



The Ohio  
Catholic School  
Accrediting  
Association



*“Continuous Improvement  
Rooted in Faith”*

*Updated and Revised, Summer 2018*

# ***Guidelines for Ohio's Catholic Schools***

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# ***Guidelines for Ohio's Catholic Schools***

## ***OCSAA Accreditation Introduction***

In 1994, the Bishops of Ohio formed the Ohio Catholic School Accrediting Association (OCSAA). The OCSAA is a collaborative undertaking of the Catholic dioceses in Ohio and is governed by the Superintendents of Schools who serve as the OCSAA Commission. The purpose of the OCSAA is to strengthen Catholic school identity and mission and to engage Catholic schools in the ongoing improvement of student learning.

OCSAA accreditation also requires schools to show evidence that they are implementing the *Operating Standards for Ohio's Catholic Schools – Elementary and Secondary Schools*. The Ohio Board of Education has approved these Standards as comparable to the *Standards for School Districts and Schools - Kindergarten through Twelfth Grade*. Through the OCSAA accreditation process, a new Catholic school can apply for a charter from the state of Ohio and existing Catholic schools can maintain their state charters.

The *Guidelines for Ohio's Catholic Schools* outlines the process through which a school seeks and maintains accreditation. In keeping with the mission of the OCSAA, this process has as its hallmark a commitment to continuous improvement. As each school engages in strategic planning, it moves toward the vision of a high performing school in which students are grounded in their faith life and achieve at high levels.

The OCSAA design for school continuous improvement is centered on the premise that we cannot be satisfied with our achievements of the past and we will work to support schools that systematically seek continuous improvement.

Students from our Catholic schools are better prepared for careers and citizenship in our global society when an educational organization, focused on Catholic school mission in order to pursue continuous improvement, examines its successes and challenges. Generated from data, a plan to engage in continuous improvement is developed and is focused on faith development, rigor and relevance. All of these efforts of continuous improvement are aimed to support students, teachers and administrators in the work of faith formation and facilitating educational opportunities to enhance core competencies for undefined futures. Necessary skills for success include:

- Stewardship and Discipleship
- Critical Thinking and Problem Solving \*
- Collaboration and Leadership \*
- Agility and Adaptability \*
- Initiative and Entrepreneurialism \*
- Effective Oral and Written Communication \*
- Accessing and Analyzing Information \*

### ***Refer to Appendix A: 21<sup>st</sup> Century Skills Resources***

The OCSAA organization serves to support schools in their process to strengthen faith development, to enhance excellence in instruction, and to use academic content to create engaged lifelong learners.

\* List from Tony Wagner, *The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need – and What We Can Do About It* (New York NY: Perseus Publishing, 2008).

## ***OCSAA Structure, Rules, Roles and Procedures\****

**GOVERNANCE:** The OCSAA Commission shall govern The Ohio Catholic School Accrediting Association (OCSAA). The Commission shall be comprised of the Superintendents of Schools of the Ohio dioceses.

**MEMBERSHIP:** Membership in the association is available to any Catholic school in Ohio that is recognized by the Bishop of the (Arch) Diocese in which it is located and that pays the annual membership fee.

**COMMISSION MEETINGS:** The OCSAA Commission shall meet on a regular basis. The Chairperson of the Commission sets meeting dates. In order to constitute a quorum for official business, it shall be necessary to have five (5) members of the Commission present and voting.

**DIRECTOR OF THE ASSOCIATION:** The Director of the Ohio Catholic School Accrediting Association (OCSAA) is hired by the Executive Director of the Catholic Conference of Ohio upon the recommendation of the OCSAA Commission. The Director is accountable to the Executive Director of the Catholic Conference of Ohio and the OCSAA Commission.

**EXTERNAL VALIDATION TEAM CHAIRPERSONS:** The Director of OCSAA appoints External Validation Team Chairpersons from a list of chairpersons approved by the OCSAA Commission.

**COMMITTEES OF THE OCSAA:** Advisory Committee, Review Committee, Appeals Committee and other Ad Hoc Committees as needed.

### **Governance:**

The Commission shall appoint a chairperson annually. The Catholic Conference of Ohio upon the recommendation of the OCSAA Commission shall employ a Director.

### **Membership:**

There are two categories of membership:

1. Full membership shall be granted to any member school that attains Full Accreditation status. The member school retains full membership as long as the school maintains Full Accreditation status.
2. Associate membership shall be granted to any member school that has not yet attained Full Accreditation status. Ordinarily, a school shall not hold associate membership for more than five continuous years.

#### **Membership Status of a School Seeking a Charter**

- a. Step One - The school applies to the OCSAA for membership in the OCSAA and for assistance in obtaining a letter of approval to operate from the Ohio Department of Education. The letter of approval is the first step in the process of obtaining a charter from the State Board of Education. The letter of approval is good for four years.
- b. Step Two - The school is given Associate membership in the OCSAA for three years. The school shall be required to fully implement all OCSAA Standards when the school is open, except those standards that require student attendance to implement, in which the school is given more time to implement (as specifically designated by the OCSAA and approved by the Ohio Department of Education).
- c. Step Three - No later than the third year of operation, the school begins the accreditation process with a self-study.

\* Applicable to Catholic schools in Ohio in the: Archdiocese of Cincinnati and Dioceses of Cleveland, Columbus, Steubenville, Toledo, and Youngstown and the Eastern Catholic Churches.

**Powers and Duties of the OCSAA Commission:**

- Establish priorities for the OCSAA office;
- Establish standing committees and assign ad hoc committees;
- Decide the accreditation status of each school that applies for accreditation or renewal of accreditation;
- Make final decisions regarding the approval of Progress Reports;
- Make final decisions regarding appeals made to the Commission through the Appeals Committee;
- Adopt policies for the Association;
- Make final decisions regarding accreditation standards, self-study processes, documents, and accrediting procedures;
- Establish annual dues and methods of payment;
- Approve the job description of the Director;
- Make recommendation to the Executive Director of the Catholic Conference of Ohio regarding the hiring and evaluation of the Director of the Association;
- Approve the list of External Validation Team Chairpersons and the list of persons eligible to serve on the Appeals Committee.

**Responsibilities of the Director of the Association:**

- Serve as a liaison to the Ohio Department of Education;
- Plan, organize, and direct the activities of the OCSAA;
- Provide training in the accreditation process (including an understanding of standards, procedures, and documents) for: Superintendents and diocesan Departments of Education, principals/steering committees, chairpersons for External Validation Teams, Members of the Review Committee, members of the Progress Review Committee, and others as needed;
- Develop accreditation materials;
- Develop and process OCSAA documents;
- Establish and maintain a database on the status of all member schools;
- Maintain a computer file for each member school that applies for accreditation. This file includes: the report of the External Validation Team, as received from the EVT team chairperson, the Preliminary School Improvement Plan, the self-study report, the Final School Improvement Plan as received from the school, Progress Report I and Progress Report II;
- Provide all communication required for operation of the OCSAA;
- Serve as executive secretary for the OCSAA Commission, the Review Committee, the Progress Review Committee, and other committees established by the OCSAA Commission;
- Represent the OCSAA Commission before other agencies and groups (e.g., the Ohio dioceses and their schools, other accrediting associations);
- Set up and operate the OCSAA office;
- Keep informed regarding research on school evaluation and governmental matters affecting the OCSAA;
- Establish and maintain a list of approved chairpersons for External Validation Teams and appoint chairpersons;
- Review corrective action plans for schools that are granted Conditional Accreditation and make recommendations to the OCSAA Commission;
- Issue noncompliance warnings to schools when directed by the OCSAA Commission;
- Hear any appeal made to the Director by a school in advance of the Director's recommendation to the Commission that the school not be approved for accreditation or renewal of accreditation;
- And other responsibilities as determined by the Executive Director of the Catholic Conference of Ohio and the OCSAA Commission.

**External Validation Team Chairpersons**

Qualifications of Chairpersons and General Guidelines: In order to serve as a chairperson of an External Validation Team, a person shall: have received training sponsored by the OCSAA regarding current OCSAA Standards and procedures; have prior experience as a member of an External Validation Team; and have experience in a leadership position. A person may not serve as a chairperson of an External Validation Team if the person is an employee of a Catholic elementary or secondary school located in the same (Arch) Diocese as the school being evaluated. No one shall serve as chairperson for more than one External Validation Team Visit in a single school year. These requirements may be waived by the Director of the Association in consultation with the (Arch) Diocesan Superintendent.

The Approved List of External Validation Team Chairpersons: Annually, each (Arch) Diocesan Department of Education submits to the Director of the OCSAA a list of candidates who are qualified and available to serve as chairpersons of External Validation Teams. Each (Arch) Diocesan Department of Education must submit a number of candidates that is equal to or greater than 25 percent of the total number of schools in that diocese. All schools, employed with 7 or more full-time professionals, are required to have a trained EVT chairperson willing to serve in this capacity. However, all schools are invited to send a representative to be trained, and serve, as a chairperson. The Director of the Association submits the list of candidates for chairpersons to the OCSAA Commission for approval.

### **Committees of the OCSAA**

**Advisory Committee:** This committee consists of at least one person from each (Arch) Diocese and chaired by the Director. The Superintendent of each (Arch) Diocese appoints members to the OCSAA Advisory Committee. The Advisory Committee member shall be accountable to the Commission and serve in an advisory capacity to the Director.

**Review Committee:** The Review Committee consists of at least twelve (12) persons: three (3) persons appointed by the Superintendent of Schools of each Ohio (Arch) Diocese. Ordinarily, members of the Review Committee serve for three (3) years. The Review Committee may possibly meet up to three times a year. The duties of the Review Committee are to review the Preliminary and Final School Improvement Plans and the reports of the External Validation Team and to make recommendations to the OCSAA Commission regarding the accreditation status of schools.

**Appeals Committee:** The Appeals Committee shall consist of the Director plus two (2) persons selected from a list of persons approved by the OCSAA Commission (Advisory and Review Committee Members). The school making the appeal shall select one representative from the approved list and the Director shall select one representative from approved list. Neither representative shall be from the (Arch) Diocese in which the school making the appeal is located. The duties of the Appeals Committee are to hear appeals submitted by member schools whose accreditation has been revoked or who have not been approved for accreditation or re-accreditation, and to make recommendations regarding those appeals to the OCSAA Commission.

### **Committee Procedures**

**The Review Committee:** A school that cannot verify that it is implementing all OCSAA Standards cannot proceed toward accreditation or re-accreditation until the requirement is satisfied or has been approved by the Director in consultation with the Commission. The Review Committee will not review the school's report until all OCSAA Standards have been met. The Review Committee of the OCSAA reviews the reports submitted and recommends to the OCSAA Commission one of the following actions: that the school be granted Full Accreditation; or that the school be granted Conditional Accreditation. This recommendation requires the Review Committee to indicate the corrective action and the timeline in which the corrective action must be completed in order for the school to advance from Conditional Accreditation to Full Accreditation.

**Review Committee Procedures:** The Director gathers and organizes materials from each school for review. No member is assigned to read materials for schools from his/her own (Arch) Diocese or any school in which he/she has served as a chairperson for the External Validation Team Visit. Two readers are assigned to read a school's materials. The assigned readers meet together for each school and follow the process described below: If both readers recommend "Full Accreditation", the Director indicates this on the review sheets; If both readers recommend "Conditional Accreditation", the entire Review Committee reviews the plan and votes. If the readers disagree on the accreditation status of the school, the Director instructs them to meet to attempt to reach consensus. If consensus is reached, the process continues based upon the above. If the readers cannot reach consensus, they notify the Director and the Director appoints a fifth reader. The recommendation for accreditation is based upon the majority opinion of the five readers. The process continues based upon the above. All materials are returned to the Director. All recommendations are forwarded to the OCSAA Commission. All proceedings of the OCSAA Review Committee are to remain confidential.

## OCSAA Accreditation Process Summary

A school seeking accreditation or renewal of accreditation begins by engaging in a self-study. The components of the self-study are part of the accreditation process approved by the OCSAA Commission.

1. The process assists the school in meeting the mission of the OCSAA, which is to “*strengthen Catholic school Identity and mission and engage Catholic schools in the ongoing improvement of student learning.*” In the final phase of the self-study process, the school develops a School Improvement Plan. The OCSAA requires that the school develop one goal that will focus on the continued improvement of the school’s Catholic Identity and mission and one goal that will focus on improved student academic performance.
2. The process enables the school to demonstrate to the Ohio Board of Education that it is meeting the Operating Standards. The Ohio Board of Education has approved the *Operating Standards for Ohio’s Catholic Schools – Elementary and Secondary Schools*. During the self-study process, a school validates the implementation of the Operating Standards.

The school documents its self-study through a series of reports:

- School Profile
- School’s Mission Statement and Statements of Belief
- Student Learning Areas
- Evaluation of Instructional and Organizational Effectiveness
- Validation of the Operating Standards
- Development of a Preliminary School Improvement Plan

### Steps of the Accreditation Process

**PLEASE NOTE: ALL FORMS ARE TO BE SUBMITTED, AND MAINTAINED, ON THE OCSAA WEB PORTAL THROUGH EACH INDIVIDUAL SCHOOL’S ACCOUNT.**

**STEP ONE:** Associate Members Complete the Application for Accreditation (*only for schools new to the OCSAA*)

- A. The school makes application to the Association in order to begin the steps toward accreditation.
- B. The date of the application is the beginning of the two-year self-study process. With the completion of the application, the school begins the process of self-study.

### STEP TWO: Form the Steering Committee

The school Steering Committee plans and supervises the process. The Steering Committee, appointed by the principal, is comprised of members of the faculty and administration, including the principal. The committee may include other stakeholders. Generally, the Steering Committee will have 3-5 members. This committee should be large enough to be representative but small enough to allow for effective deliberation. Ordinarily, the chairperson of the committee is a faculty member capable of guiding the self-study. The chairperson should not be the principal.

The duty of the Steering Committee is the overall organization and coordination of the process. The main function of the Steering Committee is to determine the method for reaching overall consensus on each of the self-study reports.

### STEP THREE: Conduct an Orientation of the Process

The success of the process will be enhanced if the faculty and staff have a clear understanding of what is involved. The faculty orientation session will be conducted either by (Arch) Diocesan personnel or a trained school steering committee. A school may refer to the following in an orientation session to develop this understanding.

- A. The purpose of Catholic education is to make known the Gospel message revealed in the person and teaching of Jesus Christ as communicated through the Church. The Catholic Church seeks to fulfill this purpose by offering educational programs that are designed to nurture the spiritual life, bring about full human development, and foster a just society.
- B. The Catholic school is one effective means for achieving this purpose both at the elementary and secondary levels. It is of absolute importance that each school offers quality education and leadership. The school self-study and evaluation process have been developed to ensure the viability of the school and assist with continuous improvement.



- C. The purpose of the self-study is to serve as an evaluation and planning medium for school improvement. It enables the school to measure existing quality, to validate the Operating Standards, and to identify means and methods of attaining even higher levels of performance.
- D. The self-study and the validation of the Operating Standards are interrelated. As a school engages in a self-study, it will be simultaneously validating a large portion of the Operating Standards.
- E. The OCSAA accrediting process is the means by which a school secures or maintains its charter. The self-study is an essential component of this accrediting process.
- F. A self-study is a self-evaluation of the school by the school community itself. It is important that the entire school community participate in the process. The benefit of the self-study is not just in the production of the report, but also in the process itself. The very activity of the study should produce improvement. As a result of the mutual effort and cooperation necessary for the study, all members of the school community will have a better understanding of the total program of the school.
- G. The self-study involves all faculty members, administrators and other stakeholders of the school community.
- H. The OCSAA school self-study is a process whereby a school:
  - 1. collects and **analyzes** the data to produce a picture of the school as it is;
  - 2. declares publicly its mission statement and statements of belief;
  - 3. determines areas of strength and areas of improvement for Catholic Identity and Academic Performance;
  - 4. evaluates itself (instructional and organizational effectiveness) in light of identified goal areas; and,
  - 5. develops a School Improvement Plan to engage in continuous improvement of Catholic Identity and Academic Performance.
- I. The Steering Committee may determine that an in-service would help participants to develop the necessary knowledge and skills. Knowledge and skills include:
  - 1. knowledge of various types of student academic performance data and other school data needed to produce a picture of student learning in the school;
  - 2. knowledge of how to analyze various types of data and various assessment practices that produce data;
  - 3. knowledge of how to produce a consensus statement among a large group, especially the faculty, concerning school purpose and goals;
  - 4. knowledge of how to use criteria to evaluate school processes; and
  - 5. knowledge of how to use the results of the evaluation to determine strengths and weaknesses, which form the basis for goal development.
- J. Considerations about the Self-Study Process: The OCSAA Self-Study Process becomes an essential part of the school staff development process during the two years of the self-study. Self-study is not something done to the faculty but with and by the faculty. Self-study is not something done by a select few of the faculty and then given to the faculty. While the Steering Committee is the group that facilitates the process, the entire faculty engages in the self-study.
- K. Component Parts of the OCSAA Model of Self-Study: The self-study model requires each step to be completed before the next step is started. Each step builds on the data and processes of the previous step. Taken together, the School Profile, the School's Mission Statement and Statements of Belief, Desired Results for Student Learning in Catholic Identity and Academic Performance, and Evaluation of Instructional and Organizational Effectiveness contribute to an understanding of the school's strengths and point to areas for improvement that the school needs to address. Each component is an important dimension that must be included to produce an accurate picture of the school.

**STEP FOUR:** Develop the School Self-Study following this ***OCSAA Writer's Guide***

- A. Develop the School Profile
- B. Write/Review/Revise the School's Mission Statement and Statements of Belief
- C. Define Best Practices and the Areas of Improvement for Student Learning
  - 1. Study researched-based current educational practice with respect to goal areas for improvement.
  - 2. Arrive at faculty consensus for areas of improvement.
- D. Evaluate the School's Instructional and Organizational Effectiveness with respect to the areas for improvement.
- E. Send to OCSAA Advisory member for review before uploading it to the school's web portal.

**STEP FIVE: Internal Validation**

- A. Organize the information needed to verify the Operating Standards
- B. Schedule a date for the Internal Validation with the (Arch) Diocesan Department of Education
- C. Advisory member requests OCSAA Director to assign an EVT chairperson

**STEP SIX: Develop a Preliminary School Improvement Plan incorporating research-based current educational practice including:**

- A. Goal Statements
- B. Means of Assessing the Goals
- C. Strategies
- D. Resources
- E. Send to OCSAA Advisory member for review

**STEP SEVEN: External Validation**

- A. OCSAA Director assigns an EVT Chairperson or Co-Chairpersons.
- B. Principal selects three to four team members from your own (Arch) Diocese.
- C. Prior to the External Validation Team Visit, the principal will:
  - 1. Contact the Chairperson and Inform the OCSAA Director of the Dates of the Visit
  - 2. Prepare for the Two-Day Team Visit (**Refer to Appendix G: EVT Visit Sample Schedule**)
  - 3. Send hard copies of all materials to the EVT Chairperson, Team Members and (Arch) Diocesan Department of Education at least three weeks in advance of the scheduled EVT Visit and
- D. Upload all documents to the school's self-study folder on the web portal
- E. External Validation Team Visit

**FINAL STEPS FOR ACCREDITATION**

- A. Review the External Validation Team Suggested Actions
- B. Revise the Preliminary School Improvement Plan
  - 1. Read and analyze the External Validation Team Suggested Actions.
  - 2. Respond to each suggested action.
  - 3. Develop a Revised School Improvement Plan. Rename document from "Preliminary" to "Revised".
  - 4. Apply suggestions from the External Validation Team to revise the Preliminary School Improvement Plan.
- C. Submit by USPS 3 hard copies of the reports for the OCSAA Review Committee (including the Preliminary School Improvement Plan, External Validation Team Suggested Actions, Response to Suggested Actions, Revised School Improvement Plan).
- D. Upload all reports on the web portal.
- E. Receive Notification of Action on Accreditation
- F. Implement the Final School Improvement Plan

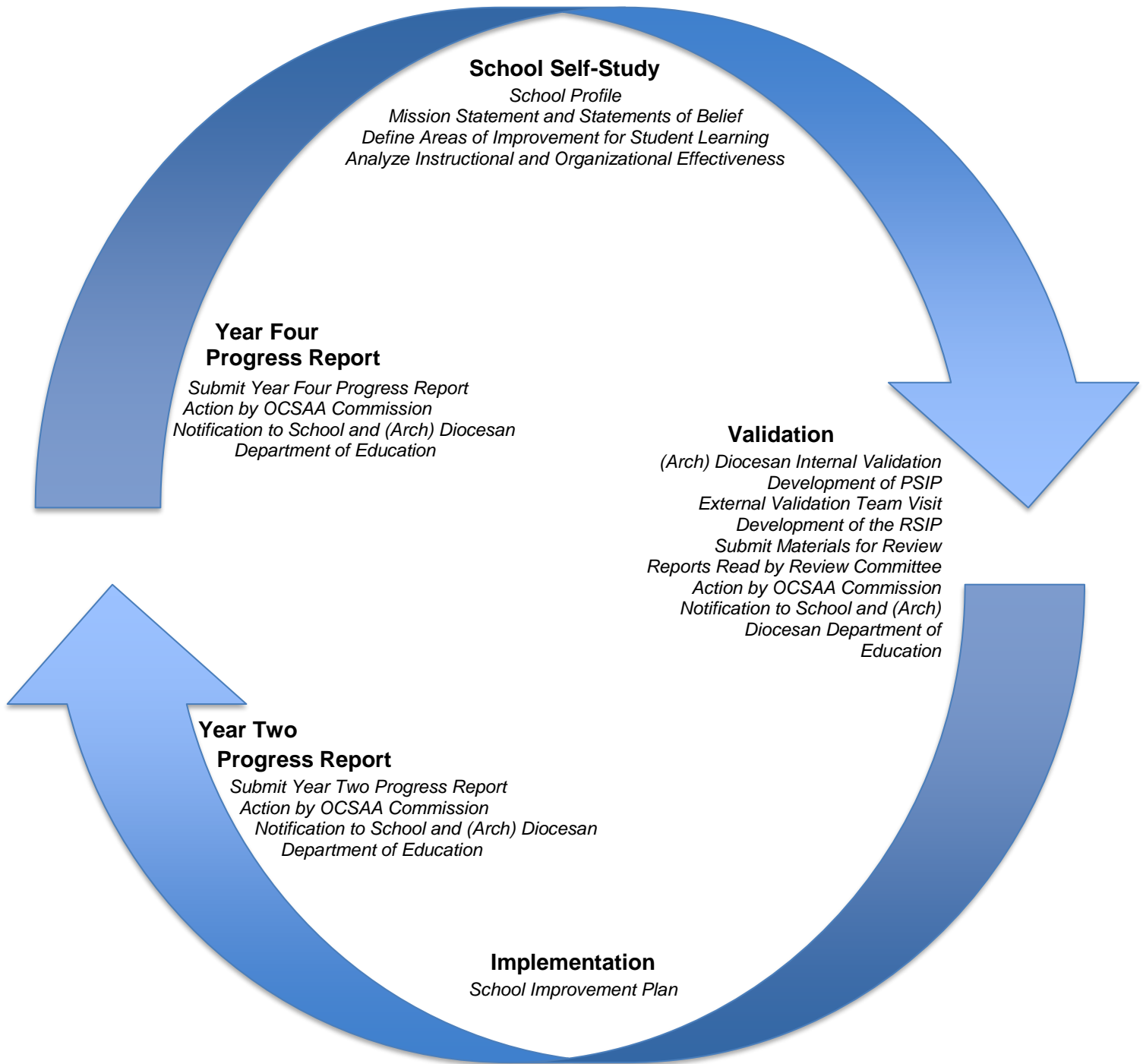
**YEAR ONE AND YEAR THREE OF IMPLEMENTATION**

- A. At the end of these years, complete the suggested Year One or Year 3 Review, Reflect, Revise Reports with the faculty as a way to see what is working in the plan, to gather data, and to revise the School Improvement Plan as needed. While these reports are for the school's internal process, it is highly recommended that each report is completed and upload to the web portal. The information will aid with the preparation of the required Progress Reports in the following years and as a reference to orient any new faculty members to the school improvement effort.

