Exemplary Recognition: Academic Excellence

SCORING RUBRIC SUPPORTING DOCUMENT

Academic Excellence

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.

- 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.

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.

- 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.
- 7.4 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.
- 7.10 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.

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.

- 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.

1. **The curriculum adheres to the Archdiocese of Milwaukee policies/guidelines and curriculum standards, ensuring that each student successfully completes a sequence of rigorous and coherent expectations/courses based on vertically and horizontally aligned standards.**

Condensed Performance Levels

Highly Effective: The curriculum fully adheres to Archdiocese policies and standards, is highly rigorous and coherent, seamlessly aligned vertically and horizontally, and consistently supports all students in achieving and exceeding expectations.

Effective: The curriculum adheres to most Archdiocese policies and standards, provides rigor and coherence, demonstrates strong alignment, and supports most students in meeting expectations, with minor gaps.

Somewhat Effective: The curriculum partially adheres to Archdiocese policies and standards, shows limited rigor and coherence, has partial alignment, and inconsistently supports student achievement and progression.

Ineffective: The curriculum minimally adheres to Archdiocese policies and standards, lacks rigor and coherence, is poorly aligned, and fails to effectively support student achievement and progression.

Category 1: Adherence to Policies and Standards

- **Highly Effective:** The curriculum fully adheres to all Archdiocese of Milwaukee policies, guidelines, and standards, with evidence of thorough and consistent implementation across all grade levels.

- **Effective:** The curriculum adheres to most Archdiocese policies, guidelines, and standards, with minor inconsistencies in implementation or documentation.

- **Somewhat Effective:** The curriculum partially adheres to Archdiocese policies, guidelines, and standards, with notable gaps in implementation or alignment.

- **Ineffective:** The curriculum shows minimal adherence to Archdiocese policies, guidelines, and standards, with little to no evidence of alignment.

Category 2: Rigor and Coherence of Curriculum

- **Highly Effective:** The curriculum is exceptionally rigorous and coherent, providing students with challenging and well-structured courses that foster deep learning and academic excellence.

- **Effective:** The curriculum is rigorous and coherent, though some courses may lack consistency in challenge or structure.

- **Somewhat Effective:** The curriculum demonstrates limited rigor and coherence, with inconsistencies in course challenge and structure across grade levels.

- **Ineffective:** The curriculum lacks rigor and coherence, with unstructured and insufficiently challenging courses that fail to support student growth.

Category 3: Vertical and Horizontal Alignment

- **Highly Effective:** The curriculum is fully aligned both vertically and horizontally, ensuring seamless progression and integration of standards across grade levels and subject areas.

- **Effective:** The curriculum demonstrates strong vertical and horizontal alignment, though minor gaps or redundancies may exist in certain areas.

- **Somewhat Effective:** The curriculum has partial alignment, with noticeable gaps or redundancies that disrupt the progression or integration of standards.

- **Ineffective:** The curriculum lacks vertical and horizontal alignment, resulting in fragmented or disjointed learning experiences.

Category 4: Student Achievement and Progression

- **Highly Effective:** The curriculum effectively supports student achievement, with all students successfully completing rigorous courses and meeting or exceeding grade-level expectations.

- **Effective:** The curriculum supports most students in successfully completing courses and meeting grade-level expectations, though outcomes may vary.

- **Somewhat Effective:** The curriculum supports some students in meeting expectations, but progression is inconsistent, with gaps in achievement across grade levels.

- **Ineffective:** The curriculum fails to support student achievement, with many students struggling to complete courses or meet grade-level expectations.

2. **The curriculum in all content areas integrates Catholic values, embedding religious, spiritual, moral, and ethical dimensions into both content and pedagogy.**

Condensed Performance Levels

Highly Effective: Catholic values are deeply integrated into all aspects of the curriculum, applied across all content areas, reflected in instructional practices, and profoundly enhance student moral, spiritual, and ethical development.

Effective: Catholic values are regularly integrated into most aspects of the curriculum and content areas, reflected in instructional practices, and positively impact student learning and development, though with some inconsistencies.

Somewhat Effective: Catholic values are occasionally integrated into the curriculum and some content areas, with limited connection to instructional practices and inconsistent impact on student learning.

Ineffective: Catholic values are minimally integrated into the curriculum, rarely applied across content areas or reflected in instructional practices and have little to no impact on student learning and development.

Category 1: Integration of Catholic Values

- **Highly Effective:** Catholic values are deeply and consistently integrated into all aspects of the curriculum, with explicit connections to religious, spiritual, moral, and ethical dimensions.

- **Effective:** Catholic values are regularly integrated into the curriculum, with clear connections to religious, spiritual, moral, and ethical dimensions, though some areas lack depth.

- **Somewhat Effective:** Catholic values are occasionally integrated into the curriculum, but connections to religious, spiritual, moral, and ethical dimensions are inconsistent or superficial.

- **Ineffective:** Catholic values are rarely or minimally integrated into the curriculum, with little evidence of connections to religious, spiritual, moral, or ethical dimensions.

