component of instructional decisions and goal setting.

Data Team. Data Team is a group of individuals, comfortable and skilled in working with data, who help identify, prepare, and interpret data for use by faculty working together, leadership teams, and the entire staff.

Depreciation Expense. Depreciation Expense. The purchase price of fixed assets, (also referred to as property, plant, and equipment) is the original cost of the fixed asset. The costs of fixed assets are allocated to the periods they benefit through depreciation. The original cost of fixed assets is reduced over its estimated usable life based on a systematic and rational allocation method. This reduction to the fixed asset's original cost is reflective of its usage during the course of business operations. Depreciation expense is generally listed as a separate item on the school's financial statements. The depreciation method should be provided in the notes to the financial statements. If the depreciation method is changed, this must be clearly noted, as it may have a significant impact on the financial statements.

Development. Development is the strategic process by which schools identify, cultivate, solicit, recognize, and steward prospects and donors to establish and nurture relationships and to raise resources. It requires staff to build a culture of philanthropy, which begins in the admissions office, while educating your donors and prospects about the benefits, value, and distinct nature of your school. Fundrais-

ing is a function of development, and development is a function of advancement.

Development/Advancement Plan. Development/Advancement Plan includes plans made to outline, budget, and calendar the policies, analyses, activities, and communications required for annual and long-term fund-raising efforts.

Digital Citizenship. Digital Citizenship refers to the responsibility to exercise moral and ethical use of technology in all its forms.

Discernment (Faith & Spirituality). Discernment (Faith & Spirituality) is the ability to distinguish whether a given idea, impulse, or activity builds a relationship with God or detracts from one. It may be an act of the virtue of prudence or a special gift of grace.

Dispositions. Dispositions are life skills, attitudes and behaviors that will be used well beyond formal schooling.

Diverse Learner. Diverse Learner is a learner who needs a barrier removed or a tool or resource to access learning. A diverse learner might need an intervention, accommodation, or modification.

Educational Foundation. Educational Foundation is an independent, non-profit organization established to receive and allocate resources that will serve to enhance targeted educational programs.

Effective Business Practices. Effective Business Practices are policies and procedures for planning and operating financial aspects of the school which are known and understood by all and maximize efficiency, equity, and transparency.

Effective Tuition. Effective Tuition is tuition minus aid received. Typically, the aid included in the calculation is only aid offered by the school itself and does not consider aid families might receive from external sources unless that aid is administered by the school and can be consistently budgeted. Effective tuition can be calculated and used as an aggregate or on a per-child basis.

Enrollment Management Plan. Enrollment Management Plan includes plans made to outline, budget, and calendar the policies, analyses, activities, and communications required for the recruitment, admission, and retention of students.

Environmental Stewardship. Environmental Stewardship refers to the responsible use and protection of the natural environment through conservation and sustainable practices.

Equitable Access. Equitable Access is information, fundamental and critical to the tuition assistance process as well as the application itself and must be available in various forms and communication avenues that meet the needs of all members of the parent population.

Equity and Justice. “Equity” (and “equitable”) as used in the NSBECS, is meant to communicate conscious and deliberate effort to take into account, to rectify, and in the long term to eliminate policies, practices, programs, and structures that prevent and/or inhibit us from acting with justice and promoting equality.

In the Catechism of the Catholic Church, the term equity is used in the definition of justice, paragraph 1807: ...Justice toward men disposes one to respect the rights of each and to establish in human relationships the harmony that promotes equity with regard to persons and to the common good. <http://www.scborromeo.org/ccc/p3s1c1a7.htm>

“The Social Agenda: A Compendium of Magisterial Texts” published in 2000 by the Pontifical Council for Justice and Peace uses the term equity: “For this reason, the Church down through the centuries and in the light of the gospel has worked out the principles of justice and equity demanded by right reason both for individual and social life and for international life, and she has proclaimed them, especially in recent times.” “Vatican Collection of Papal Writings on Social Teaching.(Brief Article).” *America (New York, N.Y. : 1909)*, vol. 182, no. 17, 2000, pp. 4–4.