**YEAR TWO AND YEAR FOUR OF IMPLEMENTATION**

- A. Submit by USPS, one copy of the report, for the OCSAA Progress Review Committee.
- B. Upload the Progress Reports in the appropriate folder on the web portal.
- C. Receive Notification of Action on Progress Reports
- D. File Documentation of Assessment of Goals (to be kept at the school)

# OCSAA ACCREDITATION MODEL



## ***Self-Study Part 1: The School Profile***

The school profile is the summary of information necessary to understand the existing characteristics of students, school and community. To develop the profile, the school will collect, organize and analyze relevant and pertinent information including demographic data and student academic performance data from the past five years as well as student, faculty, and parent perceptions. The profile is the foundational document from which all the other steps of the self-study are developed. Therefore, it is very important that the data used in the profile give a succinct and accurate representation of the students and community served by the school. The data of the profile identify for the school both the areas of strength and the areas in need of improvement. The major focus of the profile is data that reveal a reflection of the school's Catholic Identity and the range of student Academic Performance.

### ***Writer's Guide to Self-Study Part 1: The School Profile***

#### ***Note: Charts and Graphs***

Not all data require a visual representation, i.e., chart or graph; however, trends, summaries, comparisons, etc. lend themselves to visual representation. Any information represented with a chart or a graph requires a narrative analysis of the data. Key elements for chart identification include: title, consistent measurements, legend, clarity, etc. Visuals must be embedded into the narrative portions of the profile.

#### ***A. Previous School Improvement Plan: Presentation, Analysis and Implications***

In narrative form, the essential components of this section include, but are not limited to, the following:

1. The goal statements
2. A summary of the results and analysis of Year Two Progress Report and Year Four Progress Report

#### ***B. Demographic Data: Presentation, Analysis and Observations***

##### ***Part I: School History and School Characteristics (should represent 5 years of data)***

1. This section of the profile identifies a comprehensive description of the school. The narrative could address, but is not limited to, the following questions:
  - a. *What are the Catholic cultural characteristics of the school?*
  - b. *Have there been significant changes in the major characteristics of the school over the past several years?*
2. Analyze the following school data to respond to the questions above.
  - a. Description of the following: school history; level of school (elementary, high), governance, i.e., Order, (Arch) Diocesan, Parish; recent restructuring; recognition or honors awarded to the school; changes to facilities; etc.
  - b. Longitudinal data on the following: full-time and part-time faculty; administration and support staff demographics (by race, ethnicity, gender, religious affiliation, years of experience, percentage who hold advanced degrees); types of licensure; teachers with religious education certification; etc.
  - c. Other possible school demographic data: enrollment data; student-teacher ratios; administrator-teacher and counseling ratios; curriculum offerings; description of co-curricular programs; percentage of students who participate in special needs programs (e.g., special education, bilingual, ESL, or other academic assistance programs); instructional resources; transportation of students; public school districts served; general school finance (financial trends, subsidized by parish or other sources, has funding changed, annual tuition, per pupil cost, amount of financial aid awarded); etc.

##### ***Part II: Community Demographic Data (should represent 5 years of data)***

1. This section of the profile identifies significant demographics related to the community served by the school. The narrative could address, but is not limited to, the following question:
  - a. *What are the general characteristics of the community?*
2. Analyze the following community demographic data to respond to the question above.
  - a. Description of the following: Chamber of Commerce statistics and census data of the community
  - b. Demographic profile of the community by age level of education, race, marital status, income, education; etc.
  - c. Economic and social conditions of the community (e.g., range of family socioeconomic status within the school)

- d. Measures of the extent of involvement of the community in the school, number and percentage of residents with school-age children, data about other youth-serving organizations in the community, financial resources available to support education, non-school programs and/or facilities in the community (e.g., libraries), parent and community organizations, parental participation and support of the school, community support; etc.

**Part III: Student Demographic Data (should represent 5 years of data)**

1. This section of the profile identifies significant demographics related to the student population served by the school. The narrative could address, but is not limited to, the following question:
  - a. *What are the general characteristics of the students served by your school?*
2. Analyze the following student demographic data to respond to the question above.
  - a. Longitudinal data on the following: the student population disaggregated by sub-groups (e.g., ethnicity, gender, English proficiency); number of students; high school graduation rate and college enrollment rates; drop-out rates; number of years at the school; percentage of students by health needs, disability type, living in single-parent households; participation in the free-and-reduced lunch program; mobility rate; living below the poverty level; parent education background, parent income level, parent employment; disciplinary issues including number and percentage of suspensions, expulsions and/or disciplinary referrals; number of students participating in the scholarship programs (EdChoice, EdChoice Expansion, Jon Peterson, Autism, Cleveland); etc.
  - b. Catholic vs. non-Catholic; student enrollment; parish baptismal rates and elementary enrollment; graduation from 8th grade feeder schools and high school attendance; participation by faculty and students in service; etc.
  - c. Student behavior statistics; discipline; attendance; tardiness; etc.

**Part IV: Analysis of Demographic Data:**

1. Possible questions to address:
  - a. *What are the key defining features of the school?*
  - b. *Are there characteristics that set it apart from other comparable schools?*
  - c. *Have there been any significant changes in the characteristics of the school and the demographics it serves over the past several years?*
  - d. *Are there trends or shifts in the demographic profile of the school?*
  - e. *What implications might the current demographic data have for a school improvement plan?*
2. Include any significant trends or shifts in the demographics of the school, community and/or students.

**C. Student Achievement and Catholic Identity Data: Presentation, Analysis and Observations**

**Student Academic Performance Data (should represent 5 years of data)**

1. This section of the profile provides a rich description of current levels of student achievement. The narrative could address, but is not limited to, the following questions:
  - a. *What are the types of assessments of student learning that are currently employed by the school?*
  - b. *What do the results of these assessments indicate about the current levels of student academic performance of the expectations for their learning?*
  - c. *What do the assessments of student learning indicate are the areas of strength in students' achievement?*
  - d. *What do the results indicate are limitations in student learning?*
  - e. *What assessments provide data to measure the Catholic culture of the school, and what do the results of these assessments reveal?*
2. Analyze the following data to respond to the questions above.
  - a. Longitudinal data on the following: student academic performance data, i.e., national, state and/or (Arch) Diocesan standardized, norm-referenced measures (e.g., STAR, MAP, IOWA, Terra Nova, AIR, OAA, Third Grade Reading Guarantee, etc.); criterion-referenced measures; performance-based measures; samples of student work; observations of student academic performance; portfolio assessments; PLAN, PSAT, ACT/SAT; National Merit Scholars; assessment of religious knowledge; ACRE results (including affective statements); etc.
  - b. Longitudinal data on the following: percentage of students that graduate, drop-out; enroll in challenging or advanced courses, College Credit Plus, Dual Enrollment; receive special services; attend post-secondary institutions, the work force, the military; etc.
3. Include any significant trends or shifts in student achievement and Catholic Identity data.

#### **D. Faculty, Student and Parent Perceptions: Presentation, Analysis and Observations**

##### *Stakeholder Perspectives on the Quality of Education:*

1. This section of the profile reflects the perceptions of the quality of the school held by teachers, students, parents, and community members (optional). The narrative could address, but is not limited to, the following questions:
  - a. *What are the opinions of the students, teachers, parents and community members about the quality of the school?*
  - b. *What does each group of stakeholders believe are the strengths and limitations of the school?*
2. Include any significant observations or cross trend analysis in the summary of the Survey Data. Suggestions include, but are not limited to the following:
  - a. Summary of the perceived strengths and limitations of the work of the school
  - b. Cross-group common question analysis
  - c. *Have opinions about the quality of the school changed over the years? If so, what are the trends or shifts in opinion that have been identified?*
  - d. *What are the implications of the results of the surveys of the school's stakeholder for the design and development of the school improvement plan?*
3. Analyze the following data to respond to the questions above.
  - a. Decide what data are to be collected in order to provide the picture of the school. The school is required to collect parent, teacher and student perceptions and opinions.
  - b. Decide the optimum means for collecting perceptions and opinions from the following groups: parents, students, faculty, graduates (optional), and community (optional). Questionnaires for students, parents and staff can be found on the OCSAA web portal and **must be used at the minimum (Refer to the Tools Section)**. Other surveys of choice may be used as well.

#### **SELF CHECK: While developing the Profile for your school, did you address the following:**

- A. Previous School Improvement Plan
  - ☐ Goal Statements and Progress Reports
- B. Demographic Data
  - ☐ School history, grade levels, governance ((Arch)Diocesan, Order, Parish), recent changes (restructuring), facility changes, honors/recognitions
  - ☐ Faculty Data
    - ☐ Full-time/Part-time; Administration; Support Staff
    - ☐ Staff Demographics (ethnicity, gender, religious affiliation, years of experience, degrees), types of licensure, religious education certification
  - ☐ School Demographic Data
    - ☐ Enrollment, student-teacher ratio, co-curricular programs
    - ☐ Percentage of students - IEPs/services plans/ESL/one-year exchange students/international students
    - ☐ Public school districts served, number of zip codes students come from
    - ☐ Finance – per pupil cost, subsidized by parish, tuition rates, aid dollars
  - ☐ Community Demographic Data
    - ☐ Characteristics of location
    - ☐ Characteristics of socio-economics of school community
    - ☐ School community partnerships
  - ☐ Student Demographic Data
    - ☐ Disaggregated data subgroups: ethnicity, gender, Catholic/Non-Catholic, free-reduced lunch, scholarship programs, health needs, disciplinary rates, eighth grade partner schools to Catholic high schools, attendance rates
- C. Student Achievement Data
  - ☐ Five years of (Arch) Diocesan and local data of tests administered to students (such as IOWA, MAP, Terra Nova, OAA, ACRE results)
  - ☐ High school graduation rates, AP/IB courses, College Credit Plus, Dual Enrollment, Military, 2-year and 4-year colleges
  - ☐ Hours of community service work



## ***Self-Study Part 2: Mission Statement and Statements of Belief***

Integral to the school self-study process is developing, or in some cases revising, and articulating the school's mission statement and statements of belief, as they are the foundation upon which all else is promulgated. All policies, procedures, practices, guidelines, and decisions should reflect the core of the school's mission statement and statements of belief. It is critical to periodically review these documents to ensure that the needs of all constituents are being appropriately addressed. It would be remiss and unacceptable to blindly accept the mission statement and/or statements of belief, as these components are dependent upon and representative of current demographics; i.e. changes in faculty, students, school culture, etc. Data in the profile provide justification to the school's mission statement and statements of belief. An indicator that the Mission Statement and Statements of Belief is a "lived reality" in the school is if anyone visiting the school sees, hears, feels the crux of these two documents.

### ***Writer's Guide to Self-Study Part 2: Mission Statement and Statements of Belief***

#### **Narrative Description of the Process of Defining the School's Mission Statement and Statements of Belief**

Necessary for developing the Mission Statement and the Statements of Belief are:

- ~ A collaborative process to build or refine the shared vision.
- ~ An integration of the data from the profile when developing the mission
- ~ Research in Catechetical formation and on current educational practices and emerging trends
- ~ Words that are easily understood by all – simple and brief
- ~ Reflective of the input of the stakeholders, not the vision and prose of a few key people

This section requires a narrative description of the process and the process used to build consensus to develop the school's Mission Statement and Statements of Belief. Faculties are instructed to use the OCSAA template for School Mission Statement and Statements of Belief to guide the reflection process for writing/reviewing the school mission and statements of belief (***Refer to Required Templates Section***). A completed template that gathers the consensus of the faculty is the required document for this section of the self-study.

**A Mission Statement is a brief statement that defines the purpose and function of the school: the reason the school exists.**

**The Mission Statement expresses a vision for which the school strives.**

Questions to consider:

- *Does the mission statement reference Catholic knowledge, teachings and/or beliefs?*
- *Does the mission statement motivate and inspire?*
- *Does the mission statement drive the decisions impacting the work of the school?*
- *Does the mission statement give clear purpose and direction to the school?*
- *Could the administration, faculty, staff, board, parents and community members readily use the mission statement to guide their own actions on behalf of the school?*

#### **A Mission Statement:**

1. the reason the school exists;
2. references parish/religious community roots;
3. identifies distinctive features of the school program;
4. describes important qualities and/or values of the school; and
5. identifies specific people or groups the school should be serving.

**The Statements of Belief represent the value structure of the school.**

Questions to consider:

- *Are the statements of belief clear and concise?*
- *Are they free of words that may not be understood by all?*
- *What would be different in your school tomorrow if these beliefs were fully implemented?*
- *Is everyone willing to make a commitment to the direction indicated by these beliefs?*
- *Are our beliefs reflected on behalf of our Catholic Identity and student learning?*

**The Statements of Belief is a list of what a school believes and values concerning the process of education, knowledge, the human person and the ministry of Catholic education.**

The Statements of Belief is an abridged version of school philosophy. In place of a narrative description of what a school values and believes about education, learning, and Catholic ministry (philosophy), the Statements of Belief simply lists the core beliefs that a school uses to direct its actions.

**SELF CHECK: While developing the Mission Statement and Statements of Belief for your school, did you address the following:**

- ☐ Narrative description of collaborative process employed
- ☐ Completed template



### ***Self-Study Part 3: Defining Areas of Improvement for Student Learning***

After reviewing the Profile, Mission Statement, and Statements of Belief, the school examines its data in order to articulate its vision by identifying strengths and areas of improvement for Catholic Identity and student academic performance.

Upon completion of this section, Areas of Improvement for Student Learning, the Areas of Catholic Identity and Student Academic Performance will be identified and further refined. This process begins with a review of previous goal areas and subsequent progress toward said goals. Goal areas that present themselves from the self-study are identified and the correlation between past focus and current direction is articulated. You are required to reference the data from the previous sections, i.e., Profile, Mission Statement and Statements of Belief, to justify the selected goal areas. It is at this point that research on best practices and current trends and a review of current school, (Arch) Diocesan, state and national goals is conducted to assist in establishing goals that are significant and enduring, give the school direction for the future, and move the school beyond current practice. Establishing a relationship between and amongst each of the steps will elucidate the topic areas on which the plan will be focused.

#### ***Writer's Guide to Self-Study Part 3: Defining Areas of Improvement for Student Learning***

##### **Narrative Description of the Process of Defining Areas of Improvement for Student Learning**

This section requires a narrative description of the process used to identify the topic areas as well as the process used to build consensus supporting these areas.

1. The narrative should include a description of:
  - Analyzing Student Learning Needs (Includes summary of data from Catholic Identity Survey and the Student Learning Survey)
  - Reviewing the School's Mission Statement and Statements of Belief as they relate to the areas for improvement
  - Developing a Shared Vision for Student Learning among the faculty
  - Defining Areas of Improvement for Student Learning
  - Reviewing Research and Current Local, State and National Expectations for Student Learning
2. Templates for Student Learning Areas
3. Templates for Research on Current Educational Practice

**SELF CHECK: While developing the Areas of Improvement for Student Learning for your school, did you address the following:**

- ☐ Narrative, including a description of
  - ☐ Analyzing Student Learning Needs
  - ☐ Reviewing the School's Mission Statement and Statements of Belief
  - ☐ Developing a Shared Vision for Student Learning
  - ☐ Defining Areas of Improvement for Student Learning
  - ☐ Reviewing Research and Current Local, State and National Expectations for Student Learning
- ☐ Templates for Student Learning Areas
- ☐ Templates for Research on Current Educational Practice

## ***Self-Study Part 4: Analyzing Instructional and Organizational Effectiveness***

The first three steps of the process focused on Catholic Identity and student academic performance. This step looks at the school as a system. The school evaluates itself on how well it can build on its strengths and addresses the areas in the Preliminary School Improvement Plan.

This section focuses on an analysis of the quality of the work of the school on behalf of student learning, i.e., the effectiveness of the school's current instructional practices and organizational conditions in supporting students' achievement of the desired results for their learning. One goal of this step is to build and strengthen the capacity of the school's future instructional system and organizational conditions to support student achievement in the selected goal areas.

### ***Writer's Guide to Self-Study Part 4: Analyzing Instructional and Organizational Effectiveness***

#### **Narrative Description of the Process of Analyzing Instructional and Organizational Effectiveness**

This section requires

1. A narrative description of the faculty process and timeline used to reach consensus on the key impact areas regarding the effectiveness of the organization to attain success in the goal areas established in Part 3 of the Self-Study.
2. The completed Instructional and Organizational Effectiveness Templates based on consensus of the reflection of the essential questions.

**SELF CHECK: While Analyzing Instructional and Organizational Effectiveness for your school, did you address the following:**

- ☐ Narrative
- ☐ Templates for Instructional and Organizational Effectiveness

## **Self-Study Part 5:**

### **Internal Validation Visit / Verification of Operating Standards**

The purpose of the Internal Validation Visit is to prepare a school for the External Validation Team Visit by insuring that the school is prepared with accurate documentation. The entire OCSAA process, including the Verification of Operating Standards, is intended to direct the school toward ongoing improvement. Identifying how the Operating Standards are evident in a school is one step of the process.

Verification to the (Arch) Diocesan Department of Education, the OCSAA, and the Ohio Department of Education that the school is implementing all of the required Operating Standards is provided in three ways:

1. Through the Internal Validation process by an administrator from the (Arch) Diocesan Department of Education prior to the finalization of the school's Preliminary School Improvement Plan.
2. Through the External Validation of the Operating Standards conducted by the External Validation Team Chairperson during the school's External Validation Team Visit in the second year of the self-study process.
3. Annually through the Annual Verification of Standards Report submitted on the OCSAA web portal. *This report is maintained in the OCSAA web portal database. **Refer to Forms: Annual Verification of Standards***

#### **Internal Validation Visit**

##### **A. The purpose of the Internal Validation Visit:**

1. To verify that all of the Operating Standards are implemented. *(Refer to Forms: Verification of Operating Standards Form)*
2. To validate that the areas of improvement identified for the School Improvement Plan are a direct result of the data analyzed from the self-study process and the Operating Standards.
3. To ascertain that one of the school's goals will address Catholic Identity and mission.
4. To ascertain that one of the school's goals will address Academic Performance.

##### **B. Process for Internal Validation Visit:**

1. The Internal Verification of Standards will occur during the second year of the self-study process prior to the External Validation Team visit. It is conducted by a designated (Arch) Diocesan Department of Education administrator or according to (Arch) Diocesan procedure.
2. Prior to the Internal Verification, the School Steering Committee:
  - a. Assures that all reports and documents that validate the Operating Standards are collected and accessible.
  - b. Has available the completed self-study document and areas of improvement that have emerged from the self-study and that will become the goals of the Preliminary School Improvement Plan.
3. The designated (Arch) Diocesan Administrator will upload a PDF copy of the Internal Verification of Operating Standards report to the school's file on the OCSAA web portal.

##### **C. Consequences for Internal Validation Deficiencies:**

Any deficiencies noted on the Internal Verification report must be corrected and/or addressed before the Verification of Operating Standards by the External Validation Team Chairperson.

## **Self-Study Part 6:**

### **Development of the Preliminary School Improvement Plan**

The development of the Preliminary School Improvement Plan is the expected outcome of the school's self-study process. The intended purpose of the four-year plan is to provide direction for continuous improvement in Catholic Identity and Academic Performance. The plan presupposes and integrates:

- Data from the profile analyzed
- Mission Statement and Statements of Belief aligned
- Student Learning Areas defined
- Related current educational practices researched
- Instructional and organizational effectiveness evaluated

### **Development of the Preliminary School Improvement Plan**

- I. Development of the Preliminary School Improvement Plan:  
The appropriate members of the school community will engage in the following steps to develop the Preliminary School Improvement Plan. This process should begin with an understanding of the components of the Preliminary School Improvement Plan (**Refer to Appendix C: School Improvement Plan Template**).
- II. Through consensus develop the Preliminary School Improvement Plan.
  - A. **Develop the Goals:** A goal is a specific and measurable accomplishment to be achieved within a specific time. *The school's self-study identifies major areas of concern or areas of improvement that are developed into goals for the School Improvement Plan.*
    1. Each goal must be significant and enduring and take the school beyond nationally expected current practice.
    2. The School Improvement Plan as a whole must cover a four-year timeline.
    3. Goals should focus on skill sets that include all grade levels and content areas. (**Refer to Appendix A: 21<sup>st</sup> Century Skills Resources**).

#### Validating the GOALS

- The Catholic Identity goal specifically references Catholic beliefs, teaching and/or practices (this does not necessarily require inclusion in the goal statement, but must be included in the plan).
- The academic performance goal is student-focused and skill-driven, describing what the student will do and learn as a result of the plan.
- The goals are measurable, with a starting point and an ending point.
- Data in the self-study support the goals.
- The goals challenge the school to go beyond nationally expected current practice through continuous improvement.

- B. **Determine the assessment of the goal, based upon data, to know if and to what degree the goal was accomplished.**

#### Validating the MEANS OF ASSESSING THE GOAL

- Means for assessing the goal will provide evidence of degree of student accomplishment of the goal through baseline data and Review, Reflect and Revise summaries.
- How will the school know that the students have achieved or made progress toward the goal?

- C. **Develop ANNUAL COMPONENTS for each goal.**

1. **Baseline of Student Knowledge or Understanding:** A starting point, as stated in your self-study, is used for comparison to track the effectiveness of implementation over time.

#### Year One:

- *What were the nationally normed standardized testing data used to determine the goal?*
- *What were the anecdotal formative data used to determine the goal?*
- *Did you make any connections between the standardized testing and the anecdotal data?*

- *Do you anticipate a need for additional forms of assessment (formative/summative) to accurately monitor growth?*
- *Do you need to develop a pre-test? If so, who will develop it?*
- *Will you need a new baseline assessment for each year if you are changing your focus from year to year?*
- *Do you need to develop an attitude or perception survey? If so, identify it.*
- *Will you be using a rubric? If so, identify it.*

Year Two and every year thereafter: Collect baseline data for new students and/or new strategy implementation.

- *Will you be adding a new grade level or curricular area that needs baseline data?*
- *Will you be adding additional data beyond the original baseline data to be used for comparison to track the effectiveness of implementation over time? If so, identify it.*
- *What connections did you make between the standardized testing and the anecdotal data?*

2. **Professional Development:** The formal in-service training to improve the content knowledge and pedagogical skill of teachers; the theory behind the practice that drives the application. Professional development is expected to grow deeper throughout the life of the plan.

Year One:

- *What new knowledge and understanding are needed to ensure successful implementation?*
- *Based on best practices, what professional development do the faculty and administration need to improve teacher capacity and student learning?*

Year Two and every year thereafter:

- *Based on best practices, what professional development do you anticipate will be needed to support Year Two? Year Three? Year Four?*
- *How will professional development evolve as the plan unfolds?*
- *How will you “loop in” new members of the faculty, staff and administration?*
- *How is professional development growing in depth and breadth?*

3. **Implementation of Professional Development:** Faculty collaborates to plan for the changes necessary to more effectively foster student learning.

Year One:

- *Collaboratively, how will the faculty:*
  - ~ *ensure student learning?*
  - ~ *create a culture of collaboration?*
  - ~ *focus on results for the students, the collaborative teams, and the school?*
  - ~ *support one another in the development and implementation of new teaching strategies? (e.g., changes in use of time and space, common planning time, additional meeting time, block scheduling, changes in classroom arrangement or organization, etc.)?*

Year Two and every year thereafter:

- *What will be this year’s focus?*
- *Based on your four-year design, how will the students continue to progress toward skill development and the goal?*
- *How will the faculty collaboration continue to grow and evolve?*

4. **Assessment and Instructional Strategies/Practices:** Specifically, how will instruction be different?

Year One:

- *How will the role of the teacher change?*
- *What new, innovative instructional practices will be implemented?*
- *How will your assessments (formative/summative) change to reflect the new instructional strategies?*
- *Have you developed additional formative and summative assessments to adequately monitor student growth?*

Year Two and every year thereafter: Specifically, how will instruction be different?

