

Report of the
External Review
for
Archbishop Hannan High School

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North Central Association on Accreditation and School Improvement (NCA CASI), Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

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Introduction to the External Review

Accreditation is a voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools and designed primarily to distinguish schools adhering to a set of educational standards. Today the accreditation process is used at all levels of education and is recognized for its ability to effectively drive student performance and continuous improvement in education.

Institutions seeking to gain or retain accreditation must meet AdvancED standards specified for their institution, demonstrate high levels of student performance or improvement of student performance if applicable, and provide evidence of stakeholder satisfaction with the operation of the institution. The accreditation standards focus on conditions and processes within a system that impact student performance and organizational effectiveness. The power of AdvancED Performance Accreditation lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

Institutions participate in an External Review by a team of highly qualified evaluators who examine the institution's adherence and commitment to the accreditation criteria. The External Review is the hallmark of AdvancED Performance Accreditation as it energizes and equips the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. External Review is a rigorous process that includes examination of evidence and relevant data, interviews with stakeholders, and observations of instruction, learning, and operations.

The AdvancED External Review Team used the AdvancED Accreditation Standards and Indicators and related criteria to guide its evaluation, looking not only for adherence to standards but also for how the institution functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the AdvancED External Review Team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.

Part I: Findings

The Findings section presents the External Review Team's evaluation of the AdvancED Accreditation Standards and Indicators. It includes Powerful Practices and Opportunities for Improvement identified by the External Review Team, as well as evaluations of Student Performance, the Learning Environment, Stakeholder Feedback and Assurances.

Accreditation Standards and Indicators

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality were developed by a committee comprised of effective educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that ensure excellence and continuous improvement. Before implementation, the standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains a detailed evaluation of each of AdvancED's Accreditation Standards and Indicators, identification of Powerful Practices and Opportunities for Improvement related to each of the standards (if appropriate), and a description of the evidence examined by the External Review team.

The AdvancED Standards and Indicators are the first of three primary areas of evaluation for AdvancED's Performance Accreditation model. Using indicator-specific performance levels, the External Review Team evaluates the degree to which the institution meets each indicator on a scale of 1 to 4. The scores assigned to the indicators are averaged to arrive at a single score. This score, along with scores from evaluations of student performance and stakeholder feedback, will be used to determine the accreditation status of the institution.

| | |
|--|------|
| Average Indicator Score for this Institution | 3.48 |
|--|------|

Standard 1: The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning that are aligned with the institutions' vision and supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

| Standard 1 | | | |
|---|--|--|-------------------|
| The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning. | | | |
| Indicator | | Source of Evidence | Performance Level |
| 1.1 | The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. | <ul style="list-style-type: none"> • Accreditation Report • Survey results • Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) • Observations • Interviews • Purpose statements - past and present • Mission Statement process | 3.0 |
| 1.2 | The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. | <ul style="list-style-type: none"> • Interviews • Survey results • Accreditation Report • Professional development, PLC documentation, Professional Growth Plan, Mission Statement, Marzano book study | 3.0 |

| Indicator | | Source of Evidence | Performance Level |
|-----------|---|--|-------------------|
| 1.3 | The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. | <ul style="list-style-type: none"> • The school data profile • Communication plan and artifacts that show two-way communication to staff and stakeholders • Interviews • Accreditation Report • The school continuous improvement plan • Data analysis, Examples of data driven curriculum improvement | 3.0 |

Powerful Practices

Indicator

1. The school leadership and staff commit to a culture that is based on shared values and beliefs that encourage academic, spiritual, and social growth.

1.2

The “Hannan Way” establishes a shared commitment to excellence by all stakeholders and is referenced often in communications, classroom instruction, and general conversations. All stakeholders, including faculty, staff, and parents, mentioned the “Hannan Way” during interviews when speaking about excellence in academics, extra-curricular activities, athletics, and community involvement. As documented in the faculty and student handbooks, the expectations are for Hannan students to “sacrifice more, work harder, and have concern for others.” The “Hannan Way” has permeated throughout the school community and has become their own personal brand and way of life. All stakeholders hold themselves and each other accountable for upholding and adhering to the “Hannan Way.”