Category 2: Application Across Content Areas

- **Highly Effective:** Catholic values are consistently integrated across all content areas, ensuring a unified approach that reinforces the faith-based mission of the school.

- **Effective:** Catholic values are integrated into most content areas, though opportunities for broader application may be missed.

- **Somewhat Effective:** Catholic values are integrated into some content areas, but the approach is limited in scope or uneven in implementation.

- **Ineffective:** Catholic values are not consistently integrated across content areas, with little alignment to the school's faith-based mission.

Category 3: Connection to Pedagogy

- **Highly Effective:** Instructional practices consistently reflect Catholic values, fostering a teaching approach rooted in the faith's religious, spiritual, moral, and ethical dimensions.

- **Effective:** Instructional practices regularly incorporate Catholic values, though some aspects of pedagogy may not fully reflect the faith's dimensions.

- **Somewhat Effective:** Instructional practices occasionally reflect Catholic values, but the connection to pedagogy is inconsistent or underdeveloped.

- **Ineffective:** Instructional practices rarely reflect Catholic values, with little connection to the faith's dimensions in teaching.

Category 4: Impact on Student Learning and Formation

- **Highly Effective:** The integration of Catholic values profoundly enhances student learning, fostering strong moral, spiritual, and ethical development in alignment with Catholic teachings.

- **Effective:** The integration of Catholic values positively impacts student learning and development, though the depth and consistency of the influence vary.

- **Somewhat Effective:** The integration of Catholic values has a limited impact on student learning, with inconsistent effects on moral, spiritual, or ethical formation.

- **Ineffective:** The integration of Catholic values has little to no impact on student learning, with minimal influence on moral, spiritual, or ethical development.

3. **Students develop and apply critical thinking skills to conduct research, manage projects, solve problems, and make informed decisions guided by Gospel values, utilizing technology effectively and responsibly.**

Condensed Performance Levels

Highly Effective: Students consistently demonstrate advanced critical thinking, effectively use digital tools, excel in project management and research, and make informed, ethical decisions guided by Gospel values.

Effective: Students regularly apply critical thinking, effectively use technology, manage projects, conduct research, and make ethical decisions guided by Gospel values, with occasional gaps in depth or consistency.

Somewhat Effective: Students occasionally apply critical thinking, inconsistently use technology, manage projects, and conduct research, and demonstrate limited application of Gospel values in decision-making.

Ineffective: Students rarely demonstrate critical thinking, effective use of technology, project management, or research skills, and show minimal application of Gospel values in their decisions.

Category 1: Critical Thinking and Problem-Solving

- **Highly Effective:** Students consistently demonstrate advanced critical thinking skills to identify challenges, analyze information, and develop innovative solutions effectively.

- **Effective:** Students regularly demonstrate critical thinking skills to analyze information and solve problems, though solutions may lack depth or innovation.

- **Somewhat Effective:** Students occasionally demonstrate critical thinking skills, but their problem-solving approach is inconsistent or superficial.

- **Ineffective:** Students rarely demonstrate critical thinking skills, with little evidence of problem-solving or effective analysis.

Category 2: Effective Use of Technology

- **Highly Effective:** Students consistently and effectively use a variety of digital tools and resources to enhance learning, research, and project outcomes.

- **Effective:** Students regularly use digital tools and resources effectively, though opportunities to fully leverage technology may be missed.

- **Somewhat Effective:** Students occasionally use digital tools and resources, but their application is limited or inconsistent.

- **Ineffective:** Students rarely use digital tools and resources effectively, with little understanding of their application or purpose.

Category 3: Project Management and Research Skills

- **Highly Effective:** Students excel in managing projects and conducting research, demonstrating strong organization, thoroughness, and resourcefulness in their approach.

- **Effective:** Students regularly manage projects and conduct research effectively, though some aspects of organization or depth may need improvement.

- **Somewhat Effective:** Students occasionally manage projects and conduct research, but their approach is inconsistent or lacks organization and depth.

- **Ineffective:** Students rarely demonstrate effective project management or research skills, with little evidence of planning or thoroughness.

Category 4: Application of Gospel Values in Decision-Making

- **Highly Effective:** Students consistently make informed and ethical decisions guided by Gospel values, applying these principles thoughtfully in their work and use of technology.

- **Effective:** Students regularly apply Gospel values to their decision-making, though connections to ethical principles may sometimes lack depth.

- **Somewhat Effective:** Students occasionally apply Gospel values in decision-making, but their use of ethical principles is inconsistent or superficial.

- **Ineffective:** Students rarely apply Gospel values in decision-making, with little evidence of ethical consideration or guidance.

4. **Classroom instruction engages and motivates all students, addressing their diverse needs by applying current research in interventions, accommodations, and curriculum modifications.**

Condensed Performance Levels

Highly Effective: Instruction consistently engages and motivates students, addresses diverse needs with tailored strategies, integrates research-based practices, and implements effective accommodations and modifications for equitable learning.

Effective: Instruction regularly engages and motivates students, addresses most diverse needs, incorporates research-based practices, and implements accommodations and modifications with occasional gaps in consistency or depth.