- *How will the role of the teacher change?*
- *What new, innovative instructional practices will be implemented?*

- *This year, how will teaching build on the previous year?*
  - *How will your assessments (formative/summative) change to reflect the new instructional strategies?*
  - *Have you developed additional formative and summative assessments to adequately monitor student growth?*
5. **Ongoing Student Learning: How will the students perform, apply or learn to “do” the skill(s)? Strategies should build logically upon one another (scaffolding). Strategies should provide the students the opportunities to demonstrate their depth of knowledge and application of skill set.**

Year One and every year thereafter:

- *What evidence or demonstrators will validate student learning?*
  - *How will the students be actively engaged in the learning process?*
  - *Have the students been given the opportunity for real-world applications?*
  - *Are connections being made across curricular areas and grade levels?*
  - *Is there an opportunity to expand student depth of knowledge?*
6. **Review, Reflect and Revise the Plan: Annually data is collected and compared to the baseline data to measure growth. Strategies require annual assessment of the data to measure growth and to adjust strategies accordingly.**

Year One and every year thereafter:

At the end of each year of implementation, the faculty will collaboratively review (redesign) and reflect on Progress Review.

- *What process will be used to ensure 100% involvement of all faculty and administration?*

**For each component, determine the resources necessary to implement each particular component, e.g., personnel, material, and/or monetary.**

- Are the resources sufficient and logical? A dollar amount is given, where appropriate.
- Are the resources specific and based on the researched current education practice that supports each strategy?
- Are the resources aligned with the appropriate strategy?
- If a website is listed, give the organization title along with the link.

## ***External Validation Team Visit***

The purpose of the External Validation Team Visit is:

1. To validate the school's self-study by providing the school and the Ohio Catholic School Accrediting Association with an objective on-site verification that the Operating Standards are fully operative in the school.
2. To validate, with constructive comments and recommendations, the school's Preliminary School Improvement Plan.

### ***External Validation Team Visit Procedures***

#### **I. Composition, Selection, and Appointment of the External Validation Team**

The team is composed of (a) a chairperson appointed by the Director of the Association and (b) additional persons (minimum of three) selected by the school.

##### **A. Chairperson**

1. Following the internal validation, the Advisory member electronically completes and submits on the web portal the Request for an EVT Chairperson to the OCSAA Director.
2. Once an EVT Chairperson is secured, the OCSAA Director sends official notification to the principal regarding contact information for the assigned chairperson. It is the responsibility of the Principal to contact said chairperson and secure two consecutive days for the External Validation Team visit. Within one week of the assignment by the Director, the Principal will notify the Director of the OCSAA and the (Arch) Diocesan advisory member of the dates of the visit.

##### **B. Team Members**

1. The *principal or designee* selects the members of the External Validation Team. The members of the External Validation Team shall not be employees, or former employees (within the last 3 years), of the school or parish. They are selected according to their ability to participate in the process (including the entire length of the visit) and react constructively to the school's Preliminary School Improvement Plan. The *principal or designee* will submit a Code of Ethics/Conflict of Interest form for the team members. A school seeking Dual Accreditation with AdvancEd is required to have a representative on the External Validation Team.
2. When selecting the members of the team, there should be a minimum of three team members, in addition to the chairperson. Up to six team members may be needed for larger schools or schools with multiple campuses.

- C. Any exceptions or special accommodations to the aforementioned need to be submitted in writing to the Director for approval.

#### **II. Preparation for the External Validation Team Visit**

- A. *No later than three weeks prior* to the External Validation Team Visit, the principal or designee submits online (in the school's folder) the following reports and forms: School Profile; School's Mission Statement and Statements of Belief; Student Learning Areas; Evaluation of Instructional and Organizational Effectiveness; Validation of Operating Standards; and Preliminary School Improvement Plan. *The school will submit paper copies to the EVT chairperson and the External Validation Team members.* If these materials are not submitted by the three-week deadline, the visit may be cancelled. The assigned chairperson may contact the OCSAA Director to have the visit rescheduled.

#### **III. EVT Verification of Operating Standards and the Preliminary School Improvement Plan**

##### **A. Validation of the Preliminary School Improvement Plan**

1. The EVT Chair conducts the team orientation (***Please refer to Appendices H, I, J, K, L***)
2. During the visit, the team members will meet with all faculty members and other school representatives to discuss the goals and action plans.
3. Team members build consensus.
4. The entire External Validation Team determines recommendations that will be included in the External Validation Team Suggested Actions form.
5. At the conclusion of the visit, the team has a meeting with the principal and steering committee members to share initial consensus findings of the visit.



**NOTE: Consequences for School Requiring a Second EVT Visit:** The school will pay an additional fine of \$1.75 per student for that school year; the Principal will be required to hand-deliver to OCSAA the Accreditation Report and the new Preliminary School Improvement Plan; and, the school's accreditation status will be changed to **Probationary (no Accreditation)**.

B. Validation of Operating Standards

During the first day of the visit after the team leaves for the afternoon, the chairperson meets with the principal or designee and others as necessary to review the documentation for all Operating Standards.

**NOTE: Consequences for External Validation Deficiencies:** The OCSAA Commission will review the External Validation of Standards Report and will make decisions regarding necessary corrective actions.

C. Closing Team Meeting

1. All materials are to be collected and returned to the school hosting the visit. Materials with written notes will be collected and shredded by the External Validation Team chairperson.
2. Expenses of the External Validation Team
  - a. The school is responsible for all expenses of the External Validation Team that relate directly to the visit (e.g., lodging, meals, travel). No honorarium or stipend is to be paid to the chairperson or members of the External Validation Team.
  - b. The chairperson shall approve all claims for reimbursement of expenses incurred by team members. The chairperson shall submit the expenses to the principal or designee of the school at the end of the visit using the Ohio Catholic School Accrediting Association External Validation Team Visit Expense Report Form. These expenses are to be paid no later than 2 weeks following the visit.

D. Final Report of the External Validation Team

Following the visit, based upon the discussion with the External Validation Team and the worksheets, the chairperson finalizes the Report of the External Validation Team. This report shall include the following: External Validation Team Suggested Actions (both pages). All team members must review the report within 48 hours of the visit. Once consensus has emerged, the chairperson submits the Verification of Operating Standards: External and the External Validation Team's Suggested Actions (front and back pages) on the host schools web portal within one week of the External Validation Team visit.



## ***Final Steps for Accreditation***

The final phases of the accreditation process include the development of the *Revised School Improvement Plan*, by the school, after the External Validation Team visit; the submission of the reports to the OCSAA Review Committee and the official action by the Commission.

### ***Procedures for Completion of Accreditation***

#### **I. Development of the *Revised School Improvement Plan***

- A. Reconvene the Steering Committee after receiving the External Validation Team Report.
- B. Develop the *Revised School Improvement Plan* by addressing the recommendations of the External Validation Team from the EVT Suggested Actions and using the Response to the Suggested Actions of the External Validation Team form.
- C. Share revisions with the faculty and gain consensus.
- D. Format the Revised School Improvement Plan using the following forms: Response to the Suggested Actions of the External Validation Team; and, the Revised School Improvement Plan. **PLEASE NOTE: *Be sure to change the date of submission from the Preliminary Plan.***
- E. The school submits materials on the web portal to be reviewed by the OCSAA Review Committee by April 15<sup>th</sup>. ***This deadline is non-negotiable. Submit to the (Arch) Diocesan Advisory Member, by April 15<sup>th</sup>, three hard copy sets of the Preliminary School Improvement Plan, the EVT Suggested Actions, the Response to the EVT Suggested Actions, and the Revised School Improvement Plan.***

#### **II. Evaluation by the OCSAA Review Committee**

The OCSAA Review Committee reviews the submitted documents and recommends to the OCSAA Commission one of the following actions:

- A. The school is granted Full Accreditation.
- B. The school is granted Conditional Accreditation. This recommendation requires the Review Committee to indicate the corrective action, and the timeline in which the corrective action must be completed, in order for the school to advance from Conditional Accreditation to Full Accreditation.
- C. The school is Not Accredited. Schools that cannot verify that they meet the Operating Standards are automatically denied accreditation until the requirement(s) is/are satisfied. The reports are not reviewed until all Operating Standards are fully operative in the school.

#### **III. Action by the Ohio Catholic School Accrediting Association Commission**

Final responsibility for accreditation rests with the OCSAA Commission. Commission action will ordinarily occur at the regularly scheduled meetings of the Commission. Accreditation will be for a period of 6 years.

- A. Schools recommended for Full Accreditation: Director submits names to Commission for approval.
- B. Schools recommended for Conditional Accreditation: Director submits synopsis for each school. The Commission discusses each school, one at a time. If there is agreement on conditional status, corrective action, and timeline, the Commission requests that the Director communicate this, in writing, to the school and to the appropriate (Arch) Diocesan Department of Education. If there is not agreement, then a decision is made by majority vote of the Commission. The Superintendent of the diocese in which the school is located does not vote. The Director communicates the Commission's decision, in writing, to the school and to the appropriate (Arch) Diocesan Department of Education.
- C. Schools not accredited due to failure to meet Operating Standards. The OCSAA Commission is the ultimate arbiter for non-compliance.

#### IV. Notification to the School and (Arch) Diocesan Department of Education

The decision of the Commission is communicated in writing to the school and to the (Arch) Diocesan Department of Education.

- A. In the case where the school is granted Conditional Accreditation, the notification shall indicate the corrective action that the school is required to implement to pursue Full Accreditation. The school is required to work with the (Arch) Diocesan Advisory Representative to implement the recommendations from the Review Committee.
- B. In the case where the school is not approved for accreditation, the notification shall direct the school with the corrective action required to pursue accreditation. Once the school's accreditation has been revoked, the Director shall notify the school of its right to appeal and the procedures for appeal. The final decisions rest with the Commission.

#### V. Advancing from Conditional Accreditation to Full Accreditation

If a school receives Conditional Accreditation, it will be given a specific timeline (July 1<sup>st</sup>) within which the schools is required to revise its most recently submitted School Improvement Plan.

- A. The school will resubmit the final plan via e-mail to the OCSAA Director. ***(Please Note: the date on the plan should be changed to reflect the new date of the revisions.)***
- B. The Director reviews the plan and recommends to the Commission one of the following actions:
  - 1. the school be granted Full Accreditation; or
  - 2. the school be denied accreditation. This recommendation requires the Director to indicate the reasons for which accreditation should be denied.

## ***Year Two and Year Four Progress Reports***

During the four years of a school's implementation of its school improvement plan, a progress report is due twice to OCSAA to indicate the progress on the school's goals.

### ***Procedures for Completion of Year Two and Year Four Progress Reports***

#### **I. Progress Reports**

- A. At the end of Year 2 of the Plan and at the end of Year 4 of the Plan, the school shall submit a Progress Report by May 1<sup>st</sup>. The Progress Report shall indicate the progress that the school has made on its Final School Improvement Plan, including any modifications that have been made to the Final School Improvement Plan (***Refer to Required Templates: Year Two Progress Report and Year Four Progress Report***).

#### **II. Evaluation by the OCSAA Progress Review Committee**

The OCSAA Progress Review Committee reviews the submitted Progress Reports and recommends to the OCSAA Commission one of the following actions:

- A. The school is granted Full Acceptance, or
- B. The school is granted Conditional Acceptance. This recommendation requires the Progress Review Committee to indicate the corrective action, and the timeline in which the corrective action must be completed, in order for the school to advance from Conditional Acceptance to Full Acceptance.

#### **III. Action by the Ohio Catholic School Accrediting Association Commission**

Final responsibility for acceptance rests with the OCSAA Commission. Commission action will ordinarily occur at the regularly scheduled meetings of the Commission.

- A. Schools recommended for Full Acceptance: Director submits names to Commission for approval.
- B. Schools recommended for Conditional Acceptance: Director submits synopsis for each school. The Commission discusses each school and if there is agreement on conditional status, corrective action, and timeline, the Commission requests that the Director communicate this, in writing, to the school and to the appropriate (Arch) Diocesan Department of Education. If there is not agreement, then a decision is made by majority vote of the Commission. The Superintendent of the (Arch) Diocese in which the school is located does not vote. The Director communicates the Commission's decision, in writing, to the school and to the appropriate (Arch) Diocesan Department of Education.

#### **IV. Notification to the School and (Arch) Diocesan Department of Education**

The decision of the Commission is communicated in writing to the school and to the (Arch) Diocesan Department of Education.

- A. In the case where the school is granted Conditional Acceptance, the notification shall indicate the corrective action that the school is required to implement to pursue Full Acceptance.
- B. In the case where the school is not approved for acceptance, the notification shall direct the school with the corrective action required to pursue acceptance. Once the school's accreditation has been revoked, the Director shall notify the school of its right to appeal and the procedures for appeal. The final decisions rest with the Commission.

#### **V. Advancing from Conditional Acceptance to Full Acceptance**

If a school receives Conditional Acceptance, it will be given a specific timeline (July 1<sup>st</sup>) within which the schools is required to revise its Progress Report.

- A. The school submits a revised Progress Report to the Director of OCSAA.
- B. The Director reviews the revised report and recommends to the Commission one of the following actions:
1. the school be granted Full Acceptance; or
  2. the school be Denied Acceptance. This recommendation requires the Director to indicate the reasons for which acceptance should be denied. The Commission will vote to revoke accreditation. Once the school's accreditation has been revoked, the Director shall notify the school of its right to appeal and the procedures for appeal. The final decisions rest with the Commission.

## **VI. Action to be Taken if a School Fails to Submit a Progress Report**

- A. Step One – The Director shall notify the Commission of any school that has failed to submit a Progress Report as required by the OCSAA.
- B. Step Two – The Commission shall instruct the Director to send a warning to the school. The warning letter shall indicate that the school has 30 days to submit the missing Progress Report. The warning shall also inform the school that if the school does not submit the appropriate Progress Report within 30 days, the Commission shall change the school's accreditation status to *Probationary*.
- C. Step Three – If the school submits a Progress Report within 30 days, the report shall be reviewed according to Progress Review procedures.
- D. Step Four – If the school fails to submit an acceptable Progress Report within 30 days, the Commission shall vote to revoke the school's accreditation.

### **SELF CHECK: Submission Directions:**

- **Do not include raw data**
- **Do not include attachments**
- **Do not include demonstrators**
- **A narrative must accompany any charts or graphs**
- **There must be data to support any conclusions**

## ***Annual Verification of Operating Standards***

All chartered non-public schools in the state of Ohio are required to be current with all Operating Standards at all times. Verification of Standards is an ongoing process to ensure that a school is implementing all of the required Operating Standards. To maintain accreditation, biannually by October 31<sup>st</sup> and February 28<sup>th</sup>, a school is required to update and maintain compliance with the Annual Verification of Standards Reports found on the OCSAA web portal.

In addition to the Annual Verification of Operating Standards, there are specific times during a school's accreditation cycle when documents are required to be submitted to the OCSAA. These are important components to a school's accreditation (Self-Study and Preliminary School Improvement Plan, Revised/Final School Improvement Plan, Year Two Progress Report and Year Four Progress Report). Failure to be current in any of these areas may cause a school's accreditation status to be changed to Conditional Accreditation, Probationary, and/or to begin the process of revoking a school's accreditation.

### **A. Annual Verification of Standards Report and the Catholic Conference of Ohio's Standard School Survey:**

Each year the school must complete the OCSAA Annual Verification of Standards Report and the Catholic Conference of Ohio's Standard School Survey by October 31<sup>st</sup>. The Annual Verification of Standards (AVS) reports are completed online via the OCSAA Web Portal and the Standard School Survey is primarily completed by e-mail from the (Arch)Diocesan office with the exception of College Credit Plus which is completed on the OCSAA web portal. The AVS report verifies to the (Arch) Diocesan Department of Education, the OCSAA, and the Ohio Department of Education that the school is implementing all of the Operating Standards. The required components of this report include the following information for all employees paid by the school (licensed and non-licensed): name (first, middle, last), birthdate, title or function, dates of most recent FBI and BCI background checks, license/certification/permit numbers, religious education certification expiration date, and date of Child Protection Program training. Other information includes: dates of most recent fire and health and safety inspections, implementation of diocesan approved courses of study, accreditation dates, school calendar and compliance with all other Operating Standards. The website address is [www.ocsaa.org](http://www.ocsaa.org). The (Arch) Diocesan Departments of Education will provide login information and further instructions.

### **B. Annual Verification of Standards – Policy and Timeline**

**As adopted by the Commission (Superintendents of the 6 Dioceses in Ohio) on March 7, 2018**

***This policy has been adopted to ensure compliance with State Operating Standards as required by Law. The Department of Education, State of Ohio, has delegated this compliance accountability to Chartered Non-Public Accrediting Organizations.***

October 31<sup>st</sup>: Deadline for schools to update data on OCSAA web portal.

after November 1<sup>st</sup>: Schools not in compliance with Operating Standards will be issued a penalty or fine of \$1.75/student.

Schools will receive letter indicating issues of non-compliance, for both AVS 1 and AVS 2, and an invoice from OCSAA. Non-compliance payment is due by January 31<sup>st</sup>. Schools have until January 31<sup>st</sup> to correct any out-of-compliance issues.

January 31<sup>st</sup>: Any school with out-of-compliance issues will have a temporary revocation of Accreditation until the process of re-instatement is complete. Schools will be informed of that process (see *Writer's Guide*). Any school that did not pay the out-of-compliance penalty payment will not be considered an accredited member of OCSAA until the penalty is paid in full.

Schools will be reviewed again according to the following protocol.

after March 1<sup>st</sup>: Schools not in compliance with Operating Standards will be issued a penalty or fine of \$1.75/student.

Schools will receive letter indicating issues of non-compliance, for both AVS 1 and AVS 2, and an invoice from OCSAA. Non-compliance payment is due by April 30<sup>th</sup>. Schools have until April 30<sup>th</sup> to correct any out-of-compliance issues.

April 30<sup>th</sup>: Any school with out-of-compliance issues will have a temporary revocation of Accreditation until the process of re-instatement is complete. Schools will be informed of that process (see *Writer's Guide*). Any school that did not pay the out-of-compliance penalty payment will not be considered an accredited member of OCSAA until the penalty is paid in full.

***Please note: In order to be considered an accredited member in good standing with OCSAA, all schools are required to regularly enter, on an ongoing basis, accurate data to the web portal. In accordance with Ohio Administrative Code, failure to implement state-approved Operating Standards may result in the Ohio Department of Education initiating efforts to revoke the school's charter.***

#### **REINSTATEMENT PROCEDURES:**

If a school has its accreditation revoked, representative(s) of the school are accorded the right to appear before the Appeals Committee. The Appeals Committee shall consist of the Director plus two (2) persons selected from a list of persons approved by the OCSAA Commission. The school making the appeal to be reinstated shall select one representative from the approved list and the Director shall select one representative from approved list. Neither representative shall be from the (Arch) Diocese in which the school making the appeal is located. The duties of the Appeals Committee are to hear appeals submitted by member schools whose accreditation has been revoked, and to make recommendations regarding reinstatement to the OCSAA Commission.

In order to be reinstated for accreditation, the procedures to be followed are:

- a. Once the school is in compliance with all Operating Standards, the school may request to have its representative(s) appear before the Committee. This request must be submitted in writing to the Director.
- b. The Director will notify the representative(s) of time and place of the appeals hearing.
- c. Following the hearing, the Appeals Committee shall submit its recommendations, in writing, to the OCSAA Commission for consideration at the Commission's next regular meeting. The action of the OCSAA Commission on reinstatement of accreditation and membership, after any and all appeals have been heard, is final.

No later than September 30<sup>th</sup>, the Director shall submit to the Ohio Department of Education names of OCSAA schools that are in compliance with all OCSAA Operating Standards and the names of the schools that are not in compliance with all OCSAA Operating Standards.

***NOTE: Schools are responsible to be 100% in compliance with all Operating Standards at all times. It is the school Principal's responsibility to monitor and to address any expiration and/or non-compliance issues, including Athletics.***







# Ohio Catholic School Accrediting Association

## RESOURCES FOR 21<sup>st</sup> CENTURY SKILLS

For a complete and updated list of resources regarding 21<sup>st</sup> Century Skills, please visit the Web Portal ([www.ocsaa.org](http://www.ocsaa.org)) and follow the prompts below.


[Home](#)
[Schools](#)
[Governance](#)
[Resources](#)
[Contact](#)


 Ohio Catholic School Accrediting Association

[Find A School](#)
[School Resources](#)
[Accreditation Dashboard](#)
[Catholic Conference of Ohio](#)


[Home > Resources](#)
Friday, June 1, 2018

### OCSAA Resources

Listed below are publically available resources for Catholic schools as well as parents and teachers. Within the Accreditation Dashboard, member schools will find more resources, tips, and recommendations to help in the accreditation cycle.

**On This Page:**

- Resource Documents with vital information for schools and the public.
- Annual Accreditation Schedule with ODE
- Annual Due Dates for Schools
- External Validation Team Visit Video for school staff orientation



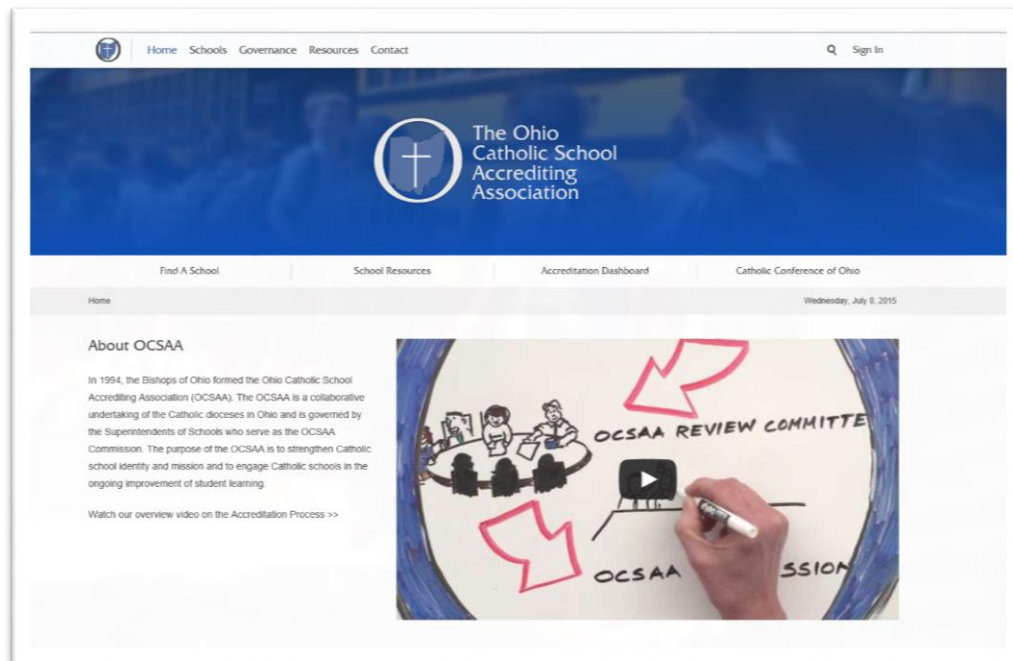
For the Resource Documents: click a header name to sort by title, category or description. Click again to invert sort order.