Standard 2: The school operates under governance and leadership that promote and support student performance and school effectiveness.

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of educational institution leadership research, Leithwood and Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and their practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their communities to attain continuous improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow institutional leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED's experience gained through evaluation of best practices has indicated that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

| Standard 2 | | | |
|--|--|---|-------------------|
| The school operates under governance and leadership that promote and support student performance and school effectiveness. | | | |
| Indicator | | Source of Evidence | Performance Level |
| 2.1 | The governing body establishes policies and supports practices that ensure effective administration of the school. | <ul style="list-style-type: none"> • Governing body policies, procedures, and practices • Staff handbooks • Accreditation Report • Interviews • Communications to stakeholder about policy revisions • Accounting practices | 3.0 |

| Indicator | | Source of Evidence | Performance Level |
|-----------|---|--|-------------------|
| 2.2 | The governing body operates responsibly and functions effectively. | <ul style="list-style-type: none"> • Accreditation Report • Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest • List of assigned staff for compliance • Interviews • Findings of internal and external reviews of compliance with laws, regulations, and policies • Governing body policies on roles and responsibilities, conflict of interest • Governing code of ethics | 4.0 |
| 2.3 | The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. | <ul style="list-style-type: none"> • Roles and responsibilities of school leadership • School improvement plan developed by the school • Accreditation Report • Stakeholder input and feedback • Maintenance of consistent academic oversight, planning, and resource allocation • Communications regarding board actions • Survey results regarding functions of the governing body • Observations • Agendas and minutes of meetings • Interviews | 4.0 |

| Indicator | | Source of Evidence | Performance Level |
|-----------|---|--|-------------------|
| 2.4 | Leadership and staff foster a culture consistent with the school's purpose and direction. | <ul style="list-style-type: none"> • Examples of collaboration and shared leadership • Survey results • Observations • Interviews • Examples of decisions aligned with the school's statement of purpose • Accreditation Report • Examples of decisions in support of the school's continuous improvement plan | 4.0 |
| 2.5 | Leadership engages stakeholders effectively in support of the school's purpose and direction. | <ul style="list-style-type: none"> • Minutes from meetings with stakeholders • Copies of surveys or screen shots from online surveys • Survey responses • Involvement of stakeholders in a school improvement plan • Communication plan • Accreditation Report • Interviews • Town Hall meetings, Breakfast with the Principal, Service learning, PLCs | 4.0 |

| Indicator | | Source of Evidence | Performance Level |
|-----------|---|---|-------------------|
| 2.6 | Leadership and staff supervision and evaluation processes result in improved professional practice and student success. | <ul style="list-style-type: none"> • Accreditation Report • Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation • Governing body policy on supervision and evaluation • Supervision and evaluation documents with criteria for improving professional practice and student success noted • Job specific criteria • Representative supervision and evaluation reports • Interviews • Discovery walks, Student performance data, School Leadership Center Satisfaction Survey | 4.0 |

Powerful Practices

Indicator

1. The governing body ensures that the school leadership has the autonomy to meet the goals for achievement and instruction and to manage day-to-day operations effectively.

2.3

The visionary leadership of the principal and cooperation between the administration and school community has created a climate of transparency and a culture of excellence. As indicated by the principal and stakeholder interviews, stakeholder surveys, course scheduling guides, and a school profile that shows increased test scores, it is evident that Father Charles has built a strong team of administrators, faculty and staff. The team has worked together to increase academic opportunities by adding dual enrollment and advanced placement courses; improved classroom instruction by supporting extensive professional development; and impacted student life by creating and supporting strong campus ministry and service programs and improving school facilities.