Somewhat Effective: Instruction occasionally engages students, inconsistently addresses diverse needs, applies research-based practices sporadically, and uses accommodations and modifications with limited effectiveness.

Ineffective: Instruction rarely engages students, fails to address diverse needs, lacks research-based practices, and provides minimal accommodations or modifications, leading to inequitable learning experiences.

Category 1: Student Engagement and Motivation

- **Highly Effective:** Instruction consistently engages and motivates all students through dynamic, interactive, and inclusive methods tailored to diverse learning preferences.

- **Effective:** Instruction regularly engages and motivates most students, though some strategies may lack full inclusivity or adaptability.

- **Somewhat Effective:** Instruction occasionally engages students, but methods are inconsistent or fail to address the interests of all learners.

- **Ineffective:** Instruction rarely engages students, with little effort to inspire motivation or connect with diverse learning preferences.

Category 2: Addressing Diverse Needs

- **Highly Effective:** Instruction effectively addresses the diverse needs of all students, using tailored strategies and differentiated approaches to ensure equitable access to learning.

- **Effective:** Instruction regularly addresses the needs of most students, with some accommodations or strategies needing greater depth or consistency.

- **Somewhat Effective:** Instruction occasionally addresses diverse needs but lacks consistency, leaving some students underserved.

- **Ineffective:** Instruction fails to address diverse needs, offering little to no differentiation or equitable support.

Category 3: Use of Research-Based Practices

- **Highly Effective:** Instruction consistently integrates current research in interventions and teaching strategies, ensuring effective and evidence-based practices.

- **Effective:** Instruction regularly incorporates research-based practices, though opportunities to deepen or expand their use may be missed.

- **Somewhat Effective:** Instruction occasionally uses research-based practices, but their application is inconsistent or limited.

- **Ineffective:** Instruction rarely incorporates research-based practices, with little evidence of interventions informed by current research.

Category 4: Implementation of Accommodations and Modifications

- **Highly Effective:** Accommodations and curriculum modifications are consistently and effectively implemented, ensuring all students have access to equitable and meaningful learning opportunities.

- **Effective:** Accommodations and modifications are regularly implemented, though some strategies may lack consistency or effectiveness.

- **Somewhat Effective:** Accommodations and modifications are occasionally implemented, but their use is inconsistent and may not fully meet student needs.

- **Ineffective:** Accommodations and modifications are rarely implemented, leaving many students without the support they need to succeed.

5. **Classroom instruction intentionally addresses the affective dimensions of learning by fostering intellectual and social dispositions, building relationships, and developing habits of mind.**

Condensed Performance Levels

Highly Effective: Instruction consistently fosters intellectual and social dispositions, emphasizes strong relationship building, develops habits of mind, and is intentionally designed to integrate affective and academic dimensions seamlessly.

Effective: Instruction regularly promotes intellectual and social dispositions, supports relationship building, develops habits of mind, and considers affective dimensions, though some areas lack depth or consistency.

Somewhat Effective: Instruction occasionally addresses intellectual and social dispositions, builds relationships, and develops habits of mind, but efforts are inconsistent and lack intentional integration.

Ineffective: Instruction rarely addresses affective dimensions, including intellectual and social dispositions, relationship building, and habits of mind, with minimal integration into academic content.

Category 1: Fostering Intellectual and Social Dispositions

- **Highly Effective:** Instruction consistently fosters intellectual curiosity, resilience, collaboration, and respect, creating a rich environment that supports both academic and social growth.

- **Effective:** Instruction regularly promotes intellectual and social dispositions, but opportunities to deepen these qualities may be missed.

- **Somewhat Effective:** Instruction occasionally addresses intellectual and social dispositions, but efforts are inconsistent or lack depth.

- **Ineffective:** Instruction rarely addresses intellectual or social dispositions, with little evidence of fostering curiosity, resilience, or collaboration.

Category 2: Building Relationships

- **Highly Effective:** Instruction strongly emphasizes relationship building, fostering trust, respect, and collaboration among students and between students and teachers.

- **Effective:** Instruction regularly supports relationship building, creating a positive classroom culture, though some opportunities for deeper connections may be missed.

- **Somewhat Effective:** Instruction occasionally emphasizes relationship building, but efforts are limited or inconsistent, reducing their impact.

- **Ineffective:** Instruction rarely focuses on building relationships, leading to weak or disconnected classroom interactions.

Category 3: Developing Habits of Mind

- **Highly Effective:** Instruction explicitly develops habits of mind such as critical thinking, perseverance, and self-reflection, encouraging their application across learning experiences.

- **Effective:** Instruction regularly supports the development of habits of mind, though their integration into learning experiences may lack depth or consistency.

- **Somewhat Effective:** Instruction occasionally addresses habits of mind, but efforts are superficial or inconsistent.

- **Ineffective:** Instruction rarely addresses habits of mind, with little emphasis on fostering critical thinking, perseverance, or self-reflection.