#### Resource Documents

Title	Category	Description
<a href="#">OCSAA Standards</a>		The official OCSAA Standards document. (PDF)
<a href="#">OCSAA Writer's Guide</a>		The "manual" for accreditation for Catholic Schools in Ohio (PDF)
<a href="#">21st Century Learning Article</a>	21st Century Skills	Themes, Student Outcomes, Learning and Innovation Skills, Information, Media and Technology Skills, Life and Career Skills
<a href="#">21st Century Skills</a>	21st Century Skills	Partner for Successful Learning Website
<a href="#">21st Century Skills</a>	21st Century Skills	Apple Classroom of Tomorrow
<a href="#">21st Century Skills and Rubrics</a>	21st Century Skills	Rubrics adapted from Tony Wagner's <i>Seven Survival Skills</i> (PDF)
<a href="#">21st Century Skills Assessment</a>	21st Century Skills	DoDEA21 21st Century Teaching, Learning, and Leading Website
<a href="#">21st Century Skills Assessment</a>	21st Century Skills	CRWA+ Sample Assessment for High Schools and Scoring Rubric from cae.org
<a href="#">Tony Wagner's 7 Skills Students Need for the Future</a>	21st Century Skills	You Tube Video
<a href="#">Tony Wagner's The Global Achievement Gap</a>	21st Century Skills	Powerpoint Presentation
<a href="#">Critical Thinking Rubrics</a>	Critical Thinking	Student Leader Learning Outcomes (SLLO) Project from Texas A&M University
<a href="#">Critical Thinking Testing and Assessment (Online Test)</a>	Critical Thinking	Critical Thinking Foundation
<a href="#">Critical Thinking Testing and Assessment Guide</a>	Critical Thinking	A Guide for Educators to Critical Thinking Competency Standards from criticalthinking.org (PDF)
<a href="#">Critical Thinking: Barriers and Opportunities</a>	Critical Thinking	Critical Thinking article from The Alberta Teachers' Association

# OCSAA Accreditation Dashboard

## Getting Started Guide



Welcome to the OCSAA Website and the Accreditation Dashboard. The Website has been designed for intuitive navigation and data collection, making it easy to find, download and upload the data that is required for accreditation. This Guide is intended to show you how to navigate the site. Policies are subject to change, so be sure to [read the updates](#) every time you access the Dashboard.

## CONTENTS:

1. About the Website.....	p.2
2. The Accreditation Dashboard.....	p.4
a. Dashboard Overview.....	p.4
b. Signing In.....	p.6
c. Annual Verification of Standards (AVS) Console.....	p.7
d. Standard School Survey (SSS) Console.....	p.7
e. Accreditation Template Download Consoles.....	p.8
i. External Validation Teams Chairs.....	p.10
f. Accreditation Document Upload Console.....	p.10
3. Other Details and Recommendations.....	p.13
4. Diocesan Console Overview.....	p.15

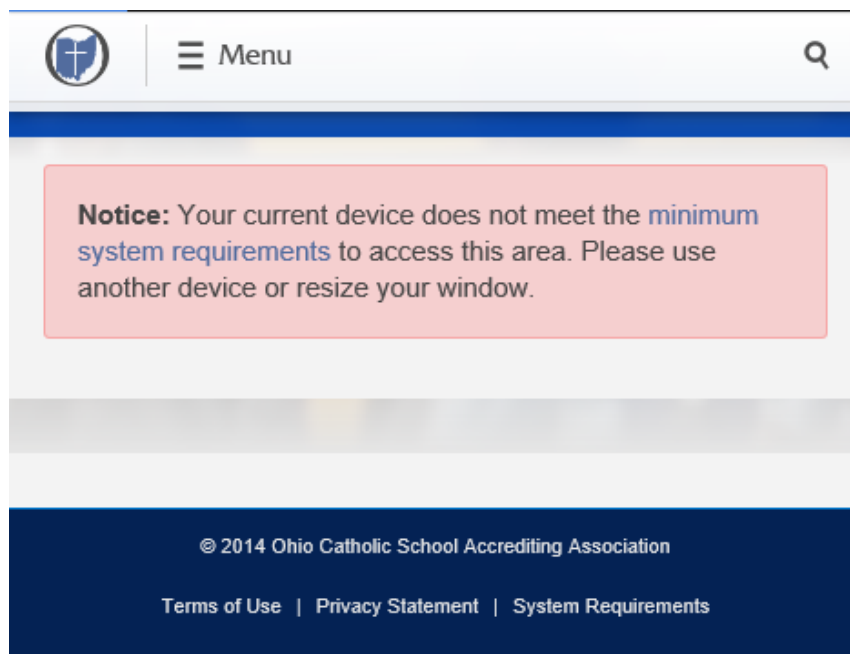


## SECTION 1: ABOUT THIS WEBSITE

### RESPONSIVE DESIGN

The new design of the OCSAA Website has a number of features that are quite deluxe. First of all it is a “Responsive” site, meaning it reformats itself depending on the type of browser you are using. You can view the site on a desktop, laptop, tablet or smart phone, and the layout changes to preserve type size. Try it out!

One of the issues this creates is that some of the statistical data we collect in AVS and SSS start to lose logical formatting when squeezed into a smaller display. Therefore most areas of the Dashboard are limited to larger displays. If you find a message that the display is too small on a tablet, rotate the tablet horizontally to see if it will work. If it is still too small, please use a desktop or laptop computer (Mac or PC).

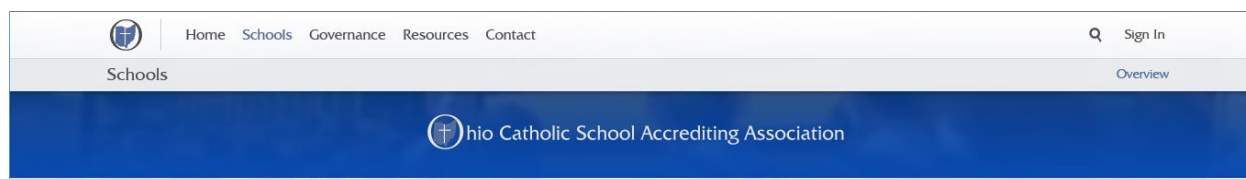


### Three Sides of the Same Site

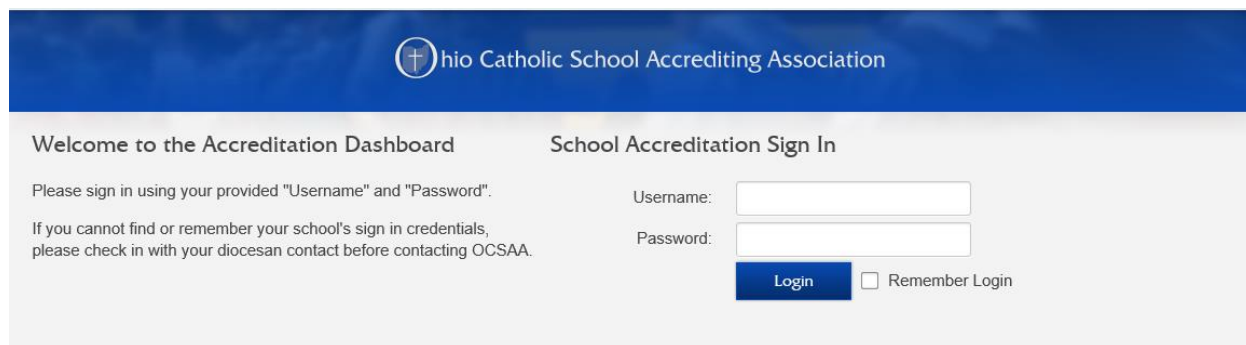
Unlike before, when your accreditation data was kept in a separate Website, OCSAA.ORG now has a public side, a private side, and a hidden side. It's all in the same place.

**The Public Side** has basic content that schools, parents and interested individuals will find useful. Navigation is by a menu at the very top of the screen. This content is easily updated by OCSAA staff.

Some of the content displayed in the Public Side is derived from data in the Private Side.



**The Private Side** contains the confidential data that is used to manage accreditation. This is accessed through the “School Access” button or by clicking “Sign In” on the menu:



**Welcome to the Accreditation Dashboard**

Please sign in using your provided "Username" and "Password".

If you cannot find or remember your school's sign in credentials, please check in with your diocesan contact before contacting OCSAA.

**School Accreditation Sign In**

Username:

Password:

☐ Remember Login

User IDs and Passwords have been distributed to all schools. ONE ID PER SCHOOL. Passwords are “strong” in that they contain upper/lower case letters, numerals and upper row symbols. Passwords will be administered by OCSAA or Diocesan staff. To retrieve a forgotten password please contact your Diocesan Accreditation Advisory Member. However, contact OCSAA with changes in school administration, as this will require a password change.

**The Hidden Side** is accessed via secret URLs that are handed out on a need-to-know basis. Pages that are hidden offer only information or downloads. External Validation Team (EVT) Chairs will be given the address to the particular EVT page where the EVT videos can be screened and the necessary forms can be downloaded. Hidden pages are blocked from indexing by Google or other search engines.

## System Requirements

This is a modern Website that uses current state-of-the-art coding. That means if you have a Windows 95 computer or a PowerMac on the first version of OSX, portions might not work. The site should work fine on any computer that is at most 5 years old, provided it has an updated browser and the operating system has the most current updates. Certain modern tablet displays are not large enough to display some of the content. Rotating the display to “landscape” may enable viewing. For serious data entry we highly recommend a Mac or PC desktop or laptop.

NOTE: iOS devices (iPad, iPod, iPhone) lack a “normal” file system. You will not be able to upload PDF files from your iPad.

To read more about the system requirements, and for a list of compatible mobile devices, please visit this page: <http://www.ocsaa.org/System-Requirements>

## Section Two: The Accreditation Dashboard

### Dashboard Overview

Dashboard

Home Schools Governance Resources Contact Dashboard

St. Testeresa Elementary...

Overview AVS SSS Self Study Validation Implementation Progress Reports All Templates Upload Files

Ohio Catholic School Accrediting Association

**UPDATE: AVS and SSS have been totally revamped.**  
All existing data has been ported to the new system. Some malformed data has been deleted. Please check your records.  
You will find simplified access to your data, and much greater speed in viewing records. Revised instructions are on each page.  
To report issues, please click here.

St. Testeresa Elementary (TEST) Messages Notifications

Home > Dashboard Wednesday, July 8, 2015

Annual Verification Forms

Annual Verification of Standards (AVS)

Standard School Survey (SSS)

Download Document/Form Templates  
Select your stage of the Accreditation Cycle to access template files.

Progress Reports

Self Study

Validation

Implementation

Submit Documents & Forms

View All

View Account Details OCSAA Manual Getting Started Guide Request Support

To make the accreditation process as intuitive as possible, we've adopted the "Dashboard" analog from an automobile or an aircraft. The Dashboard has three components:

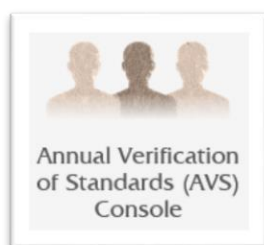
1. The **Dashboard** itself is the Graphical User Interface (GUI) that helps you quickly find what you need (see above).
2. The **Consoles** are areas within the Dashboard that organize the Panels by task, e.g., the Upload Console.
3. The **Panels** inside the consoles are where you perform the tasks of inputting information, downloading documents or uploading the narrative content.
4. Inside the Panels are either **Records**, storing statistical information, or **Assets**, which are documents you download to do your work, or completed files you upload.

Let's look at the overall Dashboard (pictured above)

**Alert Area:** At the top of the dashboard is an "alert area" (in blue, or sometimes red) where the Director will post short reminders or alerts about deadlines or maintenance issues that are cropping up.

**Access Buttons:** Along the bottom of the graphical interface are buttons to show you your account details (review those to make sure everything is correct – administrators must make the changes), the current OCSAA manual, this "Getting Started Guide," and a button to request support.

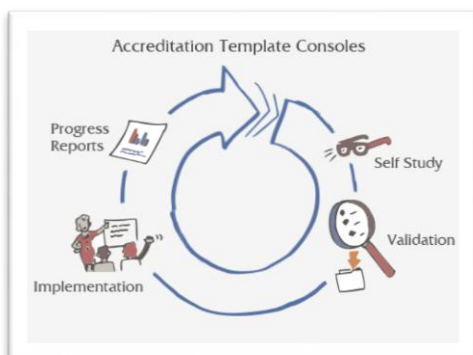
The graphical icons in the main area take you to the **Consoles** for the particular task:



**Annual Verification of Standards (AVS) Console.** You will find two “Panels,” one for basic accreditation and compliance information and the other for staff information. You are required to update these forms annually by October 31<sup>st</sup> of every school year, however, you can update these records at any time throughout the year. See Page 7 for specific instructions on how to update the records. Instructions are also included on the site.



**Standard School Survey (SSS) Console.** The Standard School Survey was formerly a separate database kept by the Catholic Conference of Ohio. It is now fully integrated into the Dashboard for one-stop-shopping convenience. SSS consists of five (5) panels that, again, must be updated before October 31<sup>st</sup> each year. See Page 7 for specific instructions on how to update the panels. Instructions are also included on the site.



**Accreditation Template Consoles.** For the narrative forms required during the stages of Accreditation, we’ve created this graphical workflow to help you find the correct forms. Click the icon for Self Study (year 1), Validation (year 2), Implementation (year 3) and Progress Reports (year 4 and 6) to get the most current templates and documents for your stage of accreditation. NOTE: Materials required by the EVT chair are now located in a hidden destination.



**“Upload Console”** This is the link to your school’s private file repository console. When you click on this icon you will be able to see the files you have submitted, and using an easy drag & drop interface, upload your completed documents for both Diocesan and OCSAA approval.

Overview AVS SSS Self Study Validation Implementation Progress Reports Upload Files

**Dashboard Menu:** At the very top of the page is a persistent menu, visible on any Dashboard page that can take you to any of the Dashboard pages from any other Dashboard page.

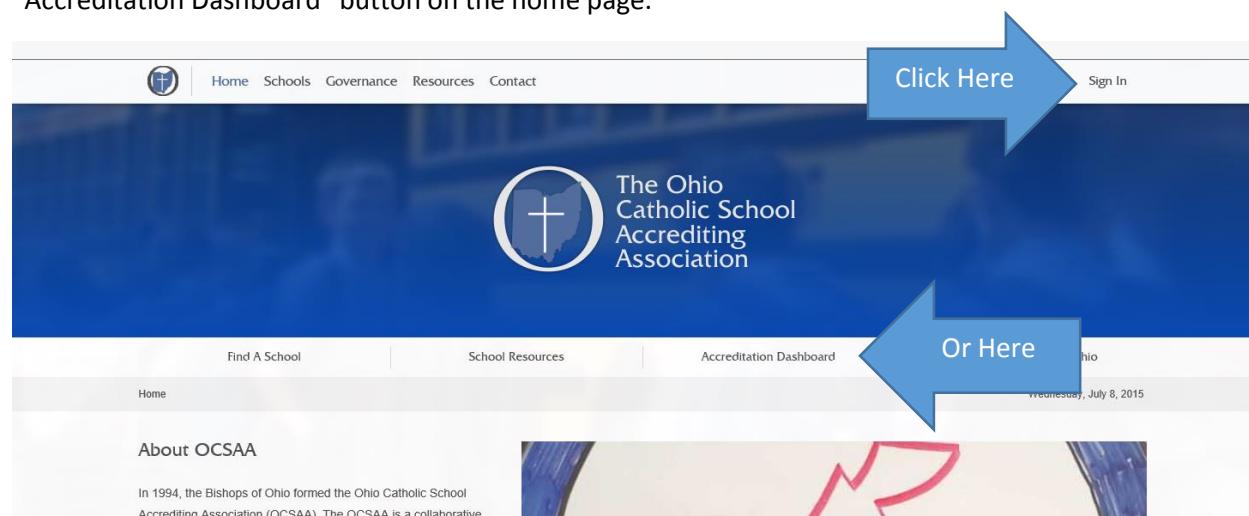
## Login & Passwords

Access to your data is controlled by your Login credentials (Username and Password). Here’s what you need to know about your credentials:

1. Each school has only ONE user ID.
2. The Principal will receive the credentials.
3. Credentials must be kept confidential and shared only with staff members who can be trusted.

4. If a staff member who knows the credentials resigns or is fired, OCSAA must be notified immediately to issue a new password.
5. Whenever a principal resigns, OCSAA must be notified immediately to issue a new temporary password.
6. When a new principal is assigned, OCSAA must be notified immediately to update the School Profile and also issue a new permanent password.
7. The credentials must NOT be left in the open where a student or other unauthorized person can find them. If you think the password has been compromised, contact OCSAA immediately for a new password.

**To Sign In**, click either the “Sign In” button at the top of the screen (available from any page), or click the “Accreditation Dashboard” button on the home page.



You may also just type in or create a shortcut (alias) to [www.ocsaa.org/dashboard](http://www.ocsaa.org/dashboard) that will take you directly to the Sign-In page.

Note that sign-in and all Dashboard work is performed with the HTTPS secure protocols. Your data is encrypted and confidential.

After signing in you are directed to the Dashboard page where you may begin to work.

## The Consoles

First, a reminder about the console paradigm. The accreditation tasks are displayed in “Consoles” on the Dashboard. Within a Console are “Panels” that are indicators of the status of your report as it currently stands, and also controls your access to the underlying “Record” (persistent form data) or “Asset” (file for download/upload). A record panel will contain the Report Date to indicate the last time the report was updated, along with a summary of the data that was reported. Graphically, this is the hierarchy:

**Dashboard → Console → Panel → Record/Asset**

## Statistical Data

### Annual Verification of Standards & Standard School Survey

There are two consoles of statistical information that need to be completed annually.



The **Annual Verification of Standards (AVS)** data is required by the State of Ohio to maintain your accredited status. There are two “panels” in AVS.

1. School Information
2. Staff Roster

The **Standard School Survey (SSS)** is information used to track the trends of Catholic Education in Ohio over the years. There are nine “panels” in SSS:

1. Staff Statistics
2. Enrollment Statistics
3. Religion/Ethnic Backgrounds
4. Post graduate Results
5. Federal Assistance and State Tuition Support:
  - a. Federal Assistance Programs (Title 1 & Lunch)
  - b. Ed Choice and Ed Choice Expansion
  - c. Autism Scholarship Program
  - d. Jon Peterson Scholarship Program
  - e. Cleveland Scholarship Program

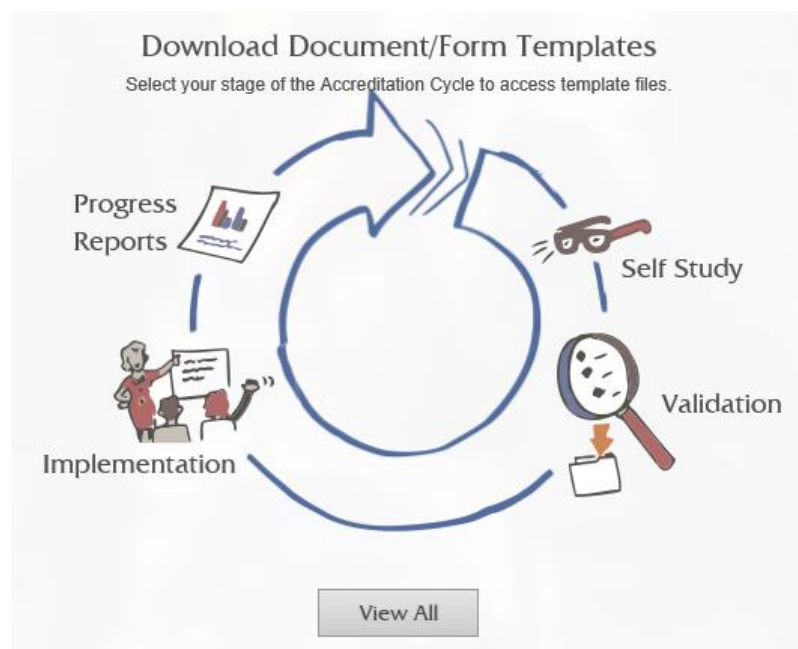
**DEADLINE for AVS and SSS is October 31.**

**Full instructions on the operation of the AVS/SSS database system are found on the AVS/SSS panels.**

## Narrative Assets & Responses

A large part of the Accreditation Cycle relates to planning, data gathering and completing standard forms required by OCSAA. These are known as Narrative Assets and have two distinct sections of the dashboard.

### Accreditation Template Consoles



This is where you will **DOWNLOAD** the **TEMPLATES** and **INFORMATION ASSETS** for the various stages of Accreditation. Using the graphic from the Accreditation video, these consoles contain **ONLY** the assets you need for the stage of accreditation noted.

To access the assets you need, click the icon for your current stage of accreditation, such as Self Study.

The “View All” button will show you all the files that are available, in case you don’t know where to find the file you need.

**DOWNLOAD PANEL:** The bulk of this console is the Download Panel for your stage of accreditation. It contains the documents and templates you need to conduct the tasks.

Self Study Console					
Theresa will add welcome text and instructions on the Self Study process. <a href="#">Click here</a>					
Name	Title	Last Modified Date	Size	Extension	
Components_of_a_School_Improvement_Plan.pdf	Components of a School Improvement Plan	5/5/2014 4:05 PM	50.9 KB	pdf	
EOE_Rubrics.pdf		3/2/2014 12:03 AM	135.5 KB	pdf	
EOE-EIE_IndividualWorksheet.doc		2/26/2014 11:05 PM	95.0 KB	doc	
EOE-EIE_TotalFacultyResponse.doc		2/26/2014 11:05 PM	106.5 KB	doc	
School Improvement Plan - CI.doc		2/26/2014 11:05 PM	73.0 KB	doc	
School Improvement Plan - SP.doc		2/26/2014 11:05 PM	73.0 KB	doc	
Verify Goal CI.doc		2/26/2014 11:05 PM	61.5 KB	doc	
Verify Goal SP.doc		2/26/2014 11:05 PM	61.5 KB	doc	

**DIRECTIONS:** Overall directions on how to conduct the stage will be available above the download panel.



**FILE TYPES:** You will notice that there are two types of files in these download panels:

- **PDF files** are INFORMATIONAL files. They contain instructions, guidelines, specifications and other fixed data that are for information ONLY. The PDF files do not need to be returned. They should be downloaded, studied and distributed to people on your team.
- **DOC (DOCX) files** are the TEMPLATES that you will use to format your narrative responses. These templates contain active fields so that you are directed to enter data where specified and not “break” the layout. Text boxes will expand as you type data into them, and checkboxes will select/deselect by clicking them. Download the most recent template to your local computer and enter your data. **KEEP A COPY LOCALLY FOR YOUR RECORDS!**

**TO DOWNLOAD A FILE,** simply click the title from the listing in the Panel.

- **PDF files** will open in the browser. Click File | Save to save the document to your local machine.
- **DOC files** will ask what you want to do. Click “Save” or “Save File” (Mac) to save the file to your Downloads folder. (On PC you can choose “Save As” to specify a destination.)
- **We HIGHLY RECOMMEND** creating a special folder on your computer or server to store all your accreditation documents. When you open a template to begin composing your response, we also recommend using SAVE AS and giving it a NEW FILE NAME before you start to modify it. If you have to revert to the blank template, you won’t have to download it again.

### SPECIFIC INSTRUCTIONS ON VALIDATION AND EVT

You will notice something slightly different on the Validation Console. Only the resources needed BY YOUR SCHOOL are located in this panel. The EVT assets have all been moved to the EVT Chair area.

But there’s something else added to the page...

Validation Console

From the panel below, download the documents and...

Request External Validation Team Chair

Click to request EVT Chair

Validation. When you are ready for your EVT visit, click this button:

Validation Download Panel

Name	Title	Last Modified Date	Extension	Size
Components_of_a_School_Improvement_Plan.pdf		3/10/2014 2:52 PM	pdf	50.9 KB
EVT_RequestForChairperson.docx		3/11/2014 1:11 PM	docx	42.3 KB
EVT_Schedule.pdf		3/28/2014 9:16 AM	pdf	311.5 KB
Internal Verification of Operating Standards.doc		5/22/2014 1:34 PM	doc	138.0 KB



The **“Request External Validation Team Chair”** button will bring you to this form:

This form will fill with your current profile info. IF ANYTHING HAS CHANGED, make changes (where possible) and click the box to let us know to update your Profile.

This information will be sent to your assigned chairperson, who will contact you to set up the dates of your EVT visit.

**External Validation Team Chairperson Request**

When your school is ready to schedule your EVT visit, review the following information (from your School Profile) and click "Send Now." Please check the box if changes to the form should be made part of your School Profile.

When your chair has been assigned, he/she will contact you regarding scheduling your EVT visit.

**EVT Chairperson Request Form**

<b>School Requesting Chair</b> St. Admin School	<b>Diocese</b> Test
<b>Principal's Name</b> Mister Principal	<b>OCSAA Number</b> 12A3456
<b>Address</b> 12 Main Street	<b>IRN</b> 911
<b>City, State, Zip</b> Somewhereville, OH	<b>Email</b> MrPrin@StAdmin.org
<b>Phone/Fax</b> 555-111-2222 / 555-111-2223	

☒ Check box if corrections to the above information should be used to update your School Profile

**Send Now**

## EVT Video

To prepare your staff for the EVT visit, the Staff EVT video is located on the Resources page, [www.ocsaa.org/Resources](http://www.ocsaa.org/Resources). No login is necessary to view the video. A link to the video is at the top of the Validation page.