2. Leadership and staff foster a culture consistent with the school's purpose and direction.

2.4

A strong sense of community is pervasive through all groups of stakeholders. Interviews with stakeholder groups, observations throughout the campus, and evidence in stakeholder surveys have indicated that this sense of community presides in the school as exhibited by the administration having an open door policy for the students' voices to be heard, teachers' dedication to their students by exhibiting a willingness to go above and beyond, extensive parental involvement through volunteer efforts at the school, and the school's efforts to preserve Hannan traditions while fostering new ones.

Opportunities for Improvement**Indicator**

1. Develop, implement, and evaluate a strategic plan aligned with the school's mission and vision focusing on student success while meeting the needs of the ever-changing school community.

2.1

The school's executive summary and interviews with the administrative staff indicate the need to develop a strategic plan. A strategic plan will allow the school to develop a shared strategy for advancement. It will provide a "balcony view" of where the school is, where it is going, and how it is going to get there. A strategic plan will also improve school organization, prioritize actions, and have all stakeholders working toward a shared vision for the school.

Standard 3: The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

A high-quality and effective educational system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics that include strong communication skills, knowledge of content, and knowledge of how to teach the content. The institution's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y., 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert, J., Brown, R., Choi, S., & Thomas, S., 2008). According to Marks, Louis, and Printy (2002), staff members who engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, and Loeb (2010), concluded that leadership in effective institutions "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found that a successful institution implements a curriculum based on clear and measurable expectations for student learning. The curriculum provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

| Standard 3 | | | |
|--|---|--|-------------------|
| The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning. | | | |
| Indicator | | Source of Evidence | Performance Level |
| 3.1 | The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. | <ul style="list-style-type: none"> • Survey results • Lesson plans • Interviews • Accreditation Report • Posted learning objectives • Representative samples of student work across courses • Enrollment patterns for various courses • Observations | 3.0 |

| Indicator | | Source of Evidence | Performance Level |
|-----------|--|---|-------------------|
| 3.2 | Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. | <ul style="list-style-type: none"> • Interviews • Accreditation Report • Data disaggregation process, Professional Learning • Community action plans | 2.0 |
| 3.3 | Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. | <ul style="list-style-type: none"> • Teacher evaluation criteria • Agenda items addressing these strategies • Professional development focused on these strategies • Interviews • Observations • Examples of student use of technology as a learning tool • Findings from supervisor walk-thrus and observations • Surveys results • Accreditation Report • Math XL | 3.0 |
| 3.4 | School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. | <ul style="list-style-type: none"> • Documentation of collection of lesson plans and grade books • Supervision and evaluation procedures • Peer or mentoring opportunities and interactions • Observations • Surveys results • Interviews • Examples of improvements to instructional practices resulting from the evaluation process • Administrative classroom observation protocols and logs • Accreditation Report • Discovery walks, Assistant principal's job description | 4.0 |

| Indicator | | Source of Evidence | Performance Level |
|-----------|--|---|-------------------|
| 3.5 | Teachers participate in collaborative learning communities to improve instruction and student learning. | <ul style="list-style-type: none"> • Accreditation Report • Agendas and minutes of collaborative learning committees • Calendar/schedule of learning community meetings • Survey results • Observations • Interviews • Examples of improvements to content and instructional practice resulting from collaboration • Curriculum Council | 3.0 |
| 3.6 | Teachers implement the school's instructional process in support of student learning. | <ul style="list-style-type: none"> • Observations • Interviews • Examples of learning expectations and standards of performance • Accreditation Report • Posted learning objectives, Faculty Handbook, Grading policies | 3.0 |
| 3.7 | Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. | <ul style="list-style-type: none"> • Accreditation Report • Survey results • Professional learning calendar with activities for instructional support of new staff • Professional development logs, Professional Growth Plan | 3.0 |