Category 4: Intentionality in Instructional Design

- **Highly Effective:** Instruction is intentionally designed to address the affective dimensions of learning, seamlessly integrating intellectual, social, and emotional development with academic content.

- **Effective:** Instruction is designed to address affective dimensions, though integration with academic content is not fully optimized.

- **Somewhat Effective:** Instruction occasionally considers affective dimensions, but efforts are inconsistent or lack intentional design.

- **Ineffective:** Instruction rarely considers affective dimensions, with minimal effort to integrate intellectual, social, or emotional development.

6. **Teachers apply their expertise in subject matter, pedagogy, and technology to create experiences that promote student learning, creativity, and innovation.**

Condensed Performance Levels

Highly Effective: Teachers demonstrate deep subject knowledge, apply innovative pedagogy, seamlessly integrate technology, and consistently design experiences that foster creativity, critical thinking, and innovation.

Effective: Teachers show solid subject knowledge, use effective pedagogy, regularly integrate technology, and promote creativity and innovation, with occasional gaps in depth or engagement.

Somewhat Effective: Teachers display basic subject knowledge, inconsistently apply effective pedagogy, occasionally use technology, and provide limited opportunities for creativity and innovation.

Ineffective: Teachers demonstrate limited subject knowledge, rarely apply effective pedagogy, seldom use technology, and offer minimal opportunities for creativity or innovation in learning experiences.

Category 1: Knowledge of Subject Matter

- **Highly Effective:** Teachers demonstrate deep and comprehensive knowledge of their subject, presenting content with clarity, relevance, and confidence, inspiring student engagement.

- **Effective:** Teachers show solid knowledge of their subject, presenting accurate and relevant content, though connections to deeper concepts may occasionally be missed.

- **Somewhat Effective:** Teachers display basic knowledge of their subject, but content delivery lacks depth, relevance, or clarity in some areas.

- **Ineffective:** Teachers demonstrate limited knowledge of their subject, leading to inaccuracies or ineffective content delivery.

Category 2: Application of Effective Pedagogy

- **Highly Effective:** Teachers use innovative and research-based teaching methods, tailoring instruction to meet diverse learning needs and creating dynamic, student-centered experiences.

- **Effective:** Teachers regularly apply effective teaching strategies, meeting most student needs and providing engaging instruction, though some opportunities for differentiation may be missed.

- **Somewhat Effective:** Teachers occasionally apply effective teaching methods, but instruction lacks consistency, differentiation, or active engagement.

- **Ineffective:** Teachers rarely apply effective teaching methods, relying on limited or outdated strategies that fail to engage students.

Category 3: Integration of Technology

- **Highly Effective:** Teachers seamlessly integrate technology into instruction, enhancing learning experiences and empowering students to use digital tools effectively and responsibly.

- **Effective:** Teachers regularly incorporate technology into instruction, though its use may not always optimize learning or fully engage students.

- **Somewhat Effective:** Teachers occasionally use technology in instruction, but its application is inconsistent, basic, or not clearly linked to learning objectives.

- **Ineffective:** Teachers rarely use technology in instruction, or its application is ineffective or irrelevant to learning goals.

Category 4: Promotion of Creativity and Innovation

- **Highly Effective:** Teachers consistently design learning experiences that foster creativity, critical thinking, and innovation, encouraging students to explore, experiment, and take intellectual risks.

- **Effective:** Teachers regularly create opportunities for creativity and innovation, though some activities may not fully challenge or inspire students.

- **Somewhat Effective:** Teachers occasionally promote creativity and innovation, but opportunities are limited or lack meaningful engagement.

- **Ineffective:** Teachers rarely encourage creativity or innovation, offering minimal opportunities for students to explore new ideas or solve problems.

7. **Teachers design, develop, and assess authentic learning experiences using contemporary tools and resources to enhance content learning within meaningful contexts.**

Condensed Performance Levels

Highly Effective: Teachers consistently design authentic, real-world learning experiences, effectively integrate contemporary tools, contextualize content seamlessly, and use well-aligned assessments to measure student understanding in meaningful contexts.

Effective: Teachers regularly design authentic learning experiences, incorporate contemporary tools, contextualize content, and use aligned assessments, though with occasional gaps in depth or consistency.

Somewhat Effective: Teachers occasionally design authentic learning experiences, use contemporary tools, and contextualize content, but their efforts are inconsistent and assessments lack meaningful alignment.

Ineffective: Teachers rarely design authentic learning experiences, seldom use contemporary tools, fail to contextualize content effectively, and provide little to no aligned assessments for evaluating student progress.

Category 1: Design of Authentic Learning Experiences

- **Highly Effective:** Teachers consistently design highly relevant, real-world learning experiences that engage students in meaningful problem-solving and critical thinking.

- **Effective:** Teachers regularly design authentic learning experiences that connect content to real-world contexts, though some opportunities for deeper engagement may be missed.

- **Somewhat Effective:** Teachers occasionally design learning experiences with real-world connections, but they may lack depth, relevance, or clear application.

- **Ineffective:** Teachers rarely design authentic learning experiences, with minimal connections to real-world contexts or practical applications.