## EVT Chairs

The resources and templates required by the EVT are located in a hidden location that will be forwarded to the Chairperson by the Director. (If you would like to preview the information – or if your chair forgets, the secret URL is [www.ocsaa.org/EVTchair](http://www.ocsaa.org/EVTchair)).

EVT chairs will be uploading their final reports to the School's Upload Console. Chairs will be given special access to the school's dashboard by the OCSAA director. After logging in with the school's credentials, chairs will click the "Upload Documents" icon and upload the appropriate forms. (Continue reading for upload instructions.)

## Upload Console



You will send all your narrative documents, reports and forms to OCSAA using the Upload console. This is a view of your folder on the OCSAA server, and provides an easy, quick way to upload and manage documents.

Click the Upload Console button on the Dashboard to get here...

## Upload Console

Use the panel below to upload your narrative documents to OCSAA. **SCROLL DOWN FOR COMPLETE INSTRUCTIONS**

For annual reports, please click here:

[Annual Verification of Standards](#)
[CCO Standard School Survey](#)

The screenshot displays the 'Upload Console' interface. On the left is a sidebar with a file tree showing 'School Data' > 'Test Diocese' > 'Test School 1'. The main area has a header with 'School Data > Test Diocese > Test School 1', a search bar, and tabs for 'Files' and 'Tags'. Below the header are 'Views' and 'Actions' sections. The 'Views' section shows icons for grid, list, and refresh. The 'Actions' section includes an 'Upload Files' button. The main content area is a table with columns: Name, Date modified, Size, and an icon column. It lists six files:

	Name	Date modified	Size	
<input type="checkbox"/>	Components_of_a_School_Improvement_Plan.pdf	5/12/2014 2:53 PM	50.9 KB	
<input type="checkbox"/>	External Validation Team Form.doc	5/12/2014 2:55 PM	87.0 KB	
<input type="checkbox"/>	Internal Verification of Operating Standards.doc	5/12/2014 2:55 PM	115.0 KB	
<input type="checkbox"/>	pages validateRequest.docx	5/8/2014 1:30 PM	11.6 KB	
<input type="checkbox"/>	Request for an EVT Chairperson.docx	5/12/2014 2:55 PM	41.8 KB	
<input type="checkbox"/>	Schedule.doc	5/12/2014 2:55 PM	95.0 KB	

At the bottom left, there is a 'Items per page:' dropdown set to '10'. At the bottom right, it says '6 items'. Below the main interface, there are two links: 'Detailed Instructions' and 'Control Legend'.

Complete how-to instructions are found at the bottom on the page. The first time you visit, scroll down to review the controls.

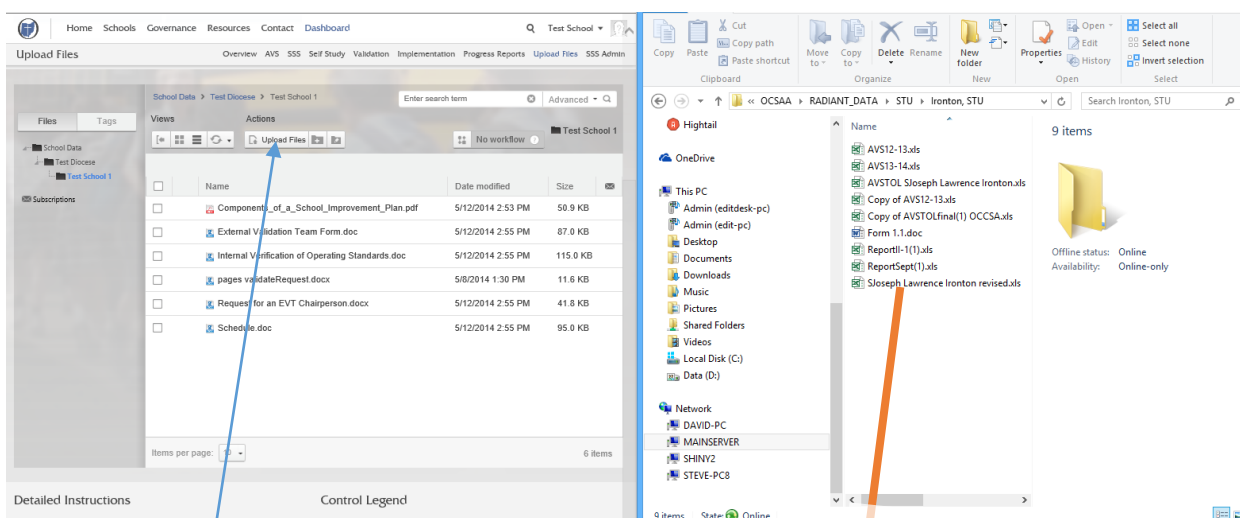
### PDF FILES FOR UPLOAD

While all the form templates are in Microsoft Word (.DOC or .DOCX) format we strongly recommend you export your files to Adobe Acrobat (PDF) format for uploading. Office 2010 and newer have the ability to export to PDF built in. See the program help file for instructions. With older versions of Office, you will need PDF-maker software, either “full” Acrobat from Adobe, or a “PDF maker” available from a number of 3<sup>rd</sup> party vendors. These programs allow you to “print to PDF.”

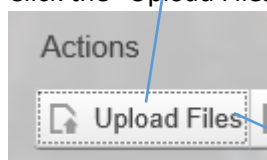
### TO UPLOAD A FILE

The easiest way to upload a file is using “Drag & Drop.”

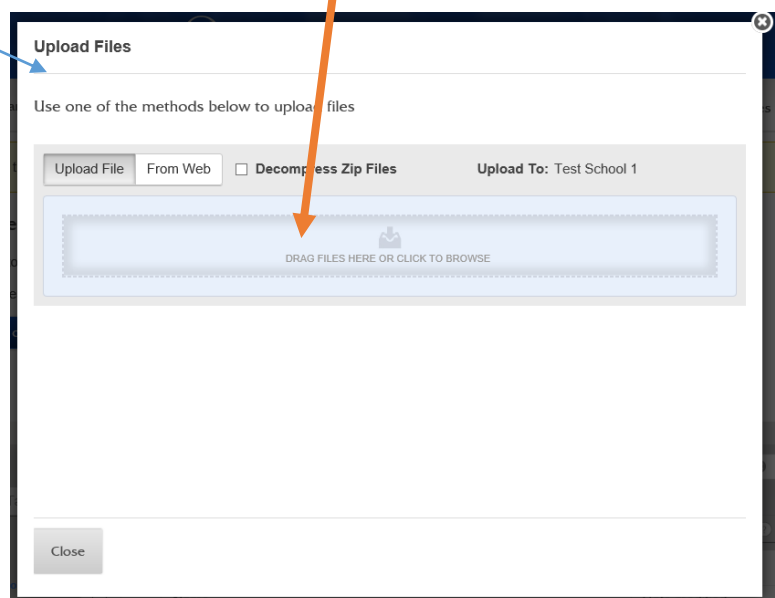
1. USE A PC OR A MAC. This does not work on an iPad.
2. Position windows on your desktop so you see BOTH the browser window with the Upload Console and the file window.



- Click the "Upload Files" button



- The Upload Files panel will pop up. Now here is where the fun begins:
- Simply drag the file you want to upload to where it says "Drag files here..." It will think for a few seconds then report your file has been uploaded.  
-OR-  
Just click the "Drag Files Here or Click to Browse" area and you'll see a traditional file selector. Select the file to upload and click "Open." The file will immediately upload.
- When you click "Close" you will return to the Files Panel and you will see your uploaded file in place.



If you experience difficulty, you can click the blue box to bring up the standard file picker. Choose the file and click "Open" to upload it. If that does not work, please try again using a different or recently updated browser.

## FILE NAMING CONVENTION

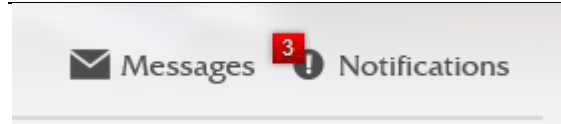
It's important for us to distinguish YOUR reports and plans from everyone else's. Please include your SIGN-IN USERNAME as the beginning of the filename for all documents you upload, e.g. "CINStsomeoneProgressReport2.docx" We also would prefer that you not use spaces in file names, as in this example.

## Upload Notifications

Each time you upload a file, a notification is sent to your Diocesan representative and to the OCSAA director. They will review your file and send email messages regarding your submission.

## Other Details and Recommendations

### NOTIFICATIONS & MESSAGES



At the upper right of the Dashboard are Notifications and Messages buttons. When a little number appears next to either item, messages are ready for you to read. Messages are also relayed to your email address that appear in your Profile.

By clicking “Messages” you can send email through the system to your Diocesan representative or the OCSAA director.

### USER PROFILE

We have populated your user account with data as of the end of the 2013 school year. That data is presented on several of the forms, but you can easily check it for accuracy by clicking the “View Account Details” button on the Dashboard.

View Account Details

OCSAA Manual

Getting Started Guide

Request Support

St. Testeresa ES
Diocese of Test

Basic Information	Contact Information	Additional Details
Location: 555 Test St Test, Ohio 55555	Office Phone: 614-555-1234	Email Address: davidp@advent1.com
Principal: Ima Principal	Office Fax: 614-555-1235	OCSAA #: TST123
Grade Levels: K-6	Website: imaschool.org	IRN #: 123432
Local School District: Local School District		

If you find any discrepancies in your user profile information, you need to click the “Request Account Changes” button and request the needed changes immediately. (NOTE: BECAUSE THIS INFORMATION IS INCLUDED IN YOUR AVS-1 REPORT, BE SURE ANY CHANGES ARE COMPLETE BEFORE SUBMITTING YOUR FINAL AVS-1 FOR THE YEAR.)

## HANDLING SYSTEM EMAIL

---

By default the principal's email address is the primary email address. If the principal wishes to delegate parts of accreditation to staff, the principal may wish to set up mail forwarding in his/her email system that will send messages from ocsaa.org to various people on staff. There are various ways to do that, so please consult with your IT staff person to configure your system to forward system email to the proper people. If you prefer to locally set up a special accreditation email account with a distribution list, click "View Account Details" then click "Request Account Changes" so we can update your email address.

## HARD COPY OF RECORDS

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### FOR YOUR NARRATIVE DOCUMENTS

Store your original files in a known location on your hard drive or server. Print a copy if you prefer to keep paper records.

### FOR AVS/SSS DOCUMENTATION

Each "panel" in AVS and SSS has an "Export to CSV" button. Clicking this will cause a "Comma Separated Values" file to be downloaded, which may be opened in Excel. Download a file from each panel.

If you wish to consolidate these files into one Excel document, use copy/paste to consolidate the files into separate spreadsheets. For files with just one row of records (all except AVS-2), you may wish to use the Paste-Transpose command to convert them to columns for easier printing.

See TIPS on the AVS/SSS detailed guidelines.

## REQUEST SUPPORT

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If you experience issues with the site, please click "Request Support" to report them. The OCSAA Director will forward them to tech support if they are technical issues, and will answer policy issues as they come up.

## Diocese Console Overview

THIS PAGE APPLIES ONLY TO DIOCESAN REPRESENTATIVES.

When you log in as a Diocese, you will see a different button bar beneath the Graphical Interface for the Dashboard:



Clicking the blue “Diocese Console” will bring you to a special view that contains all the data from your schools.

The “D-console” (as we call it) has brief instructions on top left, and a links panel top right. Those links will take you to one of the AVS or SSS panels where you can view responses from your schools and drill into the data for more information or export CSV files for import into Excel with the “Export to CSV” button on every page.

See the detailed instructions for AVS/SSS on the page.

The screenshot shows the 'D Console' interface. At the top, there's a navigation bar with links: Home, Schools, Governance, Resources, Contact, and Dashboard. Below this, the 'D Console' header is followed by a sub-header with links: Overview, AVS, SSS, Self Study, Validation, Implementation, Progress Reports, Upload Files, T Console, and D Console. The main content area is divided into two columns. The left column contains 'Diocesan Console Instructions' with text explaining the console's purpose and how to use the 'Messages' and 'Notifications' links. The right column contains 'Diocesan AVS/SSS Panels' with a grid of links: AVS1-School Info, AVS2-Staff roster, SSS1-Staff Stats, SSS2-Enrollment, SSS3-Religion-Ethnic, SSS4-Post School, and SSS5-Assistance. Below these instructions and links is a 'School Data' section. It features a search bar, a 'Views' tab, and a file explorer view showing a folder named 'Test Diocese' with a date modified of 7/2/2014 4:59 PM. The bottom of the page shows 'Items per page: 10' and '1 item'.

School Calendars are located in the “Calendars” panel. All school calendars are available, so you will need to filter the display by your diocesan abbreviation.

In the lower portion is the Asset Upload panel. A folder for all of your schools will be available in the tree on the left. You may download and view any information you wish.

Use the “Messages” utility at the top to send messages to the individual schools regarding their content. Full instructions may be found within the Diocese Console pages.



# AVS/SSS 2.0 OPERATING MANUAL

Over the summer of 2015 we've completely overhauled the back-end of the database system to provide improved performance and simplified operation. Improvements include:

- Much faster load times
- Simplified layout - no popups or extra pages to navigate. All “panels” are on one page.
- Reliable, fast CSV export for all users
- Calendar uploader that confirms the file was received
- Math checker that assures totals that should equal actually do equal, and doesn't care if fields are blank
- Dates that sort by year
- A "Submission Status" form to tell your diocesan representative that you are ready for review
- A "Last Modified By" field that tells you if the diocesan rep or OCSAA director has made changes to your record
- And many other back-end improvements

## USING AVS/SSS

**The logic behind the AVS/SSS system has not changed.** Similar to your car’s dashboard, the Accreditation Dashboard consist of “consoles” and “panels.”

Annual Verification of Standards comprises one console, while Standard School Survey is the other, accessed by the two icons on the site Dashboard. >>>

Both consoles have several “panels,” which display a summary of your current information and offer you the option to edit, add or delete records.

Because all schools now have records in the system, you will mostly be editing current records. You will only need to add new records for new staff members in AVS-2, and if students start participating in an SSS-5 assistance program.



Annual Verification of Standards (AVS)



Standard School Survey (SSS)

## SUBMISSION STATUS PANEL

At the top of the console page for AVS or SSS is a panel that shows your submission status. it shows whether you have submitted or not, and provides the button to open the submittal form.

ONLY CLICK THIS AFTER ALL RECORDS IN THE AVS OR SSS PANELS HAVE BEEN UPDATED FOR THIS SCHOOL YEAR. See detail below.



## TO EDIT YOUR AVS-1 SCHOOL INFORMATION RECORD

1. **From the Dashboard, click "AVS."** The AVS page will appear with a link to an instruction overview and the Submittal Status panel at the top.
2. **Scroll down** to your AVS-1 School Information panel.

AVS 1 - School Information

Last Updated On: 7/7/2015 6:53:52 AM      Accreditation Date: 7/1/2015      Building Inspection(s): Fire: 5/13/2015 | Safety: 5/6/2015

[Edit](#)      [Export to CSV](#)

3. **Click "Edit"** to begin editing.
4. **AT THE TOP**, you will see who updated the record last and when it was updated.
5. **VIEW PROFILE DETAILS:** Your current user profile details are added to this record when you save. Click the button to be sure the profile information is accurate and request changes. *NOTE: If you request changes, you must update this page after the changes have been made by OCSAA. If requesting changes, we recommend you wait to complete this form until after any updates to your Profile have been finalized.*

AVS 1 - School Information

Editing Record For: testschool      Last Updated On: 7/7/2015 6:53:52 AM      Last Updated By: testdiocese      [View Profile Details](#)

Accreditation Information

Accreditation Date: 7/1/2015      Instruction Hours: 1234      School Calendar      Presentation1.pdf Upload File

Stage of Accreditation Cycle

☒ 1. Self Study    ☐ 2. Validation    ☐ 3. Implementation    ☐ 4. Progress Report 1    ☐ 5. Continuation    ☐ 6. Progress Report 2

Statements of Compliance

☒ This school is implementing a course of study that meets diocesan requirements for each subject taught.  
☒ This school is compliant with all Operating Standards

Building Inspections

	Fire Inspection	Fire Citations?	Health/Safety Inspection	Health/Safety Citations?
Building 1	5/13/2015	<input checked="" type="radio"/> No <input type="radio"/> Yes	5/6/2015	<input checked="" type="radio"/> No <input type="radio"/> Yes
Building 2	5/11/2015	<input checked="" type="radio"/> No <input type="radio"/> Yes	3/15/2004	<input checked="" type="radio"/> No <input type="radio"/> Yes

Comments/Explanations

[Update](#)    [Cancel](#)

6. **Accreditation Date** should only have to be updated if you received a new accreditation since last year
7. **Instruction Hours** - please enter the number of hours
8. **School Calendar**
  - a. **BEFORE UPLOADING, prepare your calendar:**
    1. **Include your SCHOOL NAME** on the calendar document itself
    2. **Export the file to PDF (preferred).** Microsoft Word files are also acceptable, but NO others.
    3. **Name the file with your LOGIN ID and the school year** (e.g. "CLEstmary15-16.pdf")
  - b. **TO UPLOAD**, click "Browse." Locate the file you prepared on your hard drive, click "Open." The name will fill the box. Then click "Upload." The "Browse" button will disappear and you will see the file name that has been uploaded. (If you cancel the form the file will remain uploaded.)
  - c. **TO UPLOAD A REVISION** - name the file EXACTLY the same so the original file will be overwritten. Please do not upload multiple files with different names. Click "Upload File" to bring back the browse button, then follow steps above.
9. **Stage of Accreditation Cycle** - Change your status for the current school year
10. **Statements of Compliance** - Check the boxes to indicate compliance

11. **Inspections and Citations** - Update as required. If you only have one building, leave "Building 2" blank.
12. **Comments/Explanations** - You can add comments if you wish. DELETE ANY COMMENTS left over from last year.
13. **Click "UPDATE."** This saves the update and returns you to the AVS panel.
14. From the AVS panel you may **EXPORT TO CSV** by clicking the button. This will give you all your data on one row of an Excel spreadsheet. (See "Tips" – last page) on how to make this easier to print.)

## TO EDIT/ADD/DELETE RECORDS FOR YOUR AVS-2 STAFF ROSTER

1. **Scroll below the AVS-1 panel** to reveal your entire staff roster as it currently exists.

AVS 2 - Staff Roster

Search Report Date  Sort ☐ Reverse

[Add Staff Member](#) [Export to CSV](#)

Report Date	First	Last	Grades	Title/Role	BCI Exp	FBI Exp	License Exp	Child Protection	
5/22/2015 11:27:00 AM	Martha		6	TCH			6/30/2017		<a href="#">Edit</a> <a href="#">Delete</a>
4/28/2015 1:15:00 PM	Daniel		All	ADM		3/26/2019	6/30/2020	8/16/2012	<a href="#">Edit</a> <a href="#">Delete</a>
3/2/2015 2:54:00 PM	Terry			MNT		1/27/2020		8/6/2012	<a href="#">Edit</a> <a href="#">Delete</a>
12/9/2014 11:34:00 AM	Karen		8	TCH			6/30/2019	8/16/2012	<a href="#">Edit</a> <a href="#">Delete</a>
11/17/2014 1:21:00 PM	Marie		7	TCH		8/18/2015	6/30/2016	8/16/2012	<a href="#">Edit</a> <a href="#">Delete</a>
10/18/2014 2:22:00 PM	Lauren		3	TCH		8/8/2016	6/30/2015	8/16/2012	<a href="#">Edit</a> <a href="#">Delete</a>
10/18/2014 2:21:00 PM	Ann		5	TCH		3/17/2015	6/30/2015	8/16/2012	<a href="#">Edit</a> <a href="#">Delete</a>
10/18/2014 2:19:00 PM	Kelly		K	TCH		1/22/2018	6/22/2018	8/16/2012	<a href="#">Edit</a> <a href="#">Delete</a>
10/18/2014 2:18:00 PM	Chelsea		5	TCH		7/22/2019	6/30/2018	6/22/2014	<a href="#">Edit</a> <a href="#">Delete</a>
10/18/2014 2:11:00 PM	Harriett		2,3,4,5,6,7,8	AID		1/16/2018	6/30/2018	8/16/2012	<a href="#">Edit</a> <a href="#">Delete</a>
10/18/2014 2:08:00 PM	Judy		3	TCH		4/16/2018	6/30/2018	8/16/2012	<a href="#">Edit</a> <a href="#">Delete</a>
10/18/2014 2:07:00 PM	Katherine		K	TCH		8/17/2017	6/30/2016	8/16/2012	<a href="#">Edit</a> <a href="#">Delete</a>
10/18/2014 2:04:00 PM	Diane		K	AID		7/21/2018	6/30/2019	8/16/2012	<a href="#">Edit</a> <a href="#">Delete</a>
10/18/2014 2:03:00 PM	Sharon		All	TCH		11/20/2018		8/16/2012	<a href="#">Edit</a> <a href="#">Delete</a>
10/18/2014 2:02:00 PM	Allison		All	TCH		9/12/2018	6/30/2019	8/16/2012	<a href="#">Edit</a> <a href="#">Delete</a>

1 2 3 Next Page 1 of 3

2. **15 records appear.** At the lower left you can page through the entire list. At lower right it shows how many pages of data you have. The display is limited to 15 in order to provide the near-instant performance.
3. **To search,** enter a keyword in the Search box, upper left, and click "Search." NOTE: You can only search by names, not numbers.
4. **To sort:** The default sort order is Report Date. Your most recent records are first. To change the order, at the upper right choose a field from the drop down (default is Report Date) and click "Sort." Invert the sort by clicking "Reverse" then clicking "Sort." You can further refine the list with the Search tool.
5. **To edit a record,** click the "Edit" link at the right.
6. **To delete a record,** click the "Delete" link. You will be prompted to confirm the permanent deletion.
7. **To add a record,** click the blue "Add Staff Member" at the top.
8. **To export all records to CSV** (including all fields), click the Export to CSV button.

9. **Principal:** Even though the Principal is listed in the User Profile, create a record here for the principal with the required information.

**IF A STAFF MEMBER HAS LEFT THE SCHOOL, DELETE THE RECORD.**

**IF NOTHING HAS CHANGED IN AN INDIVIDUAL STAFF MEMBER'S STATUS, YOU DO NOT NEED TO EDIT THE RECORD.**

**FOR 2015-2016: CHECK DETAILS OF ALL RECORDS. WE FOUND SOME MALFORMED DATE DATA THAT WE ATTEMPTED TO CORRECT OR WAS DELETED. CONFIRM THAT ALL RECORDS ARE CORRECT.**

### Adding or Editing Staff Records

1. Click the **"Add Staff Member"** button or the **"Edit"** link next to any record.
2. The grid will disappear and you will see the editing form:

AVS 2 - Staff Roster

Editing Record For: testschool	Last Updated On: 10/9/2014 3:41:00 PM	Last Updated By: 2	<a href="#">View Profile Details</a>
-----------------------------------	--	-----------------------	--------------------------------------

Individual Details

First Name John	Middle Name 	Last Name Smith	Date of Birth 1-3-67	
--------------------	-----------------	--------------------	-------------------------	--

Grade(s)

☐ Daycare ☐ Preschool ☐ Kindergarten ☐ 1st ☐ 2nd ☒ 3rd ☒ 4th ☒ 5th ☐ 6th ☐ 7th ☐ 8th ☐ 9th ☐ 10th ☐ 11th ☐ 12th

Title/Role(s)

☐ Administrator ☒ Teacher ☐ Office Staff ☐ Aide ☐ Library ☐ Food Service ☐ Maintenance ☒ Athletics ☐ IT Services ☐ Other

Role Detail

Volleyball Coach

Individual Credentials & Expirations

Most Recent BCI 7-7-12		BCI Expiration 7/7/2017		Most Recent FBI 8/3/14		FBI Expiration 8/3/2019	
License/Cert/Permit #(s) OH1-222-333		License Expiration(s) 8/7/2020		Religious Ed Cert 		Child Protection 8/3/2014	

[Update](#) [Cancel](#)

3. **If you are editing** the existing data for the staff member will appear. **If new**, it will be blank.
4. **FILL IN or CONFIRM AND EDIT all the data points.**
5. **DATES:** You may enter dates using dashes or slashes, and with or without the century. The system will conform the date to the proper format. You may also use the calendar picker.  
*NOTE: If you mangle a date (e.g. 5/143/2015) it will yield errant results (the above will render as 5/14/3201). Always DOUBLE-CHECK your entries!*
6. **EXPIRATION DATES:** Calculate the duration and enter the expiration date. These dates are used to assess your compliance with Standards.
7. **GRADES:** Enter all grades with which the staff member interfaces.
8. **TITLE/ROLES:** More than one title or role may be selected. Please explain in Role Detail

9. **ROLE DETAIL:** No explanation is needed for simple roles (e.g. 4<sup>th</sup> grade teacher.) For athletic or other combined roles, please provide detail on responsibilities.
10. **Click Update** to save the record and return to the Staff Roster grid.
11. **You may re-edit any record as often as needed prior to submittal.**

## TO FORMALLY SUBMIT YOUR RESPONSES **NEW!**

When you are finished with your AVS entries, click the **Open Submittal Form** button at the top of the AVS Console page.