“Equity is equality of opportunity.” Peña, J., Reyes, J., & O’Connor, M. T. (2022). Catholic Theological and Equity Framework to Champion Hispanic Representation in Catholic Schools. *Journal of Catholic Education*.

External Revenue Sources. External Revenue Sources are all revenue outside of tuition and fees. This may include subsidies and grants; funds received from local, state, or federal government programs; income from facilities rental; income from auxiliary programs; income from donors; and income from all long- and short-term fundraising activities.

Extra-Curricular Activity. Extra-Curricular Activity is school-sponsored activities not aligned with the curriculum, intended to enhance students’ creative, aesthetic, social/emotional, physical, and spiritual capabilities.

Facilities, Equipment, and Technology Management Plan. Facilities, Equipment, and Technology Management Plan includes plans for material resources that guide the school’s budgeting and resource decisions. Plans reflect the acquisition of material resources as well

as calendars and budgets for the maintenance, repair, and upgrade of these resources over time. A technology plan may further reflect the academic implementation of digital resources and standards for student attainment, assessment, enrollment management, communications, and institutional advancement.

Faculty Performance. Faculty Performance is the measure of a teacher's effectiveness in the classroom based on predetermined, shared criteria.

Faculty/Staff Assessment. Faculty/Staff Assessment in this usage of the term refers to the evaluation of faculty members/teachers and staff members. The assessment process has several critical elements that include goal setting and agreed-upon formative and summative processes. Typically, these processes will include formal observations and summative evaluation.

Financial Investment. Financial Investment is an outlay of resources and funds designed to maintain and increase the overall value of the school or institution. For a Catholic school, areas of financial investment may include educational programs (including salaries), facilities and equipment, and programs of advancement and development.

Financial Package. Financial Package is the total amount of financial aid offered to a student by all sources. Often it is composed of funds from one or more of the following sources: tuition assistance from the school, scholarships, grants (from multiple sources including the school), loans, and sponsorships.

Financial Plan. Financial Plan, in general, a series of steps and/or defined strategies aligned with mission-defined goals used by school leadership, which are designed to accomplish a financial goal or set

of conditions, e.g., balanced budget, school sustainability, elimination of debt, retirement preparedness, etc.

Financial Planning Process. Financial Planning Process is a long-term collaborative approach to budget planning or budget construction and asset management to guarantee the sustained viability and vitality of a school or institution.

For-Profit Business. For-Profit Business is an entity that is intended to operate as a business that will return a profit to the owners. A for-profit corporation, depending on the jurisdiction to which it is incorporated, may be operated either as a stock corporation or as a non-stock corporation. For-profit organizations pay taxes.

Formative Assessment. Formative Assessment is demonstrated learning by the student; the instructional process that provides ongoing, growth-producing feedback that informs and supports improved learning and adjusted teaching.

GAAP/Generally Accepted Accounting Principles. Generally Accepted Accounting Principles are the standard framework of guidelines for financial accounting used in any given jurisdiction; generally known as accounting standards or standard accounting practice.

Gifts. Gifts are the characteristics, dispositions, affinities, and skills of a person.

Global. Global, as used in the NSBECS, is meant to convey the reality of our interconnectedness of all peoples and places on our planet, and to affirm the importance of developing students' understanding of this interconnectedness as part of their preparation to serve as leaders and disciples of the common good.