| Indicator | | Source of Evidence | Performance Level |
|-----------|---|---|-------------------|
| 3.8 | The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. | <ul style="list-style-type: none"> • Observations • Survey results • Interviews • Volunteer program with variety of options for participation • List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days • Calendar outlining when and how families are provided information on child's progress • Accreditation Report • Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process • PTO Board | 4.0 |
| 3.9 | The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. | <ul style="list-style-type: none"> • List of students matched to adult advocate • Accreditation Report • Interviews • Curriculum and activities of formal adult advocate structure • Master schedule with time for formal adult advocate structure • Description of formal adult advocate structures | 4.0 |
| 3.10 | Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. | <ul style="list-style-type: none"> • Accreditation Report • Evaluation process for grading and reporting practices • Sample report cards for each grade level and for all courses • Interviews • Sample communications to stakeholders about grading and reporting • Policies, processes, and procedures on grading and reporting • PowerSchool, Course syllabi | 3.0 |

| Indicator | | Source of Evidence | Performance Level |
|-----------|--|--|-------------------|
| 3.11 | All staff members participate in a continuous program of professional learning. | <ul style="list-style-type: none"> • Results of evaluation of professional learning program. • Evaluation tools for professional learning • Interviews • Survey results • Brief explanation of alignment between professional learning and identified needs • Accreditation Report • Crosswalk between professional learning and school purpose and direction • School leadership workshops, Staff professional development logs, Growth plans, The Highly Engaged Classroom Reading Guide | 4.0 |
| 3.12 | The school provides and coordinates learning support services to meet the unique learning needs of students. | <ul style="list-style-type: none"> • Observations • Interviews • Survey results • List of learning support services and student population served by such services • Accreditation Report | 3.0 |

Powerful Practices**Indicator**

1. School leaders monitor and support the improvement of instructional practices of teachers to ensure student success 3.4

The synergy of the staff is enhanced by the emphasis on continuing education. The entire staff read and then discussed Marzano's book, *The Highly Engaged Classroom*, which led to a better understanding of techniques to reach all students. The school administration encourages professional development and has paid for many faculty members to attend Advanced Placement (AP) workshops and summer institutes. Currently four members of the staff are engaged in an online master's degree program in administration. Professional development is enhanced by outside experts in identified areas. Staff members with proven skills are also utilized to provide immediate and practical expertise.

2. The development of the Professional Learning Communities (PLCs) has enhanced instruction and created departmental cohesion. 3.5

The shift from the traditional department to Professional Learning Communities has reinvigorated the teachers in relation to their subject material. This has become a self-empowering tool for the teachers. Through the interview process, it was evident that the faculty has taken ownership of their department's professional growth and a desire to become better teachers. This excitement has carried over into teaching practices and enhanced the learning environment for the students.

3. The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress 3.8

The parents who were interviewed believed they were treated as equal partners in their children's education. They consistently stated they were included in all aspects of school life and felt the school has created a home environment for their children and themselves. The parents credited the current administration for the many positive improvements and attitudes that are the hallmarks of the school. Parents indicated that the reputation of Hannan is improving in the community, which is another source of pride.

Opportunities for Improvement**Indicator**

1. Expand the Professional Learning Communities to include grade level groups. 3.5

Teachers currently participate in collaborative learning communities within their subject area. This practice has proven fruitful for an exchange of ideas and ensuring that each faculty member is in concert with his/her departmental peers. If teachers were to form a professional learning community within their grade level to share data and information, a more systemic approach to the whole student can be achieved. Another benefit to this level of professional learning communities can be increased and enhanced cross curriculum experiences.

2. Teachers should consistently use exemplars to guide and inform student work. 3.6

Although exemplars were listed as evidence in the self assessment, limited use of exemplars was seen during classroom observations. Exemplars are an important part of the classroom environment and allow students to have a clear understanding of what they are expected to know and be able to do. Teachers may benefit from training to ensure the proper and ongoing use of exemplars.