Annual Verification of Standards (AVS)

Need help getting started? [Read the AVS Quick Start Guide.](#)

**TO MAINTAIN ACCREDITATION and AVOID PENALTIES**, your school must update school data in AVS 1 and staff records in AVS 2 for the current school year BEFORE OCTOBER 31. By completing the submittal form, you certify that all data is accurate and is ready for review by your Diocesan representative.

AVS Data Not Submitted

**Open Submittal Form**

When you click the button the submittal form appears:

Annual Verification of Standards (AVS)

Need help getting started? [Read the AVS Quick Start Guide.](#)

By checking the box below, you certify that all data is accurate and is ready for review by your Diocesan representative. This action cannot be undone.

☐ On behalf of St. Testeresia Elementary (TEST), I hereby certify that AVS 1 and AVS 2 are complete for this school year.

First and Last Name of person completing data entry:

**Submit** **Cancel**

Check the box to certify that you have completed all entries in AVS 1 and AVS 2. Then type the name of the person who completed the entries (not necessarily the principal.)

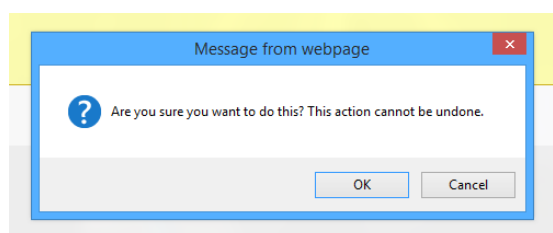
**Clicking “Submit”** will bring up a warning:

**Click OK** to finish the Submission. The date and time of your submission will be displayed.

**Corrections:** If after review your Diocesan representative requires corrections to your data, she may clear your Submission status. Follow the steps to resubmit once you have made the corrections.

While you may continue to update your AVS (SSS) data through the year, the Submittal Form tells your Diocesan Representative you are finished so they can review your data for submittal to OCSAA and eventually ODE. Your Diocesan Representative may make edits to your data or request that you make changes. That correspondence will take place through phone, email or the site messaging system.

PLEASE UPDATE AND SUBMIT YOUR RECORDS AS EARLY AS POSSIBLE TO ALLOW YOUR DIOCESAN ADVISORY PERSON TO REVIEW THEM PRIOR TO THE OCTOBER 31 DEADLINE.



## Using SSS

Clicking the Standard School Survey icon on the Dashboard will bring up the SSS Console:

**NEW** to this system is that all the data is displayed and manipulated from this one page.

**NEW:** The first panel is now your Submittal Panel which works just like AVS (see above).

**NEW:** Numeric data fields that are blank will not affect totals. You can simply delete a number without having to replace it with a zero.

All your data from last year is present. You will need to update each panel with the current year's information before the deadline.

### TO EDIT A RECORD

1. Click the "Edit" button next to the data displayed in the panel.
2. The panel will expand with the form.
3. Change your information
4. Click "Update."

NOTE: while a panel is expanded for editing, you cannot edit another panel. Update or Cancel the one you're working on before moving to another.

The screenshot displays the SSS Console interface with several panels:

- SSS 1 - Staff Statistics:** Last Updated On: 7/5/2015 10:30:25 PM, Total Staff Members: 10, Total Certified Staff: [blank], Edit, Export to CSV.
- SSS 2 - Enrollment Statistics:** Last Updated On: 7/4/2015 6:07:06 PM, Total K-12 Population: 18, Edit, Export to CSV.
- SSS 3 - Religion/Ethnic Backgrounds:** Last Updated On: 7/4/2015 8:48:04 PM, Student Total: 38, Staff Total: 8, Edit, Export to CSV.
- SSS 4 - Post Graduates:** Last Updated On: 7/7/2015 11:04:02 AM, Total Graduates: 0, Total Scholarships: 15, Edit, Export to CSV.
- SSS Panel 5: Federal Assistance and State Tuition Support:** A blue notice box states: "Notice: ONLY enter data below if you have students participating in these programs. If you have no students in these programs, leave 'No Records Found' displaying. If you had students last year but have none this year, click the Delete button to clear your record."
- SSS 5a - Federal Assistance Programs:** Last Updated On: [blank], Total Title I Participants: 4, Total Lunch Program Participants: 17, Edit, Delete, Export to CSV.
- SSS 5b - EdChoice & EdChoice Expansion:** No Records Found, Create Your Record.
- SSS 5c - Autism Scholarship:** No Records Found, Create Your Record.
- SSS 5d - Jon Peterson Scholarship:** No Records Found, Create Your Record.

### ABOUT SSS PANEL 1 & 2 MATH **NEW:**

- Totals must match. You will see indicated in **RED** any totals that do not match. Revise your input so the total numbers turn **GREEN**. Update is disabled if the totals do not match.

### ABOUT TUITIONS **NEW:**

- We are requesting expanded tuition information, showing tuition for families with multiple children in the school.

- Report your BASE TUITION. Do NOT include reductions for any scholarship or assistance programs.

### ABOUT SSS Panel 5

There are 5 panels, one for each of the scholarship or assistance programs. (Cleveland's panel is only visible to Cleveland schools. If you are in any other diocese you will see only four panels.)

- ONLY create or edit a record IF you have students participating in a program.
- If you had students in the program last year and you have none this year, DELETE the record.
- If you had NO students in the program last year and this year some students participate, click "Create Your Record" to add a new record.

A warning in the blue box will remind you of these points.

### EXPORT TO CSV **NEW:**

- Each record may be exported to a CSV file for your records.

### SUBMITTAL FORM **NEW**

Just like AVS, at the top of the SSS Console page is the Submittal Panel. Opening and then submitting the Submittal Form will alert your Diocesan Representative that your information is ready for review. See AVS, above, for detail. **THE DEADLINE IS OCTOBER 31.** Please submit your data earlier to provide time for review.

Standard School Survey (SSS)

BEFORE DATA ENTRY:

[Read the SSS Quick Start Guide.](#)

[Download AVS/SSS 2.0 Operating Manual](#)

**TO AVOID PENALTIES**, your school must update all applicable Standard School Survey (SSS) records for the current school year BEFORE OCTOBER 31. By completing the submittal form, you certify that all data is accurate and is ready for review by your Diocesan representative.

SSS Data Not Submitted

[Open Submittal Form](#)

### REMEMBER:


- The submittal is a ONE TIME action that cannot be undone
- The form alerts your Diocesan Representative that your data is complete
- The form requests the name of the PERSON COMPLETING THE DATA (not necessarily the Principal)
- Your Diocesan Representative may make changes to your data or request that you make changes after submittal. You will correspond about such changes via phone, email or the site's messaging system.
- After submittal, please wait one month to make any updates other than those requested by your Diocesan Representative.

## TIPS

### Excel Tips for CSV (Comma Separated Value) Files

CSV files will be created when you click the “Export as CSV” buttons. These will open in Microsoft Excel. For all except the AVS 2 Staff Roster, these will consist of two rows, labels and data. To make it easier to print, here is a tip on how to rotate the display to two columns instead of rows:

#### How to Transpose Columns:

1. Open the CSV file in Excel
2. Select the two rows with the data and the labels
3. Click “Copy”
4. Right click an empty cell below the existing data
5. Click the “Transpose” icon under Paste (looks like this) >>> 
6. The labels and data will appear in two columns instead of two rows.
7. Delete the two rows of data
8. Adjust column width so the row labels display fully
9. Save to the XLSX format and Print your results.

“Yes/No” fields are translated 1=Yes, 0=No. **Checkboxes** 1=filled, Blank=not filled

#### Printing AVS 2, Staff Roster:

Because AVS 2 has multiple records, it is best left in horizontal orientation. You will want to adjust column width to make data readable, and perhaps turn on word wrap for columns with lengthy text. If printing hard copy, we recommend printing “landscape” (sideways) on legal paper, with “Scaling” set to “fit all columns on page.” Save as an XLSX spreadsheet to preserve formatting.

### INTERIM SAVE

If you are called away from your computer during an editing session, after several minutes of disuse the site will log off. This will clear any unsaved changes. Always click “Update” before leaving your computer, and for confidentiality purposes, please log out of the site. You can always resume your editing session by re-entering the form from the Console.

### TAB KEY

Navigating the forms with big tables of numeric entries can be tiresome. You can use the TAB key to move through the fields. Hitting TAB moves the focus left-to-right, then down to the next row. SHIFT+TAB goes the opposite direction.

### QUICK CLEAR

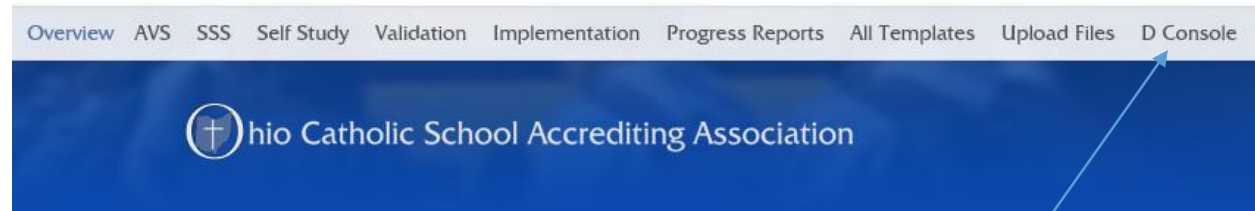
To make sure you don’t miss anything, you may wish to clear your old data from an SSS number grid before adding new data. That can quickly be accomplished by using TAB and your DELETE keys. Start at upper left, then hit DEL, TAB, DEL, TAB... repeatedly to clear the entire form in about 10 seconds. Then you can enter your fresh data.

If you have no data to report, please leave the field blank. Do not enter zeroes.



# AVS/SSS DIOCESAN GUIDE

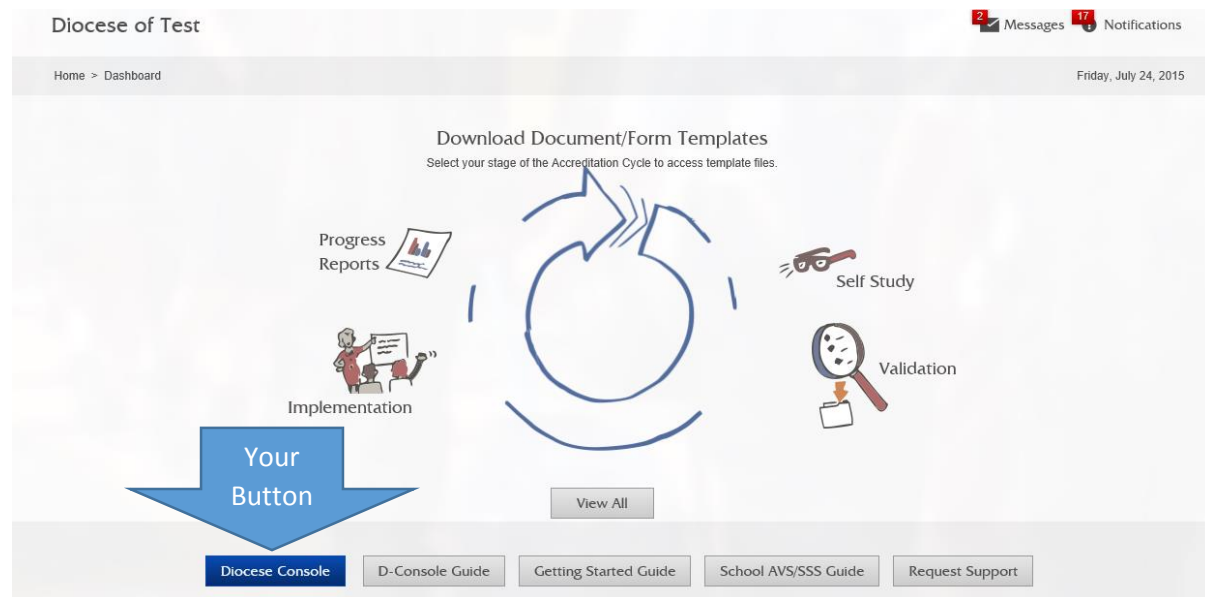
The newly revised AVS/SSS system has changed things for Diocesan review. Here is a summary of the new D-Console



## ABOUT THE MENU

The “AVS” and “SSS” menu items are FOR SCHOOL USE ONLY! You will find NO information about your schools there, and adding any records will create confusion on the database reports.

We are leaving those menu options there for if you want to review what a school sees while you try to answer any questions. Otherwise the only item you will need is the “**D-Console.**” A button is also provided beneath the Download Templates graphic.



The button for the “**D-Console Guide**” takes you to this document.

The “**Getting Started Guide**” is the guide to the overall system, including narrative templates and document uploads.

The “**School AVS/SSS Guide**” is the AVS/SSS manual for schools. If schools ask questions, always refer them to this manual.

**TIP: TO QUICKLY SEE WHAT A SCHOOL SEES**, you may log in with the user “testschool” and password “1234test.” You may add or edit data to experience what a school will see. (NOTE: Many panels have no data. You will have to click the “Create Record” button to see the form. Unless absolutely necessary, don’t save the input. *YOU NO LONGER HAVE TO LOG IN AS THE SCHOOL TO CHANGE A RECORD.*

**AFTER CLICKING THE D-CONSOLE LINK:**

Diocese of Test

2 Messages

17 Notifications

Home > Dashboard > D Console

Thursday, July 23, 2015

Diocesan Console Instructions

This console page displays all the data for Diocese of Test.

For AVS and SSS statistical data, choose a link to one of the AVS or SSS panels from the list to the right.

To review and approve narrative responses, use the file explorer, below

Click "Notifications" above to check and clear notifications of school activity.

Click "Messages" above to alert a school about something.

Diocesan AVS/SSS Panels

AVS 1	AVS 2	AVS Submissions
Calendars	SSS 1	SSS 2
SSS 3	SSS 4	SSS 5a
SSS 5b	SSS 5c	SSS 5d
SSS Submissions		

At the top of the D-console page is a menu of panels. Click a link to open the “Grid View” of all the records in the panel for only your schools.

AVS 1 - School Information

Search

Report Date Sort 

☐ Reverse

Export to CSV

Report Date	User Name	Accred. Date	Cycle Stage	Inst. Hours	Fire Ins. 1	Safety Ins. 1	Fire Ins. 2	Safety Ins. 2	
10/30/2014 2:01:00 PM	STUstlawrence	2/28/2007	2	1092	8/5/2014	2/7/2014			<a href="#">Edit</a>
10/30/2014 1:56:00 PM	STUstjosephjrshs	2/28/2007	2	1092	10/10/2014	2/7/2014	8/4/2014		<a href="#">Edit</a>
10/27/2014 3:54:00 PM	STUstjohncentralhs	6/30/2014	3	1104	4/15/2014	10/20/2014			<a href="#">Edit</a>
10/27/2014 10:12:00 AM	STUstbenedict	5/14/2015	3	1062	1/30/2014	10/8/2014			<a href="#">Edit</a>
10/27/2014 10:11:00 AM	STUstjohnlembellaire	5/7/2014	3	1091	10/16/2014	10/20/2014			<a href="#">Edit</a>
10/20/2014 11:31:00 AM	STUbishopmussio	5/12/2015	4	1056	8/21/2014	11/20/2014			<a href="#">Edit</a>
10/17/2014 10:30:00 PM	STUstjohnelementarychurchtown	5/12/2015	5	1094	10/13/2014	8/12/2014			<a href="#">Edit</a>
10/16/2014 11:35:00 AM	STUstmarystclairsville	5/30/2014	3	1109	8/19/2014	4/14/2014			<a href="#">Edit</a>
10/14/2014 3:35:00 PM	STUstmarymartinsferry	5/15/2014	3	1080	10/15/2014	10/1/2014			<a href="#">Edit</a>
10/13/2014 1:03:00 PM	STUstmarymarietta	5/9/2015	1	1065	3/26/2015	10/15/2014			<a href="#">Edit</a>
10/8/2014 12:49:00 PM	STUbishopmussiojr	5/12/2015	5	1059	9/30/2014	11/21/2014			<a href="#">Edit</a>
10/8/2014 11:23:00 AM	STUstsyvester	5/18/2012	5	1071	9/29/2014	9/3/2014			<a href="#">Edit</a>
10/7/2014 10:15:00 AM	STUsteubenvillecatholiccentral	5/16/2013	4	1094	9/30/2014	11/21/2014			<a href="#">Edit</a>

Page 1 of 1

**The HEADERS** show select data from the records. 15 records are shown per page. At the lower left will be page numbers that you can use to page through all your data. At lower right you see how many pages you have.

**To filter the list** to find one school, use the Search box at upper right. Type in the username, or a partial name of the school to filter the list. NOTE: You cannot filter by numbers, only by words.

**To sort the list**, click the drop-down box to choose a field to sort by, then click "Sort." The list will sort with lowest first. To bring highest first, click the "Reverse" button and click "Sort again."

**To export ALL RECORDS**, click the "Export to CSV" button. This will export all records to a Comma Separated Values file which can be opened in Excel. You can do more detailed filtering and sorting using Excel.

**To view a detailed record**, click the "Edit" button. The list will disappear and you will see this:

AVS 1 - School Information

Editing Record For:  
STUslawrence

Last Updated On:  
10/30/2014 2:01:00 PM

Last Updated By:

View Profile Details

Accreditation Information

Accreditation Date

2/28/2007

Instruction Hours

1092

School Calendar

Browse...

Upload

Stage of Accreditation Cycle

☐ 1. Self Study
 ☒ 2. Validation
 ☐ 3. Implementation
 ☐ 4. Progress Report 1
 ☐ 5. Continuation
 ☐ 6. Progress Report 2

Statements of Compliance

☐ This school is implementing a course of study that meets diocesan requirements for each subject taught.
 ☐ This school is compliant with all Operating Standards

Building Inspections

	Fire Inspection	Fire Citations?	Health/Safety Inspection	Health/Safety Citations?
Building 1	<div>8/5/2014</div> <div></div>	<input checked="" type="radio"/> No <input type="radio"/> Yes	<div>2/7/2014</div> <div></div>	<input checked="" type="radio"/> No <input type="radio"/> Yes
Building 2	<div></div> <div></div>	<input checked="" type="radio"/> No <input type="radio"/> Yes	<div></div> <div></div>	<input checked="" type="radio"/> No <input type="radio"/> Yes

Comments/Explanations

Update

Cancel

This is the exact same form that the school filled out. **NEW ALL FIELDS ARE LIVE AND MAY BE EDITED.** If you edit any fields and click “update,” your username will appear in the “Last Updated By” field which will be visible to the school.

If you click “Cancel,” no changes are made to the database.

### ALL FORMS WORK THE SAME

The two shown above are examples of AVS-1. All the other forms work the same, with the exception of the new “Submissions” panels.

### ABOUT ADDING AND DELETING RECORDS

You are able to EDIT any record in the system. However ADDING records or DELETING records is reserved for schools.

If you really need to add or delete a record, log in using the school credentials.

## NEW SUBMISSION PANELS

At the top of the school AVS or SSS console pages is a form for schools to fill out when they have completed their annual updates prior to the October 31 deadline.

To learn who is ready for your review, click the “**AVS Submissions**” or “**SSS Submissions**” link.

The screenshot shows the 'Diocese of Test' console. At the top right, there are 'Messages' and 'Notifications' links with red badge counts. Below the navigation bar, the 'Diocesan AVS/SSS Panels' section contains a grid of links: AVS 1, AVS 2, AVS Submissions, Calendars, SSS 1, SSS 2, SSS 3, SSS 4, SSS 5a, SSS 5b, SSS 5c, SSS 5d, SSS Submissions, and SSS Submissions. Two blue arrows originate from the text 'AVS Submissions' and 'SSS Submissions' in the paragraph above and point to the 'AVS Submissions' and 'SSS Submissions' links in the grid.

You will see the list of schools that have submitted to date (most recent first):

The screenshot shows the 'AVS - Submissions' page. It features a search bar and a 'Search' button. To the right, there are 'Submit Date' (with a dropdown arrow), 'Sort', and 'Reverse' checkboxes. Below these is a table with the following data:

Submitted Date	User Name	Submitted By	
7/23/2015 9:51:16 PM	testschool	Mary Contrary	<a href="#">Delete</a>

At the bottom right of the page, it says 'Page 1 of 1'.

This list works just the same as the other lists, so you can scroll through and learn which schools are ready for review. Use the search and sort tools to filter the list appropriately.

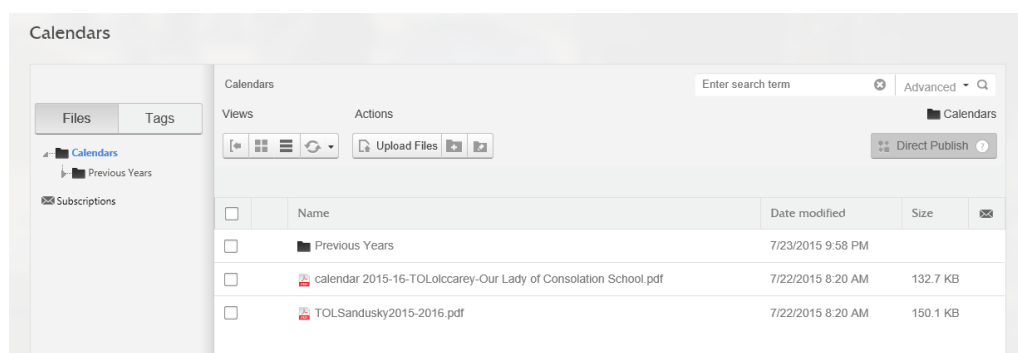
## TO REJECT A SUBMISSION

If you choose to reject a submission after review, click DELETE after the school's record. That resets the green "submitted" status back to the yellow "Not Yet Submitted" on the school's view. In your correspondence, ask the school to click the Submit button again after they have made the corrections.