Gospel Values. Gospel Values include:

1. *Community.* Acceptance, appreciation of creation, belonging, caring, courage, empathy, hope, involvement, justice, love, peace-seeking, prayer, respect, service, stewardship, trust.
2. *Courage.* Caring, concern, discipline, fortitude, patience, perseverance, prayer, prudence, respect, restraint, sacrifice, self-denial, temperance, truth.
3. *Faith.* Almsgiving, belonging, compassion, doctrine, gratitude to God, hope, involvement, joy, love, prayer, self-denial, revelation, truth.
4. *Hope.* Caring, compassion, joy, optimism, prayer, prophecy, providence, realism, trust.
5. *Justice.* Belonging, caring, commitment, community, concern, conflict resolution, courage, empathy, equal distribution of goods, human dignity, interdependence, involvement, love, peace-seeking, respect, risk, stewardship (NCEA).
6. *Love.* Acceptance, appreciation of creation, caring, community, compassion, concern, creativity, discipline, doctrine, faith, hope, interdependence, involvement, justice, prudence, reconciliation, respect, reverence, sacrifice, self-esteem, stewardship, temperance.
7. *Reconciliation.* Caring, commitment, compassion, conflict resolution, concern, conversion, correction, forgiveness, interdependence, involvement, love, optimism, prayer, respect, self-improvement, tolerance.
8. *Service.* Almsgiving, caring, commitment, community, compassion, concern, courage, empathy, equal distribution of goods, hope, involvement, joy, justice, love, prayer, respect, stewardship.

Governance. Governance is a process that provides direction or authority for the well-being of the school.

Governing Body. Governing Body is the group that is empowered with a defined level of influence and/or authority to exercise oversight for policies pertaining to planning, financial health, academic excellence, and mission fidelity of the school.

Guidance Service. Guidance Service is advice and direction on vocational, educational, or emotional issues or concerns given to students by a designated school counselor or through a designated school program.

Health Care Programs. Health Care Programs provide high-quality, cost-effective health services to employees and their families. Health care services normally include the diagnosis, treatment and prevention of disease, illness, injury and other physical and mental impairments in human beings.

Horizontally Aligned Curriculum. Horizontally Aligned Curriculum is planning curriculum within a grade or department ensuring instruction is consistent, and that students access the same knowledge and skills in a content area regardless of who their teacher is. Correct horizontal curriculum alignment improves student performance by decreasing the inconsistencies within a grade or department of the same content.

(Curriculum is the agreed-upon set of decisions about what students will learn (content), how they will demonstrate their learning (assessments), and key strategies, activities, and resources teachers will use to coach students to demonstrate the specified learning.)

Human Resource Policies. Human Resource Policies are systems of codified decisions, established by the school in alliance with or by the direction of the (arch)diocese human resource program office, to support administrative personnel functions, performance management, employee relations and resource planning. Each school may have a different set of circumstances, and so develops an individual set of human resource policies which must be in alignment with the (arch)diocese's policies.

Human Resource Programs. Human Resource Programs are programs that provide leadership for the development, execution and management of a highly skilled and diverse workforce that support and facilitate the mission and vision of Catholic schools. This includes the ability to develop and retain a quality administration, faculty, and staff with a succession plan; to improve performance management capabilities and to enhance operational efficiency while developing the technology infrastructure to support and enhance all human resources programming.

Inclusive, Inclusivity. Inclusive, Inclusivity, as used in the NSBECS, is meant to convey explicit and deliberate commitment to "Accessible to All Students," one of the Defining Characteristics of Catholic schools.

Institutional Advancement. Institutional Advancement is programs and activities dedicated to the long-term viability and vitality of a school or institution. In a Catholic school, institutional advancement activities include various types of fundraising, communications, and marketing for enrollment and for resources.

Integration of Catholic Identity Elements. Integration of Catholic Identity Elements, in terms of curriculum and instruction, these Catholic identity elements refer to anything that intentionally cultivates student interest and engagement in discussing and deepening understanding and insight regarding Catholic values, beliefs, teachings and traditions as these authentically relate to the subject matter. (Such as content, essential questions, enduring understandings, teaching, and learning activities, experiences, assessments, texts, resources and learning environment). When integrating Catholic identity elements into curriculum and instruction, teachers help students relate standards-based learning in a given subject to the perspective of faith and a Catholic worldview.

Interdisciplinary. Interdisciplinary is knowledge and skills used in a real-world context across disciplines.