Category 2: Use of Contemporary Tools and Resources

- **Highly Effective:** Teachers effectively incorporate a wide variety of contemporary tools and resources to enhance learning, ensuring their application is purposeful and transformative.

- **Effective:** Teachers regularly use contemporary tools and resources to support learning, though their application may not fully optimize student engagement or outcomes.

- **Somewhat Effective:** Teachers occasionally use contemporary tools and resources, but their application is inconsistent, basic, or lacks a clear learning purpose.

- **Ineffective:** Teachers rarely use contemporary tools and resources, or their use is ineffective and unrelated to learning goals.

Category 3: Development of Contextualized Content

- **Highly Effective:** Teachers design content-rich experiences that integrate subject matter seamlessly into real-world contexts, fostering deeper understanding and application of knowledge.

- **Effective:** Teachers regularly contextualize content to enhance understanding, though connections to real-world applications may sometimes be underdeveloped.

- **Somewhat Effective:** Teachers occasionally contextualize content, but connections to real-world applications are limited or unclear.

- **Ineffective:** Teachers rarely contextualize content, presenting it in isolation without connections to real-world applications.

Category 4: Evaluation of Learning and Assessment

- **Highly Effective:** Teachers consistently design and use authentic assessments that align with learning experiences, effectively measuring student progress and understanding in meaningful contexts.

- **Effective:** Teachers regularly use assessments aligned with learning experiences to evaluate student progress, though opportunities for deeper alignment or feedback may be missed.

- **Somewhat Effective:** Teachers occasionally use assessments aligned with learning experiences, but their design or implementation lacks consistency or depth.

- **Ineffective:** Teachers rarely use assessments aligned with learning experiences, with little evidence of effective evaluation or meaningful feedback.

8. **School-wide and aggregated student data are normed to appropriate populations and shared with stakeholders to ensure transparency and inform decision-making.**

Condensed Performance Levels

Highly Effective: Student data are consistently normed to appropriate populations, comprehensively aggregated and analyzed, transparently shared with stakeholders, and effectively used to inform impactful decisions.

Effective: Student data are regularly normed to appropriate populations, aggregated and analyzed, shared with stakeholders, and used to guide decisions, with some areas for deeper application or clarity.

Somewhat Effective: Student data are occasionally normed, aggregated, and shared with stakeholders, but efforts are inconsistent, with limited use in decision-making.

Ineffective: Student data are rarely normed, aggregated, or shared with stakeholders, and are seldom used to inform meaningful decisions or improvements.

Category 1: Norming of Data to Appropriate Populations

- **Highly Effective:** Student data are consistently normed to appropriate populations, ensuring accurate, valid, and equitable comparisons that inform meaningful analysis.

- **Effective:** Student data are regularly normed to appropriate populations, though minor inconsistencies in accuracy or equity may exist.

- **Somewhat Effective:** Student data are occasionally normed to appropriate populations, but the process lacks consistency or validity in some areas.

- **Ineffective:** Student data are rarely normed to appropriate populations, resulting in inaccurate or inequitable comparisons.

Category 2: Data Aggregation and Analysis

- **Highly Effective:** Data are aggregated and analyzed comprehensively, providing valuable insights into school-wide trends and student outcomes.

- **Effective:** Data are regularly aggregated and analyzed, though some trends or outcomes may not be fully explored or understood.

- **Somewhat Effective:** Data are occasionally aggregated and analyzed, but efforts are inconsistent, and insights are limited or unclear.

- **Ineffective:** Data are rarely aggregated or analyzed effectively, with little evidence of actionable insights.

Category 3: Transparency and Communication with Stakeholders

- **Highly Effective:** Data are shared transparently and effectively with all stakeholders, ensuring accessibility, understanding, and engagement in the decision-making process.

- **Effective:** Data are regularly shared with stakeholders, though communication may lack full clarity or accessibility for all audiences.

- **Somewhat Effective:** Data are occasionally shared with stakeholders, but communication is inconsistent, unclear, or inaccessible to some groups.

- **Ineffective:** Data are rarely shared with stakeholders, resulting in minimal engagement or understanding of outcomes.

Category 4: Use of Data for Decision-Making

- **Highly Effective:** Data are consistently used to inform strategic decisions, driving improvements in policies, programs, and student outcomes.

- **Effective:** Data are regularly used to guide decisions, though opportunities to leverage insights for greater impact may be missed.

- **Somewhat Effective:** Data are occasionally used in decision-making, but efforts are inconsistent or lack depth and application.

- **Ineffective:** Data are rarely used to inform decisions, with little evidence of impact on policies, programs, or student outcomes.

9. **Faculty utilize a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to evaluate student learning and plan for ongoing growth.**

Condensed Performance Levels

Highly Effective: Faculty consistently align assessments with learning outcomes, use a variety of methods, analyze data for targeted planning, and implement strategies that support sustained student growth.

Effective: Faculty regularly align assessments with learning outcomes, use multiple methods, analyze data for planning, and support growth, with occasional gaps in depth or consistency.