Standard 4: The school has resources and provides services that support its purpose and direction to ensure success for all students.

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L., 2003) "demonstrated a strong relationship between resources and student success... both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in the 30,000 institutions in the AdvancED network that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The institution employs and allocates staff members who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff members to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

| Standard 4 | | | |
|---|--|--|-------------------|
| The school has resources and provides services that support its purpose and direction to ensure success for all students. | | | |
| Indicator | | Source of Evidence | Performance Level |
| 4.1 | Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program. | <ul style="list-style-type: none"> • Observations • School budgets for the last three years • Survey results • Interviews • Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff • Accreditation Report • Assessments of staffing needs • Documentation of highly qualified staff • Hiring rubric | 4.0 |

| Indicator | | Source of Evidence | Performance Level |
|-----------|--|---|-------------------|
| 4.2 | Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. | <ul style="list-style-type: none"> • Accreditation Report • Examples of efforts of school leaders to secure necessary material and fiscal resources • Survey results • School schedule • Interviews • Alignment of budget with school purpose and direction • Observations • School calendar | 4.0 |
| 4.3 | The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. | <ul style="list-style-type: none"> • Records of depreciation of equipment • Observations • Survey results • Documentation of compliance with local and state inspections requirements • Interviews • Accreditation Report • Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. • System for maintenance requests • Maintenance schedules • Safety committee responsibilities, meeting schedules, and minutes • Duty schedule, Science teacher training, Schedule for drills | 4.0 |

| Indicator | | Source of Evidence | Performance Level |
|-----------|--|---|-------------------|
| 4.4 | Students and school personnel use a range of media and information resources to support the school's educational programs. | <ul style="list-style-type: none"> • Interviews • Budget related to media and information resource acquisition • Accreditation Report • Survey results • Data on media and information resources available to students and staff • Schedule of staff availability to assist students and school personnel related to finding and retrieving information • iPads, School website, Hawk Talk | 4.0 |
| 4.5 | The technology infrastructure supports the school's teaching, learning, and operational needs. | <ul style="list-style-type: none"> • Technology plan and budget to improve technology services and infrastructure • Observations • Assessments to inform development of technology plan • Survey results • Policies relative to technology use • Interviews • Wireless access points, iPad program | 4.0 |
| 4.6 | The school provides support services to meet the physical, social, and emotional needs of the student population being served. | <ul style="list-style-type: none"> • Student assessment system for identifying student needs • Schedule of family services, e.g., parent classes, survival skills • Accreditation Report • Interviews • Social classes and services, e.g., bullying, character education • List of support services available to students • Observations • Advisor-Advisee Program, St. Tammany Parish Public Schools Partnership | 3.0 |

| Indicator | | Source of Evidence | Performance Level |
|-----------|---|---|-------------------|
| 4.7 | The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. | <ul style="list-style-type: none"> • List of services available related to counseling, assessment, referral, educational, and career planning • Observations • Accreditation Report • Survey results • Budget for counseling, assessment, referral, educational and career planning • Interviews • Description of referral process • Teacher tutoring hours | 3.0 |