Intervention. Intervention is instruction that takes place after using data/information learned about a student. Interventions usually occur in the classroom, delivered by the classroom teacher.

Job-Embedded Professional Development. Job-Embedded Professional Development is training and education to enhance skills and dispositions responding to school-wide initiatives and/or student needs, applied to individual educator's roles.

Joy. Joy, in spiritual literature, is the feeling aroused by the expectation or possession of some good. One of the fruits of the Holy Spirit, joyful emotions affect the body, but they are essentially in the higher faculties of the soul. Within the context of the liturgy, worship and retreats joy is the feeling generated by students' encounter with the risen Jesus and the gospel message through positive affective experiences.

Justice. Justice is one of the four cardinal virtues of the Catechism of the Catholic Church, paragraph 1807: "Justice is the moral virtue that consists in the constant and firm will to give due to God and neighbor. Justice toward God is called the "virtue of religion." Justice toward men disposes one to respect the rights of each and to establish in human relationships the harmony that promotes equity with regard to persons and to the common good.

Leadership Succession Planning. Leadership Succession Planning is a purposeful effort by the school's governance and executive leadership to establish a protocol and process to respond to one of three possible scenarios: emergency replacement of the leader, planned replacement of the leader, and the development of leadership capacity for the purpose of finding and educating future leaders from within the school (Sabatino, A. & Fitzgerald, M., 2014).

Leadership Team. Leadership Team is the group that exercises a variety of functions within the school ensuring effective operations.

Learning Environment. Learning Environment is the total context and culture in which learning takes place.

Learning Results. Learning Results are demonstrated knowledge, skills, or dispositions that students acquire as a result of instructional activities and experiences.

LEED Certification. LEED Certification, Leadership in Energy and Environmental Design (LEED), is a set of rating systems for the design, construction, operation and maintenance of green buildings, homes, and neighborhoods.

Literate. Literate, being able to read and write at a level adequate for communication and successful functioning in society.

Local Ordinary. Local Ordinary (local hierarchy) – the office holder with the authority and jurisdiction to execute laws of governance over a particular territory. For example, the Bishop of Rome is the local ordinary of the Catholic Church. The diocesan bishop is the local ordinary of a diocese (USCCB ecclesial terms).

Marketing Communications Plan. Marketing Communications Plan is the plan(s) made to outline, budget and calendar the range and variety of communications that a school produces for all constituent groups.

Measurement. Measurement is the assignment of a number by a rule, as long as one adheres to the rule (Brian Ellis, Basic Concepts of Measurement, 1969). For example, the assignment of numbers to enrollment and retention information in a consistent, valid, and reliable manner.

Media. Media are forms of communication using visual images, text, and sound.

Mission. Mission is the purpose and reason why the school exists and the population it seeks to serve.

Missionary Discipleship. Missionary Discipleship is following Jesus Christ in and through His Church to share the gospel message with our family and our neighbors, to the ends of the earth.

Missionary discipleship involves getting all the baptized to understand that we are called to mission, not maintenance. This involves facilitating encounter with Jesus Christ in a manner that opens hearts to ongoing conversion of life, anchored and fed by the sacramental life of the Church. Missionary discipleship presumes that the Great Commission of Matthew 28 is, in fact, THE mission. We are called to reach out, propose and share Jesus Christ to people in spiritual need: that is, evangelization (dowr.org).

Mission Statement. Mission Statement is a rich yet concise statement of the school's mission that can be easily remembered and explained by all school stakeholders.

Modification, Curriculum Modification. Modification, Curriculum Modification is a change in what is being taught to or expected of a student. Curriculum and grading likely change.

Moral Evaluating. Moral Evaluating is the mental process of making judgments of right and wrong based on a set of beliefs and values.

Needs Assessment. Needs Assessment is a systematic process for determining and addressing needs, or "gaps" between current conditions and desired conditions or "wants" based on mission and vision. The discrepancy between the current condition and the wanted condition must be measured to appropriately identify the need. The need can be a desire to improve current performance or to correct a deficiency.