Somewhat Effective: Faculty occasionally align assessments, use limited methods, inconsistently analyze data, and demonstrate minimal focus on supporting sustained growth.

Ineffective: Faculty rarely align assessments with outcomes, use minimal methods, fail to analyze data effectively, and show little evidence of supporting student growth.

Category 1: Alignment of Assessments with Learning Outcomes

- **Highly Effective:** Assessments are consistently aligned with clearly defined learning outcomes and instructional practices, ensuring accurate and meaningful measurement of student achievement.

- **Effective:** Assessments are regularly aligned with learning outcomes and instructional practices, though occasional gaps in alignment may exist.

- **Somewhat Effective:** Assessments are occasionally aligned with learning outcomes and instructional practices, but the connection is inconsistent or unclear.

- **Ineffective:** Assessments are rarely aligned with learning outcomes or instructional practices, resulting in ineffective measurement of student achievement.

Category 2: Variety of Assessment Methods

- **Highly Effective:** Faculty use a wide variety of assessment methods, including formative, summative, and performance-based approaches, to comprehensively evaluate student learning.

- **Effective:** Faculty regularly use multiple assessment methods, though the variety or balance of methods may be limited.

- **Somewhat Effective:** Faculty occasionally use varied assessment methods, but the range is narrow or lacks balance across assessment types.

- **Ineffective:** Faculty rarely use varied assessment methods, relying predominantly on one type of assessment to evaluate student learning.

Category 3: Use of Assessment Data for Planning

- **Highly Effective:** Assessment data are consistently analyzed and effectively used to plan targeted instructional strategies that address individual and group needs.

- **Effective:** Assessment data are regularly analyzed and used for instructional planning, though the depth or precision of the planning may vary.

- **Somewhat Effective:** Assessment data are occasionally analyzed and used for planning, but the connection to instructional strategies is limited or inconsistent.

- **Ineffective:** Assessment data are rarely analyzed or used for instructional planning, resulting in minimal adjustments to support student needs.

Category 4: Support for Sustained Student Growth

- **Highly Effective:** Assessments are consistently used to identify and support sustained growth, with clear strategies that promote continuous progress for all students.

- **Effective:** Assessments are regularly used to support growth, though strategies may lack consistency or depth in promoting long-term progress.

- **Somewhat Effective:** Assessments occasionally support student growth, but efforts are inconsistent or lack focus on sustained progress.

- **Ineffective:** Assessments rarely support student growth, with minimal evidence of strategies to promote continuous progress.

10. Criteria for evaluating student work and reporting are standards-based, valid, consistent, transparent, and administered fairly.

Condensed Performance Levels

Highly Effective: Criteria and reporting mechanisms are fully aligned with standards, valid, consistent, transparent, and administered equitably, ensuring accurate and fair evaluation of student work.

Effective: Criteria and reporting mechanisms are mostly aligned with standards, valid, consistent, and transparent, with minor gaps or inconsistencies in fairness or clarity.

Somewhat Effective: Criteria and reporting mechanisms show partial alignment with standards, inconsistent validity and transparency, and occasional issues with fairness or clarity.

Ineffective: Criteria and reporting mechanisms are rarely aligned with standards, lack validity and transparency, and are administered inconsistently, resulting in inequitable evaluations.

Category 1: Standards-Based Evaluation

- **Highly Effective:** Evaluation criteria are fully aligned with established standards, ensuring accurate and meaningful measurement of student learning.

- **Effective:** Evaluation criteria are mostly aligned with standards, though occasional gaps or inconsistencies may exist.

- **Somewhat Effective:** Evaluation criteria are partially aligned with standards, but connections to learning objectives are inconsistent or unclear.

- **Ineffective:** Evaluation criteria are rarely aligned with standards, leading to ineffective measurement of student learning.

Category 2: Validity and Consistency

- **Highly Effective:** Criteria and reporting mechanisms are valid, reliable, and applied consistently across all student evaluations, ensuring equitable outcomes.

- **Effective:** Criteria and reporting mechanisms are generally valid and consistent, though occasional discrepancies may arise.

- **Somewhat Effective:** Criteria and reporting mechanisms are inconsistently valid or applied, leading to uneven evaluation outcomes.

- **Ineffective:** Criteria and reporting mechanisms are rarely valid or consistent, resulting in unreliable evaluations and outcomes.

Category 3: Transparency of Reporting

- **Highly Effective:** Reporting mechanisms are fully transparent, providing clear and accessible information to students, parents, and stakeholders about evaluation criteria and results.

- **Effective:** Reporting mechanisms are regularly transparent, though some aspects of evaluation criteria or results may lack clarity or accessibility.

- **Somewhat Effective:** Reporting mechanisms are occasionally transparent, but significant gaps in clarity or accessibility limit stakeholder understanding.

- **Ineffective:** Reporting mechanisms lack transparency, providing minimal or unclear information about evaluation criteria and results.

Category 4: Fairness in Administration

- **Highly Effective:** Evaluation criteria are justly administered, ensuring equitable treatment for all students, free from bias or favoritism.