*THE SUBMISSION PANEL RECORDS DO NOT AFFECT ANY OTHER DATA IN THE SYSTEM. If you delete a record here, nothing else changes. It just resets the view that the school has regarding their submission status.*

## CALENDARS

The "Calendars" link on the D-console will take you to the Calendars console, a file management window (see next page for more detail):



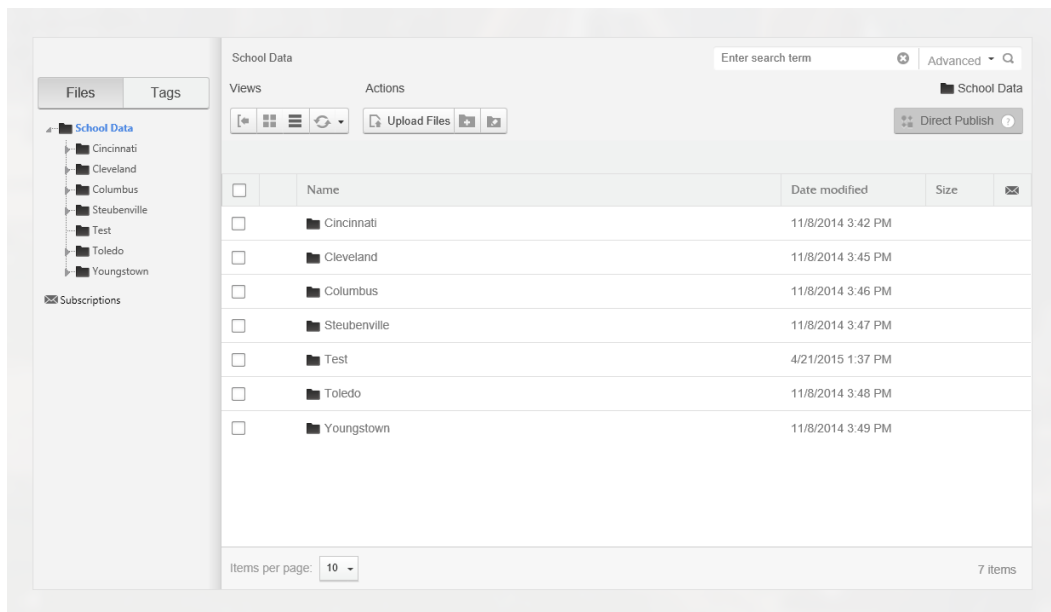
**THE CALENDARS FROM ALL SCHOOLS WILL BE VISIBLE TO YOU.** They are not filtered by diocese.

To filter the list, type your diocese prefix (CIN, CLE, etc.) in the Search box to show only the calendars from your school. Or if you're searching for a particular school, enter their full (or partial) username.

**This system depends on your schools properly naming the calendars, so emphasize to your principals that the calendars MUST be in the format specified in the AVS1 instructions**

## NARRATIVE UPLOADS

Back on the D-Console page, below the links for the AVS/SSS data, is the repository for the narrative documents required for accreditation.



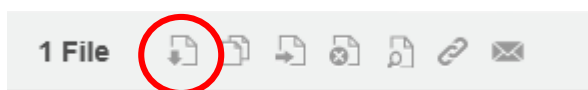
Under your diocese, you will find a folder for all your schools. Double-click to open it. As the schools complete their work, the reports will be uploaded, and you will be receiving system messages that a file has been added.

### TO READ A FILE:

Click the title. A PDF file will open in your browser. A Word doc should open in Word.

### TO DOWNLOAD A FILE

Click the check box next to the file. A sub-menu will appear (functions can be discerned by hovering the mouse over the icon):



Click the left-most button to download the file. Follow through with the download popup that appears.

### TO DOWNLOAD MANY FILES

Click the check boxes next to the files you want to download. Or click the check box next to the left of "Name" in the top (label) row to select all the files.

Click the download button. This will combine all the files into a single ZIP file that will be prepared for download.

### TO DELETE OR MOVE A FILE

Those functions function is locked out. Only schools can delete their files.

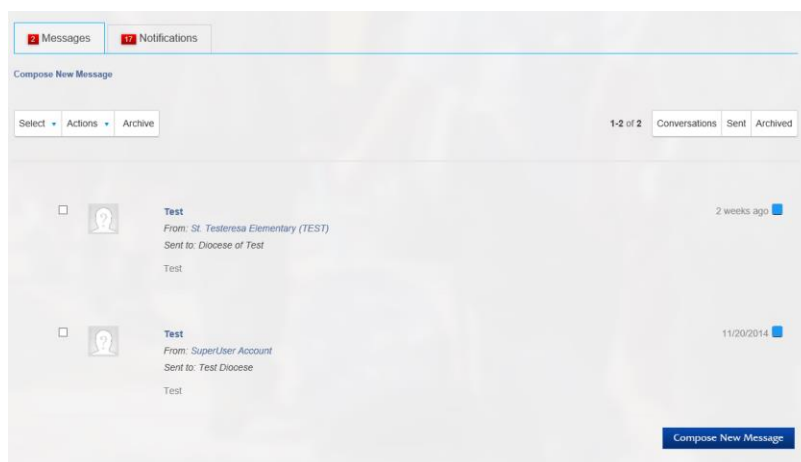
## NOTIFICATIONS AND MESSAGES



When you see red flags next to the Messages and Notifications icons, it means there are items requiring your attention.

### MESSAGES

If anyone sent you a message through the system, you should have seen it in your email. If you see a red box with the number of messages, you should click the Messages icon to check.



**TO READ OR REPLY TO A MESSAGE VIA THE SYSTEM:** Click its title. An area will appear for you to type your response, then click “Reply.” Opening a message clears its count in the red flag. (You can also correspond via regular email, in which case you will want to periodically clear your messages in the system.)

#### TO DELETE MESSAGES:

1. Click the check box for one or more messages (or click “Select” and then “All, Read, Unread...”)
2. Click Archive. The messages will go to your Archive folder.
3. Click “Archived” at far right
4. Hover over the message and at the right a “Delete” link will appear. Click it to fully delete the message. (You do NOT have to delete archived messages.)

#### TO SEND A MESSAGE:

Using the Message function is just one way you can communicate with your principals. You may also use email, phone, texting, or even smoke signals. But messaging will send an email to the principal, and activate the red “message” flag on his/her view of the site. It will also log the whole thread which you can archive and save for future reference, or delete.

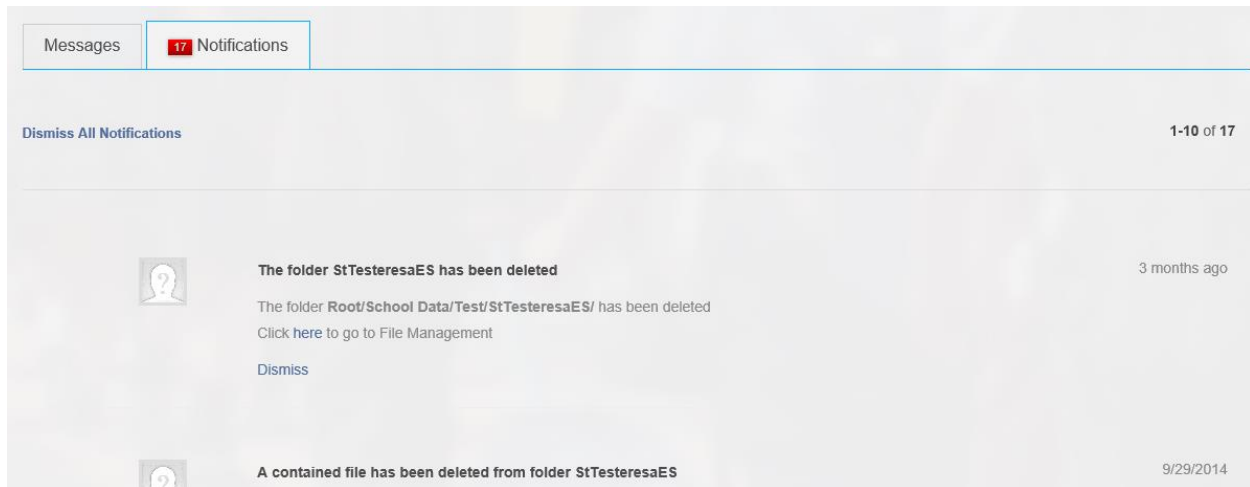
Click “Compose New Message.” In “Send To” type in the school’s name, or the principal’s name. As you type, suggestions will appear and you can choose the right recipient from the list.

Type a subject and then your message (simple text). Click Send and it will go to the recipient.



## NOTIFICATIONS

By default you are set to be notified whenever any narrative documents are uploaded to the Uploads Panel. The red flag will tell you how many notifications require your attention.



**DISMISSING A NOTIFICATION:** Below the notification is a “Dismiss” link. You can clear individual notifications by clicking that link.

Also at the top left is a “Dismiss All Notifications” link. This will clear all notifications and reset the counter.

### TO CHANGE YOUR NOTIFICATION STATUS

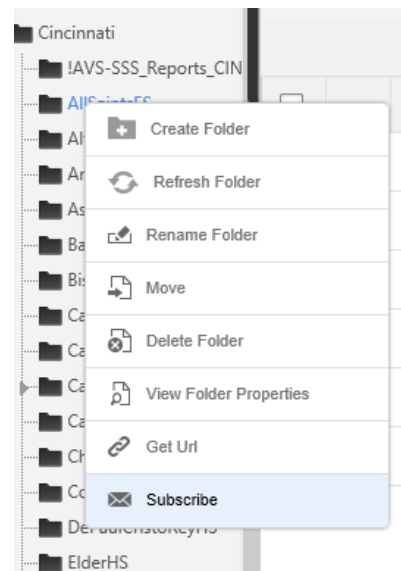
Notifications are accomplished through “Subscriptions.” You can subscribe or unsubscribe from a school’s folder in the narrative File Manager in the D-console (lower part of the page).

#### TO SUBSCRIBE TO A FOLDER:

1. Go to the narrative File Manager panel in the D-Console
2. Right click a school’s folder
3. Click the “Subscribe” button.

**TO UNSUBSCRIBE FROM A FOLDER:** Repeat the process and click “Unsubscribe.”

*Once you unsubscribe you will receive no notifications about activity on that folder.*



###



CATHOLIC IDENTITY GOAL:				
CATHOLIC IDENTITY GOAL:				
	Year 1 (20__ - 20__)	Year 2 (20__ - 20__)	Year 3 (20__ - 20__)	Year 4 (20__ - 20__)
BASELINE OF STUDENT KNOWLEDGE OR UNDERSTANDING	<b>1. A starting point, as stated in your self-study, is used for comparison to track the effectiveness of implementation over time.</b> <ul style="list-style-type: none"> <li>What were the nationally normed standardized testing data used to determine the goal?</li> <li>What were the anecdotal formative data used to determine the goal?</li> <li>Did you make any connections between the standardized testing and the anecdotal data?</li> <li>Do you anticipate a need for additional forms of assessment (formative/summative) to accurately monitor growth?</li> <li>Do you need to develop a pre-test? If so, who will develop it?</li> <li>Will you need a new baseline assessment for each year if you are changing your focus from year to year?</li> <li>Do you need to develop an attitude or perception survey? If so, identify it.</li> <li>Will you be using a rubric? If so, identify it.</li> </ul>	<b>7. Collect baseline data for new students and/or new strategy implementation.</b> <ul style="list-style-type: none"> <li>Will you be adding a new grade level or curricular area that needs baseline data?</li> <li>Will you be adding additional data beyond the original baseline data to be used for comparison to track the effectiveness of implementation over time? If so, identify it.</li> <li>What connections did you make between the standardized testing and the anecdotal data?</li> </ul>	<b>13. Collect baseline data for new students and/or new strategy implementation.</b> <ul style="list-style-type: none"> <li>Will you be adding a new grade level or curricular area that needs baseline data?</li> <li>Will you be adding additional data beyond the original baseline data to be used for comparison to track the effectiveness of implementation over time? If so, identify it.</li> <li>What connections did you make between the standardized testing and the anecdotal data?</li> </ul>	<b>19. Collect baseline data for new students and/or new strategy implementation</b> <ul style="list-style-type: none"> <li>Will you be adding a new grade level or curricular area that needs baseline data?</li> <li>Will you be adding additional data beyond the original baseline data to be used for comparison to track the effectiveness of implementation over time? If so, identify it.</li> <li>What connections did you make between the standardized testing and the anecdotal data?</li> </ul>
	<b>Resources:</b> Will these assessments be purchased or developed? By whom and when?	<b>Resources:</b> Will you be adding any new resources? If so, please identify.	<b>Resources:</b> Will you be adding any new resources? If so, please identify.	<b>Resources:</b> Will you be adding any new resources? If so, please identify.
PROFESSIONAL DEVELOPMENT	<b>2. The formal in-service training to improve the content knowledge and pedagogical skill of teachers; the theory behind the practice that drives the application.</b> <ul style="list-style-type: none"> <li>What new knowledge and understanding is needed to ensure successful implementation?</li> <li>Based on best practices, what professional development do the faculty and administration need to improve teacher capacity and student learning?</li> </ul>	<b>8. Professional Development</b> <ul style="list-style-type: none"> <li>Based on best practices, what professional development do you anticipate will be needed to support Year Two?</li> <li>How will professional development evolve as the plan evolves?</li> <li>How will you "loop in" new members of the faculty, staff and administration?</li> <li>How is professional development growing in depth and breadth?</li> </ul>	<b>14. Professional Development</b> <ul style="list-style-type: none"> <li>Based on best practices, what professional development do you anticipate will be needed to support Year Three?</li> <li>How will professional development evolve as the plan evolves?</li> <li>How will you "loop in" new members of the faculty, staff and administration?</li> <li>How is professional development growing in depth and breadth?</li> </ul>	<b>20. Professional Development</b> <ul style="list-style-type: none"> <li>Based on best practices, what professional development do you anticipate will be needed to support Year Four?</li> <li>How will professional development evolve as the plan evolves?</li> <li>How will you "loop in" new members of the faculty, staff and administration?</li> <li>How is professional development growing in depth and breadth?</li> </ul>
	<b>Resources:</b> Include money, time, materials, etc.	<b>Resources:</b> Include money, time, materials, etc.	<b>Resources:</b> Include money, time, materials, etc.	<b>Resources:</b> Include money, time, materials, etc.



IMPLEMENTATION OF PROFESSIONAL DEVELOPMENT	<b>3. Faculty collaborates to plan for the changes necessary to more effectively foster student learning.</b> <ul style="list-style-type: none"> <li>• Collaboratively, how will the faculty: <ul style="list-style-type: none"> <li>~ ensure student learning?</li> <li>~ create a culture of collaboration?</li> <li>~ focus on results for the students, the collaborative teams, and the school?</li> <li>~ support one another in the development and implementation of new teaching strategies? (e.g., changes in use of time and space, common planning time, additional meeting time, block scheduling, changes in classroom arrangement or organization, etc.)?</li> </ul> </li> </ul>	<b>9. Implementation of Professional Development</b> <ul style="list-style-type: none"> <li>• What will be this year's focus?</li> <li>• Based on your four-year design, how will the students continue to progress toward skill development and the goal?</li> <li>• How will the faculty collaboration continue to grow and evolve?</li> </ul>	<b>15. Implementation of Professional Development</b> <ul style="list-style-type: none"> <li>• What will be this year's focus?</li> <li>• Based on your four-year design, how will the students continue to progress toward skill development and the goal?</li> <li>• How will the faculty collaboration continue to grow and evolve?</li> </ul>	<b>21. Implementation of Professional Development</b> <ul style="list-style-type: none"> <li>• What will be this year's focus?</li> <li>• Based on your four-year design, how will the students continue to progress toward skill development and the goal?</li> <li>• How will the faculty collaboration continue to grow and evolve?</li> </ul>
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REVIEW, REFLECT & REVISE THE PLAN	<p>6. At the end of the first year of implementation, the faculty will collaboratively review (redesign) and reflect on Year One Progress Review.</p> <ul style="list-style-type: none"><li>What process will be used to ensure 100% involvement of all faculty and administration?</li></ul>	<p>12. At the end of the second year of implementation, the faculty will collaboratively review (redesign) and reflect on Year Two Progress Report.</p> <ul style="list-style-type: none"><li>What process will be used to ensure 100% involvement of all faculty and administration?</li></ul>	<p>18. At the end of the third year of implementation, the faculty will collaboratively review (redesign) and reflect on Year Three Progress Review.</p> <ul style="list-style-type: none"><li>What process will be used to ensure 100% involvement of all faculty and administration?</li></ul>	<p>24. At the end of the fourth year of implementation, the faculty will collaboratively review (redesign) and reflect on Year Four Progress Report.</p> <ul style="list-style-type: none"><li>What process will be used to ensure 100% involvement of all faculty and administration?</li></ul>
	<p><b>Resources:</b> Year One Progress Review Form (Upload to the school's folder on the OCSAA web portal); Time for collaboration and sharing; include additional qualitative, quantitative, anecdotal data, etc.</p>	<p><b>Resources:</b> Year Two Progress Report Form (Upload to the school's folder on the OCSAA web portal AND send a copy to the OCSAA office); Time for collaboration and sharing; include additional qualitative, quantitative, anecdotal data, etc.</p>	<p><b>Resources:</b> Year Three Progress Review Form (Upload to the school's folder on the OCSAA web portal); Time for collaboration and sharing; include additional qualitative, quantitative, anecdotal data, etc.</p>	<p><b>Resources:</b> Year Four Progress Report Form (Upload to the school's folder on the OCSAA web portal AND send a copy to the OCSAA office) – <b>Year Four Progress Report requires analysis of the data including charts and graphs</b>; Time for collaboration and sharing; include additional qualitative, quantitative, anecdotal data, etc.</p>



ACADEMIC PERFORMANCE GOAL:				
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	Year 1 (20__ - 20__)	Year 2 (20__ - 20__)	Year 3 (20__ - 20__)	Year 4 (20__ - 20__)
BASELINE OF STUDENT KNOWLEDGE OR UNDERSTANDING	<b>1. A starting point, as stated in your self-study, is used for comparison to track the effectiveness of implementation over time.</b> <ul style="list-style-type: none"> <li>What were the nationally normed standardized testing data used to determine the goal?</li> <li>What were the anecdotal formative data used to determine the goal?</li> <li>Did you make any connections between the standardized testing and the anecdotal data?</li> <li>Do you anticipate a need for additional forms of assessment (formative/summative) to accurately monitor growth?</li> <li>Do you need to develop a pre-test? If so, who will develop it?</li> <li>Will you need a new baseline assessment for each year if you are changing your focus from year to year?</li> <li>Do you need to develop an attitude or perception survey? If so, identify it.</li> <li>Will you be using a rubric? If so, identify it.</li> </ul>	<b>7. Collect baseline data for new students and/or new strategy implementation.</b> <ul style="list-style-type: none"> <li>Will you be adding a new grade level or curricular area that needs baseline data?</li> <li>Will you be adding additional data beyond the original baseline data to be used for comparison to track the effectiveness of implementation over time? If so, identify it.</li> <li>What connections did you make between the standardized testing and the anecdotal data?</li> </ul>	<b>13. Collect baseline data for new students and/or new strategy implementation.</b> <ul style="list-style-type: none"> <li>Will you be adding a new grade level or curricular area that needs baseline data?</li> <li>Will you be adding additional data beyond the original baseline data to be used for comparison to track the effectiveness of implementation over time? If so, identify it.</li> <li>What connections did you make between the standardized testing and the anecdotal data?</li> </ul>	<b>19. Collect baseline data for new students and/or new strategy implementation</b> <ul style="list-style-type: none"> <li>Will you be adding a new grade level or curricular area that needs baseline data?</li> <li>Will you be adding additional data beyond the original baseline data to be used for comparison to track the effectiveness of implementation over time? If so, identify it.</li> <li>What connections did you make between the standardized testing and the anecdotal data?</li> </ul>
	<b>Resources:</b> Will these assessments be purchased or developed? By whom and when?	<b>Resources:</b> Will you be adding any new resources? If so, please identify.	<b>Resources:</b> Will you be adding any new resources? If so, please identify.	<b>Resources:</b> Will you be adding any new resources? If so, please identify.
PROFESSIONAL DEVELOPMENT	<b>2. The formal in-service training to improve the content knowledge and pedagogical skill of teachers; the theory behind the practice that drives the application.</b> <ul style="list-style-type: none"> <li>What new knowledge and understanding is needed to ensure successful implementation?</li> <li>Based on best practices, what professional development do the faculty and administration need to improve teacher capacity and student learning?</li> </ul>	<b>8. Professional Development</b> <ul style="list-style-type: none"> <li>Based on best practices, what professional development do you anticipate will be needed to support Year Two?</li> <li>How will professional development evolve as the plan evolves?</li> <li>How will you "loop in" new members of the faculty, staff and administration?</li> <li>How is professional development growing in depth and breadth?</li> </ul>	<b>14. Professional Development</b> <ul style="list-style-type: none"> <li>Based on best practices, what professional development do you anticipate will be needed to support Year Three?</li> <li>How will professional development evolve as the plan evolves?</li> <li>How will you "loop in" new members of the faculty, staff and administration?</li> <li>How is professional development growing in depth and breadth?</li> </ul>	<b>20. Professional Development</b> <ul style="list-style-type: none"> <li>Based on best practices, what professional development do you anticipate will be needed to support Year Four?</li> <li>How will professional development evolve as the plan evolves?</li> <li>How will you "loop in" new members of the faculty, staff and administration?</li> <li>How is professional development growing in depth and breadth?</li> </ul>
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# Ohio Catholic School Accrediting Association

## Verb List

(Remember to use verbs that are “actionable” and “challenging.”)

Adapt	Construct	Explain	Mentor	Resolve
Address	Consult	Facilitate	Model	Respond
Adhere	Coordinate	Focus	Modify	Restore
Administer	Correspond	Follow	Monitor	Retrieve
Advise	Counsel	Form	Observe	Review
Align	Create	Formulate	Offer	Revise
Allocate	Critique	Gather	Organize	Schedule
Analyze	Delegate	Generate	Oversee	Screen
Anticipate	Demonstrate	Guide	Participate	Secure
Arrange	Deploy	Identify	Plan	Select
Articulate	Design	Implement	Prepare	Show
Assemble	Determine	Improve	Prioritize	Solicit
Assess	Develop	Incorporate	Produce	Specify
Assign	Devise	Increase	Promote	Structure
Attain	Direct	Inform	Provide	Supervise
Audit	Disaggregate	Initiate	Publicize	Supply
Budget	Disseminate	Inspect	Quantify	Support
Clarify	Display	Instruct	Question	Synthesize
Classify	Document	Integrate	Receive	Tabulate
Coach	Draft	Interpret	Recognize	Take
Collaborate	Edit	Interview	Recommend	Train
Collect	Eliminate	Introduce	Record	Translate
Commit	Employ	Investigate	Recruit	Update
Communicate	Enable	Involve	Refer	Upgrade
Compare	Engage	Listen	Release	Use
Compile	Enlist	Locate	Reorganize	Utilize
Conduct	Establish	Manage	Report	Validate
Consolidate	Evaluate	Meet	Research	Work

### Tips to remember:

- Revisions MUST use verbs that are clearly related to action
- Verbs like “consider,” “maintain,” and “continue” are not acceptable. They are too ambiguous for schools.
- The verbs “improve” and “implement” are acceptable only when used with exactly what should be improved or implemented and contain a reference to measures.
- Schools will be held accountable for making revisions as outlined by the External Validation Team. Make sure they are clear, “actionable,” and attainable.



## Ohio Catholic School Accrediting Association

### EVT Visit School Responsibilities

1. Make arrangements for the EVT visit with the assigned chairperson and maintain contact.
2. Make lodging arrangements for the chairperson if needed for the night before as well as the first night of the visit. Prepay with the hotel.
3. The chairperson and team members should receive a hard copy of the materials at least three weeks prior to the visit.
4. File the completed "Verification of Operating Standards: Internal" form with the Operating Standards.
5. Plan for a "meet and greet" breakfast the first morning of the visit for the team and the staff prior to the beginning of the school day.
6. Prepare a private, comfortable space for the team to work. It should be equipped with coffee and beverages as well as snacks. A computer with internet access is preferable, although the team chair may bring his/her own laptop. Have some paper, post its, pens, pencils, and highlighters available for team use. Be sure to point out the location of the nearest staff restroom, the school office, and any other needed room.
7. The team will have working lunches both days. Plan for lunch for the team. Examples: cater it, carry it in from a favorite restaurant, provide a menu from a local restaurant for the team members to make personal choices. (Resist the temptation to serve pizza and fries from the cafeteria.) Coordinate with the chair as to the time planned for lunch.
8. If the chair is spending the night in a local hotel, provide some suggestions for restaurants. Make sure they have directions as to where they may need to go.
9. Provide a light continental breakfast the second morning of the visit for just the team members.
10. Thank the team for their work on your behalf.
11. Collect any expense reports and arrange for prompt payment. Expenses would include mileage and a dinner receipt from the chair.
12. Please be patient. The Chairperson has one week to send the completed team report.
13. What you can expect from the EVT team members:  
The team members will meet with school representatives to discuss each goal and its action plan. Team members may use the following questions in their meetings with school representatives:
  - What is the relationship between the goal and school mission?
  - How was the goal selected?
  - Why was the goal selected?
  - How was the action plan for this goal developed?
  - How much understanding, acceptance, enthusiasm exists for this goal among the rest of the school community?
  - Are there areas of disagreement regarding this goal among members of the school community?
  - If this goal is implemented, what difference will it make on various members of the school community? Students? Teachers? Staff? Administrators? Advisory Board? Parents?
  - Talk about the relationship among the different part of the action plan for this goal: components, means of assessing the goal, staff development needs, resources and financial needs.