Non-Profit Organization. Non-Profit Organization (NPO) is an organization that uses surplus revenues or operating income to achieve its goals rather than distributing them as profit or dividends. Catholic schools, which are defined as NPOs, use operating income to achieve mission-defined goals. Non-profits generally do not pay taxes.

Normative Reference. Normative Reference is the criterion that defines what is expected. In a Catholic school, the mission statement informs all decisions.

Normed to Appropriate Populations. Normed to Appropriate Populations refers to a group of people upon which an assessment/test/evaluation was validated that is similar to the group being assessed.

Learning Objective or Learning Outcome. Learning Objective or Learning Outcome is what students are expected to learn as a result of instruction.

Parish School. Parish School is a Catholic school sponsored and operated by a single parish.

Partners. Partners are persons or organizations providing resources and support to a school or institution and thus have an interest and input regarding the school's operational planning and decisions. Common partners for a Catholic school may include the arch/diocese, a parish, an order, an ownership group, or any organization that has a fiduciary interest in the school.

Payment Plan. Payment Plan is a strategy for paying any outstanding debts provided for borrowers (families) in Catholic schools. Within a payment plan, the borrower (family) agrees to pay back a certain amount of money each month to repay the debt.

Performance. Performance is a tangible, observable set of actions by a student that can be used to determine the extent and quality of student learning related to a specified outcome.

Personnel Growth. Personnel Growth normally refers to the personal development of all employees, and includes activities that improve awareness and identity, develop talents and potential, build personal investment, enhance quality of life, and contribute to the realization of growth of the whole person. In Catholic schools, this includes spiritual growth and is in keeping with the social justice teachings of the Church.

Policy. Policy is a written statement used to guide discretionary administration action.

Presider. Presider is the person conducting or officiating at a liturgy. In the case of the Mass, this is the priest. At prayer services or paraliturgical services, this role may be held by another person.

Product. Product is a tangible, observable artifact produced by a student that can be used to determine the extent and quality of student learning related to a specified outcome.

Professional Development. Professional Development refers to the acquisition of skills and knowledge, both for personal and professional development of educators, with an emphasis on the whole person. Normally it encompasses support at multiple levels for facilitated learning opportunities, ranging from degree programs to formal coursework, conferences and informal learning opportunities situated in practice. Often it is intensive and collaborative, ideally incorporating an evaluative stage. There are a variety of approaches to professional development, including consultation, coaching, communities of practice, lesson study, mentoring, reflective supervision, and technical assistance, etc.

Professional Growth Opportunities. Professional Growth Opportunities provide all employees access to equitable opportunities for ongoing professional development as well as the potential for advancement.

Professional Learning Communities (PLCs). Professional Learning Communities (PLCs) are teams of professional educators that meet regularly to collaborate on increasing student achievement and improving teaching effectiveness. Teachers in PLCs commit to using learning results (gathered through formative common assessments) to engage in ongoing collective inquiry and continuous improvement.

Proficiency Target. Proficiency Target is a measure (percent/number correct or rubric score) that designates the agreed-upon assessment score students must attain to demonstrate that they “fully meet” the standard or learning outcome.

Progress Markers. Progress Markers define what students should know and be able to do at specific points in their educational career, typically at the end of grade levels or specific courses or sequences of courses. (May also be referred to as benchmarks, learning targets, etc.)

Projected Budgets. Projected Budgets are a school budget for the coming year or years, based on assumptions of enrollment, costs and income from all revenue sources, designed for planning purposes. A projected budget must be modified and forecasted once actual numbers are realized.

Project-Based Learning. Project-Based Learning is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge and understanding, typically demonstrated in the creation of a product or performance.

Reflective Thinking. Reflective Thinking is the cognitive process that involves personal consideration of one’s own learning based on criteria; sometimes referred to as metacognition.

Relevance. Relevance is the application of knowledge in real-world situations, from predictable to unpredictable.