- **Effective:** Evaluation criteria are fairly administered in most cases, though minor inconsistencies or perceptions of bias may arise.

- **Somewhat Effective:** Evaluation criteria are inconsistently administered, with occasional evidence of bias or unfair practices.

- **Ineffective:** Evaluation criteria are rarely administered fairly, resulting in inequitable treatment or significant bias in assessments.

11. Faculty work collaboratively to design, implement, and refine curriculum, instruction, and assessment practices to maximize student achievement.

Condensed Performance Levels

Highly Effective: Faculty consistently collaborate to design, implement, and refine a cohesive curriculum, innovative instructional practices, and effective assessments, resulting in significant improvements in student achievement.

Effective: Faculty regularly collaborate to develop, implement, and improve curriculum, instruction, and assessments, positively impacting student achievement, with occasional gaps in consistency or depth.

Somewhat Effective: Faculty occasionally collaborate on curriculum, instruction, and assessments, but efforts are inconsistent and result in limited or uneven student achievement.

Ineffective: Faculty rarely collaborate on curriculum, instruction, or assessments, leading to minimal progress in student achievement and outdated practices.

Category 1: Collaboration in Curriculum Development

- **Highly Effective:** Faculty consistently collaborate to design and refine a cohesive, standards-aligned curriculum that addresses diverse student needs and promotes academic excellence.

- **Effective:** Faculty regularly collaborate to develop and refine the curriculum, though some opportunities for deeper alignment or innovation may be missed.

- **Somewhat Effective:** Faculty occasionally collaborate on curriculum development, but efforts are inconsistent, and the curriculum lacks coherence or alignment.

- **Ineffective:** Faculty rarely collaborate on curriculum development, resulting in a fragmented or outdated curriculum.

Category 2: Implementation of Instructional Practices

- **Highly Effective:** Faculty consistently collaborate to implement innovative, research-based instructional practices that engage students and support diverse learning styles.

- **Effective:** Faculty regularly collaborate to implement effective instructional practices, though opportunities for innovation or differentiation may be underutilized.

- **Somewhat Effective:** Faculty occasionally collaborate on instructional practices, but efforts are inconsistent or lack a focus on student engagement and differentiation.

- **Ineffective:** Faculty rarely collaborate on instructional practices, leading to outdated or ineffective teaching methods.

Category 3: Continuous Improvement of Assessment Practices

- **Highly Effective:** Faculty consistently collaborate to design, implement, and refine assessments that accurately measure student progress and guide instructional decisions.

- **Effective:** Faculty regularly collaborate on assessment practices, though some assessments may lack depth or alignment with learning objectives.

- **Somewhat Effective:** Faculty occasionally collaborate on assessment practices, but efforts are inconsistent, leading to limited impact on student progress.

- **Ineffective:** Faculty rarely collaborate on assessment practices, resulting in outdated or ineffective assessments.

Category 4: Impact on Student Achievement

- **Highly Effective:** Collaborative efforts in curriculum, instruction, and assessment consistently lead to significant improvements in student achievement across all learning areas.

- **Effective:** Collaborative efforts positively impact student achievement, though gains may not be consistent across all areas.

- **Somewhat Effective:** Collaborative efforts result in limited or inconsistent improvements in student achievement, with noticeable gaps in some areas.

- **Ineffective:** Collaborative efforts have little to no impact on student achievement, with minimal evidence of progress across learning areas.

12. **Faculty and professional support staff demonstrate and actively enhance their knowledge and skills to provide effective instruction, practice cultural sensitivity, and exemplify Gospel values.**

Condensed Performance Levels

Highly Effective: Faculty and staff consistently deliver effective instruction, actively engage in professional growth, demonstrate exceptional cultural sensitivity, and exemplify Gospel values, fostering an inclusive and faith-filled environment.

Effective: Faculty and staff regularly deliver effective instruction, participate in professional development, demonstrate cultural sensitivity, and model Gospel values, with occasional gaps in consistency or depth.

Somewhat Effective: Faculty and staff occasionally deliver effective instruction, participate in professional development, and demonstrate cultural sensitivity or Gospel values, but efforts are inconsistent or lack depth.

Ineffective: Faculty and staff rarely deliver effective instruction, engage in professional development, demonstrate cultural sensitivity, or model Gospel values, resulting in limited impact on the school community.

Category 1: Effectiveness of Instruction

- **Highly Effective:** Faculty and staff consistently deliver engaging, innovative, and effective instruction tailored to diverse learning needs, fostering exceptional student outcomes.

- **Effective:** Faculty and staff regularly deliver effective instruction, meeting most student needs and promoting positive learning outcomes, though opportunities for deeper engagement may be missed.

- **Somewhat Effective:** Faculty and staff occasionally deliver effective instruction, but efforts are inconsistent and fail to fully address diverse learning needs.

- **Ineffective:** Faculty and staff rarely deliver effective instruction, resulting in minimal student engagement or progress.

Category 2: Commitment to Professional Growth

- **Highly Effective:** Faculty and staff actively pursue and apply professional development opportunities, continuously improving their knowledge and skills to enhance teaching and support practices.