## Roles and Responsibilities of the External Validation Team Chairperson

- I. The Director of the Association appoints external Validation Team chairpersons. They are selected from a list of trained chairpersons approved by the OCSAA Commission.
  - A. Qualifications of Chairpersons
    1. In order to serve as a chairperson of an External Validation Team, a person shall:
      - a. have prior experience as a member of an External Validation Team;
      - b. have received training sponsored by the OCSAA regarding current OCSAA Standards and procedures; and
      - c. have experience in educational leadership and must be current in field of education (may be no more than one year away from practicing in the field).
    2. No one shall serve as chairperson for more than one External Validation Team visit in a single school year unless approved by the OCSAA Director.
    3. A person may not serve as a chairperson of an External Validation Team if the person is an employee of a Catholic elementary or secondary school located in the same diocese as the school being validated. The Director of the Association may waive this requirement.
    4. The list of External Validation Team chairpersons is pre-approved by the Superintendent of each Diocese
      - a. Annually, each diocesan Department of Education shall submit to the Director of the OCSAA, a list of candidates who are qualified and/or able to be trained and available to serve as a chairperson of an External Validation Team.
      - b. Each diocesan Department of Education must submit a number of candidates that is equal to or greater than 25 percent of the total number of schools in that diocese.
  - B. Role of Chairperson
    1. Public Relations: Sets the tone and establishes the climate for the visit; and, Assists the principal in preparing for the External Validation Team Visit.
    2. Professional Evaluation: Maintains responsibility for the entire process of External Validation; and Verifies the school's validation of OCSAA Standards and validates the Preliminary School Improvement Plan.
    3. Team Leadership: Maintains communication with all members of the External Validation Team; Coordinates the activities of the External Validation Team; Acts as liaison between the team and school personnel; Conducts the opening meeting for External Validation Team members; Explains the purposes, procedures, schedule, and responsibilities regarding the visit to the team members at the opening team meeting; and, During the visit, verifies the school's validation of OCSAA Standards.
    4. The chairperson is also responsible for Assuring that team members validate the action plans and complete the validation forms for assigned goal areas in the Preliminary School Improvement Plan; Scheduling additional team meetings as needed, and/or requested by team members, during the visit; Approving all claims for reimbursement of expenses incurred by team members and submits these to the principal; and, Completing and submitting the Final Report External Validation Team.
- II. Preparation for the External Validation Team Visit
  - A. The OCSAA Director notifies both the principal and the chairperson of the External Validation Team visit. Two full days are required.
    1. The OCSAA Director sends official e-mail notification to the chairperson regarding the name of the school and current principal, including contact information.
    2. The principal and the External Validation Team **chairperson** determine the specific dates of the evaluation visit. *It is the responsibility of the principal of the school being validated to notify the OCSAA office of the dates of the External Validation Team visit. Dates of the visit must be submitted to the Director within one week of notification by Director of the chairperson assignment.*
  - B. No later than three weeks prior to the External Validation Team Visit, the principal sends the following hard copies to the chairperson, team members, and the diocesan Department of Education.
    1. External Validation Team Form
    2. Preliminary School Improvement Plan
    3. The school's self-study reports: School Profile; School's Mission Statement and Statements of Belief; Student Learning Areas; and, Evaluation of Instructional and Organizational Effectiveness.

**Notes: No less than three weeks prior to the visit, the chairperson contacts the principal for additional members if the chairperson feels they are needed (in case of more than one campus, or if K-12 with goals for lower, middle, upper). Three weeks prior to the visit, the chairperson and team members must have a copy of the materials listed above in item B. If these materials are not received by that deadline, the chairperson will contact the Director of the OCSAA to cancel the visit. The Director will determine a new date and chairperson.**
  - C. At least two weeks prior to the visit, the chairperson
    1. Contacts team members to verify their receipt of the items listed above.
    2. Communicates with the building principal regarding all specific arrangements for the visit (e.g., time schedule, supplies, etc.).
    3. Reinforces with the team that two full days are required at the school. Do not try to squeeze the process into one long day. Be sure your team understands the commitment is for two days, and if anyone cannot keep that schedule, ask the principal to appoint a replacement.
  - D. At least one week prior to the visit, the chairperson
    1. Responds to any questions/concerns from team members.
    2. Develops interview schedule with the Principal, e.g., advancing planning of specific groups/individuals and times of interviews, and finalizes the internal schedule for the visit and communicates it to the building principal.

3. Schedules the opening meeting and notifies team members of the date, time, and location.

### III. External Validation of the OCSAA Standards and the Preliminary School Improvement Plan

#### A. During the Visit, the chairperson:

1. Conducts the opening meeting for the team members
  - a. The chairperson reviews the purposes of the visit, assignments, responsibilities, procedures and schedule. As part of the opening meeting of the External Validation Team Visit, the chairperson shall train team members regarding current OCSAA Standards and procedures. Please refer to the School Improvement Plan Template to discuss the plan.
  - b. Procedures include to be objective and open-minded about policies and practices that run counter to team members' personal opinions; to keep work confidential; to reach conclusions based on firm foundation of evidence; to make realistic revisions; to validate self-study documents against actual practice in the school; and [tours, classroom visits]; and, to focus on action plan(s) for each goal assigned, but to keep in mind the overall School Improvement Plan.
2. Validates the OCSAA Standards: During the visit, the chairperson meets with the principal and others as necessary to review the documentation for all OCSAA Standards: Verification of OCSAA Standards. References the Internal Validation of Standards form completed by the Diocesan Advisory member and ensures that all deficiencies have been addressed.
3. Coordinates the activities of the External Validation Team and act as a liaison between the team and school personnel.
4. Assists team members validate the Action Plans.
5. Stresses the importance of being visible and of spending time talking with the teachers. This plan represents their hard effort and many extra hours.
6. Clarifies any issues or concerns.
7. Creates consensus when completing Form Final Report External Validation Team as the basis upon which the school will write its Final School Improvement Plan. Be certain that there is consensus about what is written. In writing this final copy, be concise. Be clear. Be specific. Be certain that anyone reading your revisions will understand exactly what you mean.
8. Contacts the Director during the validation process if there are any questions or concerns.

### IV. Concluding the External Validation Team Visit

#### A. Exit Meeting: The EVT chairperson and team meet with the principal and other members of the school to review preliminary findings.

#### B. Document Submittal: Within one week of the External Validation Team Visit, the chairperson submits, as a **PDF document**, the Final Report to the principal, diocesan Department of Education, and the OCSAA office. The EVT Suggested Actions form is based on the discussion and consensus at the closing team meeting and the reports submitted from the team. This report shall include:

1. Verification of OCSAA Standards;
2. A narrative EVT Suggested Actions report that provides reactions of the External Validation Team to the Preliminary School Improvement Plan. The narrative should include:
  - a. Strengths and/or Accomplishments of the Preliminary School Improvement Plan;
  - b. Limitations, gaps, or challenges of the Preliminary School Improvement Plan;
  - c. Directives for strengthening the Preliminary School Improvement Plan; and
  - d. Supporting data.

#### C. Expenses of the External Validation Team:

1. The school is responsible for all expenses of the External Validation Team that relate directly to the visit (e.g., lodging, meals, travel). No honorarium or stipend is to be paid to the chairperson or members of the External Validation Team.
2. Team members wishing to be reimbursed for expenses may fill out the External Validation Team Expense Report and submit it to the chairperson for approval.
3. The chairperson shall approve all claims for reimbursement of expenses incurred by team members. The chairperson shall submit the expenses to the principal of the school at the end of the visit using the External Validation Team Expense Report form. These expenses are to be paid no later than 2 weeks following the visit.



## EXTERNAL VALIDATION TEAM VISIT SCHEDULE

**Prior to the Visit:** Receive, read reports and highlight questions in the plan and/or reports.

**Principal and Chairperson will receive this schedule (Adjust times to the visiting school's school day, as necessary).**

### Schedule for Day One:

7:30 a.m. or 45 minutes before the school day begins	Arrival:	<ul style="list-style-type: none"> <li>Meet and Greet ~ Meeting with all faculty and staff (formal or informal) Refreshments</li> <li>Opening Statement by Chairperson – Introduce the Team Members</li> </ul>
		<ul style="list-style-type: none"> <li>Students arrive and the school day begins</li> </ul>
8:30 a.m. – 11:00 a.m.	Orientation:	<ul style="list-style-type: none"> <li>Tour of the Building and General Housekeeping</li> <li>(What the Chair can expect, i.e., computers, printers, office, lunch, restrooms, building schedule, map, location of private conference space)</li> <li>Prayer (Day One Prayer)</li> <li>Orientation, Explanation of Process and Overview by Chairperson with the Team, Purpose of the Visit, Role as Team Member</li> <li>Plan, Review and Clarify Assignments</li> <li>Review Materials</li> <li>Chair leads team discuss of Preliminary school Improvement Plan and observations based on School Improvement Plan Template</li> <li>Discuss Essential Questions – Specific and Broad</li> <li>Establish a sense of “Team”</li> </ul>
11:00 a.m. – 12:00 noon	Interviews:	<ul style="list-style-type: none"> <li>Chairperson and Team begin the Interview Process</li> </ul>
12:00 noon	Lunch:	<ul style="list-style-type: none"> <li>Working Lunch for External Validation Team and Chairperson only</li> </ul>
12:30 p.m. – 1:30 p.m.	Visits:	<ul style="list-style-type: none"> <li>External Validation Team and Chairperson continue interviews and classroom visits</li> </ul>
1:30 p.m. – 2:30 p.m.	Interviews:	<ul style="list-style-type: none"> <li>External Validation Team and Chairperson interview Administration</li> </ul>
2:30 p.m.	Consensus:	<ul style="list-style-type: none"> <li>Team gathers to review Day One Observations, develop Day Two questions/concerns, begin to build consensus regarding strengths and accomplishments; limitations and challenges.</li> <li>Do not begin to write the final report.</li> </ul>
3:00 p.m. – 5:00 p.m.		<ul style="list-style-type: none"> <li>Chair verifies OCSAA Standards – identifies issues/concerns to be addressed on Day Two (Post-it notes)</li> </ul>
		<ul style="list-style-type: none"> <li>Dinner is optional. Chairpersons often prefer to regroup, reorganize and plan own in evening.</li> </ul>

**Schedule for Day Two:**

8:00 a.m.	Reconvene	<ul style="list-style-type: none"><li>• Team Refreshments</li><li>• Prayer (Day Two Prayer)</li><li>• Review of Previous Day Consensus</li></ul>
8:45 a.m.	Conferences	<ul style="list-style-type: none"><li>• Team Continues Interviews and Classroom Visits and address questions, issues, concerns from Day One</li></ul>
		<ul style="list-style-type: none"><li>• Chairperson to Conference with Principal</li></ul>
10:30 a.m.-11:00 a.m.	Deliberations	<ul style="list-style-type: none"><li>• Complete EVT SUGGESTED Actions form (on computer)<ul style="list-style-type: none"><li>• Chairperson drafts comments with team.</li><li>• Discussion and consensus on strengths or commendations for each goal.</li><li>• Discussion and consensus on directives or revisions for each goal.</li><li>• Discussion of how the individual goals support the overall School Improvement Plan.</li><li>• Discussion of inconsistencies, gaps, or overlaps between action plans for individual goals.</li></ul></li><li>• Frame as "Directives" language – Action Verbs, NOT vague terms e.g. "consider." See Verb List.</li></ul>
12:00 noon	Working Lunch	<ul style="list-style-type: none"><li>• Review and Revise, as necessary</li></ul>
1:00 p.m.	Wrap-up	<ul style="list-style-type: none"><li>• SAVE your EVT Suggested Actions form with a new filename that includes Diocese, School Name, and date of EVT. (e.g. "CLE_StStephen_4-13-15.docx." Please use underline characters instead of spaces.)</li><li>• Collect ALL reports, documents, materials, Expense Reports</li></ul>
		<ul style="list-style-type: none"><li>• Shred any materials that have been marked upon</li></ul>
1:30 p.m.	Exit Interview	<ul style="list-style-type: none"><li>• External Validation Team and Chairperson meet with school's Principal and Steering Committee to share observations.</li><li>• Submit approved expense reports to principal</li></ul>

There is a 48-hour turnaround time for the EVT Suggested Actions form to be edited and submitted to the team members for approval. The chairperson then has one week to upload the final forms EVT Verification of Operating Standards and EVT Suggested Actions form on the web portal of the school being validated.



# Ohio Catholic School Accrediting Association

## Roles and Responsibilities of the External Validation Team Members

1. External Validation Team members are selected by the principal of the school being validated.
  - a. Qualifications of Team Members
    - i. The members of the External Validation Team shall not be current or former employees of the school or parish being validated. They are selected according to their ability to participate in the process, including the entire length of the visit, and react constructively to the school's Preliminary School Improvement Plan.
    - ii. The members of the team must have experience in educational leadership and must be current in field of education (may be no more than one year away from practicing in the field).
    - iii. When selecting the members of the team, the administration should consider the configuration of the school, the number and nature of goals contained in the School Improvement Plan. Besides the chairperson, there should be a minimum of three additional members. More team members may be needed based on necessity and/or the configuration of the school, e.g., if a school is K-12 or has multiple campuses. One chair will be assigned to oversee two teams, and elementary school team and a high school team, or a team for campus A and a team for campus B. This decision will be made by the visiting chairperson in collaboration with the principal of the school being validated.
2. Preparation for the External Validation Team Visit
  - a. No later than three weeks prior to the External Validation Team Visit, the principal sends the following to the chairperson, team members, and the diocesan Department of Education.
    - i. EVT Member Roster
    - ii. Preliminary School Improvement Plan
    - iii. The school's self-study reports: School Profile; School's Mission Statement and Statement of Beliefs; Student Learning Areas; and Evaluation of Instructional Organizational Effectiveness. **Note:** Three weeks prior to the visit, the chairperson and team members **must** have a copy of the Preliminary School Improvement Plan and the school's self-study reports. If these materials are not received by that deadline, the chairperson will contact the Director of the OCSAA to cancel the visit. The Director will determine a new date and chairperson.
  - b. During the visit
    - i. The team members will meet with school representatives to discuss each goal and its action plan. Team members may use the following questions in their meetings with school representatives.  
Possible Questions:
      1. What is the relationship between the goal and school mission?
      2. How was the goal selected?
      3. Why was the goal selected?
      4. How was the action plan for this goal developed?
      5. How much understanding, acceptance, enthusiasm exists for this goal among the rest of the school community?
      6. Are there areas of disagreement regarding this goal among members of the school community?
      7. If this goal is implemented, what difference will it make on various members of the school community? Students? Teachers? Staff? Administrators? Advisory Board? Parents?
      8. Talk about the relationships among different part of the action plan for this goal: components, means of assessing the goal, staff development needs, resource and financial needs.
    - ii. Closing Meeting for Team Members
      1. The team discusses strengths and/or accomplishments and limitations, gaps and/or challenges in the Preliminary School Improvement Plan. Based on these discussions, the entire team reaches consensus on the revisions that will be included on EVT Suggested Actions form.
      2. At the end of the visit, each team member submits to the chairperson all materials received prior to and completed during the visit.
      3. At the end of the visit, members wishing to be reimbursed submit the EVT Expense Report Form to the chairperson.
4. The visit concludes with the team and chairperson sharing their preliminary findings with the school principal and representatives.





# Ohio Catholic School Accrediting Association

## General Advice for Team Members

- It is of utmost importance to remember to validate the school and its operation in light of **its own Mission Statement and Statements of Belief** – and not yours. Nothing can undermine the credibility of an evaluation more rapidly than comments such as “At our school, we do this...”
- It is the overall quality of the school’s effectiveness that is most important; your emphasis must be on the major factors affecting the school, not minuscule defects.
- You must constantly be alert to your professional conduct. You must not talk in your community about your recent visit, about the school or its personnel.
- When visiting classes, be as unobtrusive as possible—do not interrupt the normal flow of class procedure.
- In conversations with faculty, you should strive to create an atmosphere of understanding and mutual trust so that the school staff members will be able to explain what they are doing, rather than feeling that they have to defend it.
- Except for an initial social gathering with the host school’s administration and faculty, do not expect any social activities. Evenings might be required for meetings of the team as a whole and for preparation of reports.
- Avoid premature judgment, especially early on in the visit. Try to keep your eyes, ears, and mind open until observations begin to fall into a pattern. When you begin to form conclusions, be sure to test them against specific observations, data, and documentation provided by the school.
- You should never make criticisms or suggestions directly to members of the school staff. All findings should result from team discussion and action.
- You are not evaluating the performance of individual teachers, administrators, or staff members. In making classroom visits, you are observing teaching techniques, use of educational materials, and the outcomes of classroom procedures on an aggregate basis.
- Your visiting team is not approving or censuring the school being examined: the OCSAA Commission has sole authority for that final action. You are, however, collecting data and reaching findings that will be submitted to the OCSAA Review Committee and the OCSAA Commission on the basis of which their decision will be reached.
- Always remember that the visiting team’s discussions and findings are **confidential** in nature and must not be aired in public or private conversations after the visit.
- As with everything in life, the OCSAA Accreditation process has changed and evolved over the past 15 years. Do not rely on past “buzz words” or “catch phrases”, instead; refer to the “School Improvement Plan Template” handout.
- Our purpose is to validate, with sufficient constructive comments, the school’s Preliminary School Improvement Plan. To do so, we must devote sufficient time over two full days to visit and observe throughout the school, review materials and data, and speak with school personnel in order to provide specific feedback regarding the plan. Please help to soften any anxiety concerning our purpose. Help to underscore our function, which is to neither evaluate the school nor individuals, but to provide helpful direction toward the successful revision of the plan.
- This plan represents considerable effort and many hours of study and preparation. It is important that the team be visible to the staff and carefully considers information gleaned from discussions. Please ask questions about anything that may be unclear.
- The entire team will deliberate in order to reach consensus with regard to the final revision that will be offered through the completion of the External Validation Team Suggested Actions Form.
- Each team member is asked to submit to the chairperson a corrected External Validation Team Form verifying one’s contact and professional information. As well, Expense Report Forms should be submitted, if appropriate.
- The chairperson and the team will conduct an exit conference with the principal and others whom the principal may designate. Team members are encouraged to assist in clarifying any input from the team or other feedback – prior to, and during, the exit conference.
- Please return all copies of the materials and forms, as well as the Self-Study Report to the chairperson, upon completion of the visit.
- Please know that your time and service to Catholic education is very much appreciated!

We sincerely hope that you will find your experience as an evaluator rewarding, both professionally and personally. OCSAA and all its member schools are appreciative of the wisdom, insight, and energy you will bring to the task.

**External Validation Chairperson Check List**

**PLEASE NOTE: ALL FORMS ARE TO BE SUBMITTED ON THE OCSAA WEB PORTAL THROUGH EACH INDIVIDUAL SCHOOL'S ACCOUNT.**

**A. Prior to the Visit**

- ☐ Receive, from the Director of OCSAA, contact information for the school to be visited.
- ☐ Within one week of receiving the assignment, there is contact between the principal or his/her designee and the EVT chairperson to secure a full two-day EVT visit.
- ☐ Collaboratively, with the principal or his/her designee, adjust the two-day schedule according to the school's schedule.
- ☐ Receive hard copies of all reports and materials at least 3 weeks prior to the visit, including the Profile, Mission Statement and Statements of Belief, Student Goals Areas, Evaluation of Instructional Organizational Effectiveness, the Preliminary School Improvement Plan, and the list of EVT team members.
- ☐ Contact EVT team members for initial introductions, and to address any questions, clarifications, and/or concerns.
- ☐ After reading the materials and/or reports, contact the school with questions, concerns.
- ☐ Make final contact with Team Members to provide arrival time and agenda for the first day.

**B. Day One of the Visit**

- ☐ Meet with the faculty, staff and school administration
- ☐ Tour the building
- ☐ Begin Orientation with Prayer and explain/review the process
- ☐ Review the materials
- ☐ Lead team discussion of initial plan observations based on the School Improvement Plan Template document.
- ☐ Discuss Essential Questions – both specific and broad
- ☐ Establish a sense of "Team"
- ☐ Chairperson and team begin the interview process and classroom visits
- ☐ Chairperson and team interview Administration
- ☐ Chairperson and team gather to review Day One observations, exchange information, develop Day Two questions/concerns, and begin to build consensus regarding strengths and accomplishments, limitations and challenges
- ☐ Chairperson verifies Operating Standards and identifies issues/concerns to be addressed on Day Two

**C. Day Two of the Visit**

- ☐ Review of previous day consensus, additional insights and/or concerns
- ☐ Team continues interviews and classroom visits and addresses questions, issues, concerns from Day One
- ☐ Chairperson conferences with the Principal
- ☐ Chairperson and team discuss observations and comments from meetings and visits
- ☐ Chairperson and team deliberate until consensus emerges through discussions on the following: Strengths and commendations for each goal; Directives or revisions for each goal; How the individual goals support the overall School Improvement Plan; and, Inconsistencies, gaps, or overlaps between action plans for the individual goals
- ☐ Frame as "Directives" language (*EVT Verb List* *handout*)
- ☐ Chairperson drafts comments for the EVT Suggested Actions Form with the Team – be extremely clear and specific. The school, Review Committee and the Commission need to understand your comments. You **MUST** be able to defend your comments.
- ☐ Chairperson collects all reports documents, materials, expense reports
- ☐ Chairperson submits expense reports to the principal of the school
- ☐ Chairperson shreds any materials that have been marked on
- ☐ External Validation Team, Chairperson, Principal and Steering Committee members meet to return materials, submit expense reports and to share initial findings.

**D. After the Visit**

- ☐ The chairperson edits and submits the EVT Suggested Actions Form for Team member approval within 48 Hours.
- ☐ The chairperson has one week to upload the following on the school's Web Portal\* **AS A PDF FILE:**
  - ☐ Verification of Operating Standards Form
  - ☐ External Validation Team Suggested Actions Form

## Prayer Before Meeting

Before we begin our meeting,  
Let us take a moment to thank the Lord  
For this opportunity to be here,  
Working together toward the common goal  
Of enriching our schools and our families.

Guide us, Lord, so that we may be united  
In the spirit of mutual respect  
And the exchange of ideas and purpose,  
Not as individual entities,  
But as the Catholic community we strive to be.

In our discussion here today,  
Let us not forget for whom we do this:  
Our students, our families and our God.  
Help us to work together to be successful  
In our obligations to our schools and our stakeholders.

As always, we seek your guidance and inspiration  
In all our thoughts and decisions.  
Dear Lord, we pray that this meeting will be  
A most productive and successful meeting.  
We pray these things through Christ our Lord.  
Amen.



## Prayer Before the External Visit

Lord, Divine Teacher  
be with us as we begin this External Validation Team Visit.  
Your Son's command to teach all nations is our concern.  
Assist us so that this visit will be for us  
an opportunity to share and grow in faith and knowledge.

In the process of dealing with the issues at hand,  
may we learn how to treat each other's ideas  
with reverence and respect.

May we be instructed in the Divine Truth,  
that in the variety of approaches,  
out of the rich differences among us,  
will come the balance of the Kingdom.

May we discover how to reject ideas  
without rejecting people and how to share visions  
though we do not share the same means  
for reaching our desired goals.

May this visit, then be for each of us  
a prayer, a lesson and an opportunity to  
be servants to those whom we serve.

We ask this through Christ our Lord.

Amen.