Religious, Spiritual, Moral and Ethical Dimensions of Learning. Religious, Spiritual, Moral and Ethical Dimensions of Learning are the knowledge, skills, understandings, and dispositions that acknowledge the transcendent nature of human beings and creation. In Catholic

schools, learning in the content areas includes raising questions of right and wrong, good and bad, examined from the perspective of faith and the Catholic worldview.

Resource. Resource is an allocation or supply from which benefit is produced. Typically, resources are materials, energy, services, volunteers, staff, knowledge, or other assets that are transformed to produce benefit and in the process may be consumed or made unavailable.

Results-Oriented. Results-Oriented is a focus on outcomes rather than inputs or intentions.

Retention (Related to Enrollment). Retention, enrollment retention, requires the school to attract, enroll, retain, and graduate talented and diverse students. Enrollment retention requires a school to be proactive and intentional and to engage in re-recruitment. This requires practical and cost-effective strategies to keep your current families enrolled. Retention rates should be calculated and the parameters for calculation should be clearly defined.

Retirement Plan. Retirement Plan is a financial arrangement (usually an income plan) designed to replace employment income upon retirement. These plans are based on employee goals and cover a wide range of options from pensions, individual retirement arrangements, profit-sharing plans, defined contribution plans, defined benefit plans, stock ownership plans, government plans, and others. Both employees and employers may contribute to an employee’s retirement plan. Guided planning for retirement should be provided by the diocese or the retirement plan’s investment advisor. (Most often these plans are set up by employers, insurance companies, the (arch)diocese, or other institutions).

Retreat. Retreat is withdrawal for a period of time from one's usual surroundings and activities to a place of solitude for meditation, self-examination, and prayer, to recognize God's presence in one's life.

Revenue Portfolio. Revenue Portfolio is a compilation of how much income you receive and the sources of that revenue. In a Catholic school, typically, the portfolio is broken into tuition (almost always the largest source), income from fundraising activities, donations, interest or investment income (for schools with an endowment or other large asset base), parish or diocesan subsidy, government assistance, and unrelated business income (examples: income from renting the building to summer camp or adult education program).

Revenue Sources. Revenue Sources are all funds and resources collected or received by a school or institution for carrying out its mission. For most Catholic schools or institutions, tuition and fees are a primary funding source; planning for resources must also include subsidies and grants; funds received from local, state, or federal government programs; income from facilities rental; income from auxiliary programs; and income from all long- and short-term fundraising activities.

Rigor. Rigor is the deep conceptual understanding that allows students to use knowledge automatically and routinely to solve problems and create solutions.

Rigorous Academic Standards. Rigorous Academic Standards are standards that are judged by appropriate experts to set high learning expectations based on college and career readiness. Rigorous academic standards designate learning goals that are challenging yet doable with effective instruction.

Rigorous Curriculum. Rigorous Curriculum is an inclusive set of intentionally aligned components—clear learning outcomes with matching assessments, engaging learning experiences, effective instructional strategies—sequenced to result in students achieving delineated learning standards based on college and career readiness.

Rubric. Rubric is a criterion-based scoring guide that enables judges to make reliable judgments about student work and enables students to self-assess their performance.

S.M.A.R.T. Goals. S.M.A.R.T. Goals are goals that are Strategic & Specific, Measurable, Attainable, Realistic/Relevant, and Timebound.

S.M.A.R.T.E.R. goals include Evaluate and Readjust.

Scaffolded. Scaffolded is a process in which students are given support until they can apply new skills and strategies independently.

School Asset Assessment. School Asset Assessment is the process by which a school evaluates the nature, quality, value, and sustainability of school assets for the purpose of planning. Normally assets are considered to be the strength of the school.

School Assets. School Assets are the collection of physical and human resources belonging to a school and usually include the following: faculty and staff, parent community, religious staff, facilities (including church or chapel), materials and equipment, (including technology and media), purchasing power, training and professional development opportunities, courses (shared online or with home-schoolers), teachers, financial capacity in community, and other.