- **Effective:** Faculty and staff regularly engage in professional development, applying new knowledge and skills, though some opportunities for growth may be underutilized.

- **Somewhat Effective:** Faculty and staff occasionally participate in professional development but show limited application of new knowledge or skills.

- **Ineffective:** Faculty and staff rarely engage in professional development, with little effort to enhance knowledge or skills.

Category 3: Cultural Sensitivity and Inclusivity

- **Highly Effective:** Faculty and staff demonstrate exceptional cultural sensitivity, fostering an inclusive environment that respects and values diversity in all interactions.

- **Effective:** Faculty and staff regularly demonstrate cultural sensitivity, creating a respectful and inclusive environment, though occasional gaps in inclusivity may occur.

- **Somewhat Effective:** Faculty and staff occasionally demonstrate cultural sensitivity, but efforts are inconsistent or fail to create a fully inclusive environment.

- **Ineffective:** Faculty and staff rarely demonstrate cultural sensitivity, resulting in a lack of inclusivity and respect in interactions.

Category 4: Modeling of Gospel Values

- **Highly Effective:** Faculty and staff consistently exemplify Gospel values through their actions, fostering a faith-filled environment and serving as role models of compassion, integrity, and service.

- **Effective:** Faculty and staff regularly model Gospel values, positively contributing to a faith-filled environment, though opportunities for deeper impact may be missed.

- **Somewhat Effective:** Faculty and staff occasionally model Gospel values, but efforts are inconsistent and have a limited impact on fostering a faith-filled community.

- **Ineffective:** Faculty and staff rarely model Gospel values, with little evidence of contributing to a faith-filled environment.

13. Teachers continuously enhance their professional practice, exemplify lifelong learning, and demonstrate leadership within the school and professional community by effectively promoting and utilizing digital tools and resources.

Condensed Performance Levels

Highly Effective: Teachers consistently enhance professional practices, model lifelong learning, lead in digital practices, and effectively promote and integrate digital tools, inspiring students and colleagues.

Effective: Teachers consistently enhance professional practices, model lifelong learning, lead in digital practices, and effectively promote and integrate digital tools, inspiring students and colleagues.

Somewhat Effective: Teachers occasionally improve professional practices, model lifelong learning, and promote digital tools, but efforts are inconsistent and have limited impact on teaching and learning.

Ineffective: Teachers rarely improve professional practices, model lifelong learning, exhibit leadership in digital practices, or promote digital tools, with minimal impact on teaching and learning.

Category 1: Professional Growth

- **Highly Effective:** Teachers consistently seek out and apply professional development opportunities to improve their teaching practice, with a focus on integrating digital tools and strategies effectively.

- **Effective:** Teachers regularly engage in professional development, applying new knowledge to improve teaching practices, though digital integration may not be fully optimized.

- **Somewhat Effective:** Teachers occasionally engage in professional development, with limited application of knowledge to improve teaching practices or integrate digital tools.

- **Ineffective:** Teachers rarely engage in professional development, with little evidence of growth or effective use of digital tools in teaching.

Category 2: Modeling Lifelong Learning

- **Highly Effective:** Teachers consistently model lifelong learning by exploring new ideas, adapting to emerging technologies, and inspiring students and colleagues to adopt a growth mindset.

- **Effective:** Teachers regularly model lifelong learning, demonstrating curiosity and adaptability, though efforts to inspire others may be inconsistent.

- **Somewhat Effective:** Teachers occasionally demonstrate lifelong learning, but efforts are limited in scope or fail to consistently inspire students and colleagues.

- **Ineffective:** Teachers rarely demonstrate lifelong learning, showing little effort to adapt or inspire a growth mindset.

Category 3: Leadership in Digital Practices

- **Highly Effective:** Teachers consistently take on leadership roles in the school or professional community, advocating for and mentoring others in the effective use of digital tools and resources.

- **Effective:** Teachers regularly exhibit leadership in digital practices, sharing knowledge and guiding others, though opportunities for broader impact may be missed.

- **Somewhat Effective:** Teachers occasionally demonstrate leadership in digital practices, but efforts are inconsistent or lack significant impact.

- **Ineffective:** Teachers rarely demonstrate leadership in digital practices, with little evidence of mentoring or advocating for digital tools.

Category 4: Promotion of Digital Tools and Resources

- **Highly Effective:** Teachers consistently promote and demonstrate the effective use of digital tools, integrating them seamlessly into teaching and learning to enhance engagement and outcomes.

- **Effective:** Teachers regularly promote and use digital tools effectively, though integration into teaching and learning may not always be fully optimized.

- **Somewhat Effective:** Teachers occasionally use and promote digital tools, but their application is inconsistent or lacks impact on teaching and learning.

- **Ineffective:** Teachers rarely promote or use digital tools, with little evidence of their application to enhance teaching and learning.

Note on Sources:
The National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools, Second Edition, is the primary source for the Exemplary Recognition Program and all documents created for the program. Artificial Intelligence (ChatGPT) was used in the formatting of the documents.