School Community. School Community is the collection of the school constituencies including the faculty, staff, administration, governing body, students, parents, alumni and parish or community members who have regular interactions with the school.

School Constituencies. School Constituencies include the faculty, staff, administration, governing body, students, parents, alumni and parish or community members who have regular interactions with the school.

School Culture. School Culture is a shared system of beliefs and values that influences how members of a school community act and interpret the world.

Social Justice. Social Justice is the individual and institutional promotion of the common good. The conviction to cooperate with others to help make the institutions of society better serve this goal. Catholic social teaching develops this concept more fully. (See US-CCB.ORG for an in-depth discussion on Catholic social teaching; also go to The Catechism of the Catholic Church Article 3).

Socially Responsible Global Citizen. Socially Responsible Global Citizen is one who uses knowledge, skills, and understanding to make decisions and take action for the common good as set in a networked, worldwide context.

Spiritual Experiences. Spiritual Experiences are activities that help people develop their faith. Beyond retreat, these may include days of recollection, individual spiritual direction, spiritual companion groups, etc.

Spiritual Heritage. Spiritual Heritage is the spiritual tradition associated with the founding and administration of the school. This could be a religious order that was instrumental in the school's establishment, the spiritual and religious practices associated with the namesake of the school or another touchstone that aligns the school with the rich spiritual tradition of the Church.

Stakeholders (Catholic Education). Stakeholders (Catholic Education) are a person or group that has an interest in a local, system or diocesan enterprise or project. The primary stakeholders are its parents, staff, employees, investors, board members, parishioners, business community, etc.

Stakeholders (OV). Stakeholders (OV) are any members of the ecosystem that surrounds your school that are affected by your decisions or who have the power to affect the school's mission. (These include students, parents, teachers, staff, and volunteers, but should also be extended to include neighbors, local community leaders, parish, or diocesan officials, vendors, and suppliers and even leadership teams at other local schools). The relative importance of each of these groups will depend on the specific situation but listing them all helps to identify any potential strategy gaps: for example, a plan may be beneficial to the students and faculty but viewed as disruptive to different constituents in the community.

Student Growth. Student Growth is an agreed-upon evaluation measure of change in student learning based upon a defined span of time, usually one year.

Student Voice. Student Voice is the authentic statements and sentiments of students expressing their thoughts, ideas, or emotions in their own words.

Student Work. Student Work are products or performances generated by students to show what they have learned.

Summative Assessment. Summative Assessment is the demonstration of proficiency in knowledge and skills at the end of a period of instruction.

Sustainability. Sustainability is a term used to describe a program that can be maintained with ongoing support after the initial implementation phase.

Systemize. Systemize is to bring elements of the organization to a common code of operation for consistency of implementation of policy.

Talents. Talents are skills and abilities that allow someone to do something well.

Target Audience. Target Audience is a specific group of people, identified by the school, within the target market area at which the marketing message of the school is aimed. A target audience of people can be formed of clearly defined demographic factors/ characteristics. Determining the target audience and discovering the appropriate target market(s) are the most important activities in marketing management.

Technology (Information Technology). Technology (Information Technology) is an array of tools that support information acquisition, creation and sharing, such as word processing applications, spreadsheet software, organizing and brainstorming software, multimedia, data collection tools, web resources, communication software web resources, communication software, etc.

The Society for Human Resource Management (SHRM). Society for Human Resource Management (SHRM) is a professional human resources membership association headquartered in Alexandria, Virginia. The largest association in its field, SHRM promotes the role of HR as a profession and provides education, certification, and networking to its members.

Total Cost per Child. Total Cost per Child is the true cost of education, calculated by dividing the total costs of the budget by the projected (and actual) number of students. The total cost per child is an essential factor in setting tuition rates and fees as well as an important communication point with parents and other stakeholders.

Transparent. Transparent is characterized by the visibility or accessibility of information. Transparency describes a willingness to share school information—be it academic, operational, financial, or strategic—with stakeholders and the larger community in which the school operates.

Tuition. Tuition is a sum of money charged for a student's enrollment at a school. This sum of money usually is equal to or a large percentage of the real cost of providing an excellent education for the student.

Tuition Assistance. Tuition Assistance is financial support dollars provided by a Catholic school and/or (arch)diocese to make the cost of tuition accessible and affordable for all families. Usually, the amount of support provided is based on need and a needs assessment required by the school or the (arch)diocese. The awards are funded through donations, foundations, corporations, and others, who want to support families who seek a Catholic education.

Normally awards are determined yearly based on a family's ability to pay and funding resources available that year.

Understanding. Understanding is the level of insight into ideas, people, situations and processes that manifests itself by the learner being able to make sense of what he/she knows, knowing why it is so, and being able to use it in various situations and contexts (Adapted from Wiggins & McTighe).

Validity. Validity is the extent to which a concept or measurement is well founded and corresponds accurately to the real world. The "test" measures what it says it measures.

Value Added. Value Added is a data analysis methodology used to measure the impact the school is making on its students based on each student's individual starting point. For example, the Sanders' (1998) value-added approach yields information on gains students make from year to year.

Vertically Aligned Curriculum. Vertically Aligned Curriculum is planning curriculum across the grade levels, from kindergarten through high school, building upon instruction from year to year based upon standards. Correct vertical curriculum alignment improves student performance by decreasing the amount of instructional time consumed with re-teaching concepts, and/or eliminating the omission of critical learning.

(The curriculum is the agreed-upon set of decisions about what students will learn (content), how they will demonstrate their learning (assessments), and key strategies, activities, and resources teachers will use to coach students to demonstrate the specified learning.)

Viability. Viability is a term used to describe a program/school and its ability to flourish or grow moving into the future. At times this term is associated with determining if a program or school will continue or be discontinued.

Vision. Vision is what animates, articulates, and gives direction to the organization's mission. What the school commits to become to realize the mission.

Vision Statement. Vision Statement is a public declaration that schools or other educational organizations use to describe their goals for the future including what they hope to achieve if they successfully fulfill their organizational purpose or mission.

Wellness Program. Wellness Program is the school activities designed to support healthy behavior in the school and to improve health outcomes. The purpose of the program is to provide the means to enable students to increase control over and improve their health while in school with the intent to carry through such practices outside of the school setting. Activities may include health fairs, health education, medical screenings, health coaching, weight management programs, wellness newsletters, on-site fitness programs, and/or facilities and educational programs.

Written Curriculum. Written Curriculum is a published, easily accessible document and/or online source delineating the school's curriculum.

(The curriculum is the agreed-upon set of decisions about what students will learn (content), how they will demonstrate their learning (assessments), and key strategies, activities, and resources teachers will use to coach students to demonstrate the specified learning.)

FOOTNOTES

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[3] Congregation for Catholic Education. (1997). *The Catholic School on the Threshold of the Third Millennium*, Rome, 11.

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[5] United States Conference of Catholic Bishops. (2005). *Renewing Our Commitment to Catholic Elementary and Secondary Schools in the Third Millennium*, Washington DC

[6] Ozar, L. A., Weitzel-O'Neill, P., Barton, T., Calteaux, E., Hunter, C. J., & Yi, S. (2019). Making a Difference: The Promise of Catholic School Standards. *Journal of Catholic Education*, 22 (1).

[7] Catholic School Standards Study funded by the Conrad Hilton Foundation and conducted by Co-Principal Investigators Lorraine A. Ozar, Ph.D., Loyola University Chicago, and Patricia Weitzel-O'Neill, Ph. D., Boston College

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[12] Pope Francis, Encyclical *Fratelli tutti*, 3 October 2020; Zani, V. (2021). A New Vision for Education Towards Fraternal Humanism. *Journal of Catholic Education*. <https://doi.org/10.15365/joce.2401152021>

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