Powerful Practices**Indicator**

- | | | |
|----|--|-----|
| 1. | Qualified professional and support staff are sufficient in number to fulfill the roles and responsibilities necessary to support the school's purpose, direction, and the educational program. The school is diligent in its recruitment of qualified professionals and support staff. Policies, processes, and procedures for hiring, placing, and retaining these professionals are clearly defined; and there are sustained fiscal resources available to fund positions necessary to achieve the purpose and direction of the school. | 4.1 |
| 2. | Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. Instructional time, material resources, and fiscal resources are clearly focused on supporting teaching and learning in the school. School leaders work diligently to secure the fiscal and material resources necessary for all students to participate in challenging and rigorous learning experiences. | 4.2 |
| 3. | The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. In order to ensure a safe environment, the school maintains an active Crisis Response Plan, and crisis procedures are reviewed with all faculty, staff, and students during a school assembly at the beginning of the each instructional year. The school employs a facilities manager and maintenance staff who work diligently to maintain a pristine physical plant. | 4.3 |
| 4. | Students and school personnel use a range of media and information resources to support the school's educational programs. There are qualified professionals in place to support students and school personnel in the utilization of media and information resources. These resources are accessible to all students and personnel so as to achieve the educational programs of the school. | 4.4 |
| 5. | The technology infrastructure supports the school's teaching, learning, and operational needs. The school has a comprehensive and modern technology plan that includes the utilization of iPads by every student and teacher to enhance the teaching, learning, and operational needs of the school community. A comprehensive technology plan is in place, and school personnel have developed and administer a needs assessment to work toward continuous improvement of technological services. | 4.5 |

Standard 5: The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Systems with strong improvement processes move beyond anxiety about the current reality and focus on priorities and initiatives for the future. Using results, i.e., data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, and Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky, J., Pane, J., Barney, H., & Christina, R., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making, (2) establishing a culture of data use and continuous improvement, (3) investing in an information management system, (4) selecting the right data, (5) building institutional capacity for data-driven decision making, and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

Through ongoing evaluation of educational institutions, AdvancED has found that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

| Standard 5 | | | |
|--|---|--|-------------------|
| The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement. | | | |
| Indicator | | Source of Evidence | Performance Level |
| 5.1 | The school establishes and maintains a clearly defined and comprehensive student assessment system. | <ul style="list-style-type: none"> • Accreditation Report • Documentation or description of evaluation tools/protocols • Survey results • Interviews • Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance • Evidence that assessments are reliable and bias free | 4.0 |

| Indicator | | Source of Evidence | Performance Level |
|-----------|--|--|-------------------|
| 5.2 | Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions. | <ul style="list-style-type: none"> • Survey results • Interviews • Written protocols and procedures for data collection and analysis • Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning • List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning • Accreditation Report • School Improvement Plan, Common Core training agendas | 4.0 |
| 5.3 | Professional and support staff are trained in the evaluation, interpretation, and use of data. | <ul style="list-style-type: none"> • Policies specific to data training • Interviews • Professional learning schedule specific to the use of data • Documentation of attendance and training related to data use • Accreditation Report • Training materials specific to the evaluation, interpretation, and use of data | 4.0 |
| 5.4 | The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. | <ul style="list-style-type: none"> • Student surveys • Agendas, minutes of meetings related to analysis of data • Description of process for analyzing data to determine verifiable improvement in student learning • Accreditation Report • Evidence of student growth • Interviews • Standardized test data | 2.0 |

| Indicator | | Source of Evidence | Performance Level |
|-----------|---|---|-------------------|
| 5.5 | Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. | <ul style="list-style-type: none"> • Minutes of board meetings regarding achievement of student learning goals • Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders • Survey results • Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals • Accreditation Report • School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals • Interviews • Town Hall meeting agendas, School website, Parent meetings on TOPS and college acceptance | 4.0 |

Powerful Practices**Indicator**

- | | | |
|----|---|-----|
| 1. | The school establishes and maintains a clearly defined and comprehensive student assessment system | 5.1 |
| | School personnel utilize consistent standards of measure that are reliable and unbiased. Assessment data is regularly evaluated for reliability and effectiveness in improving instruction. | |
| 2. | Professional and support staffs continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions. | 5.2 |
| | Student performance data is disaggregated, and the results are utilized to drive curricular changes. Results of all standardized tests are compiled, and areas for improvement are addressed within professional learning communities. | |
| 3. | Professional and support staff are trained in the evaluation, interpretation, and use of data. | 5.3 |
| | Professional learning communities are utilized to train staff in the specific use of data. Through these PLCs, staff members disaggregate data to make informed curriculum changes as necessary. | |

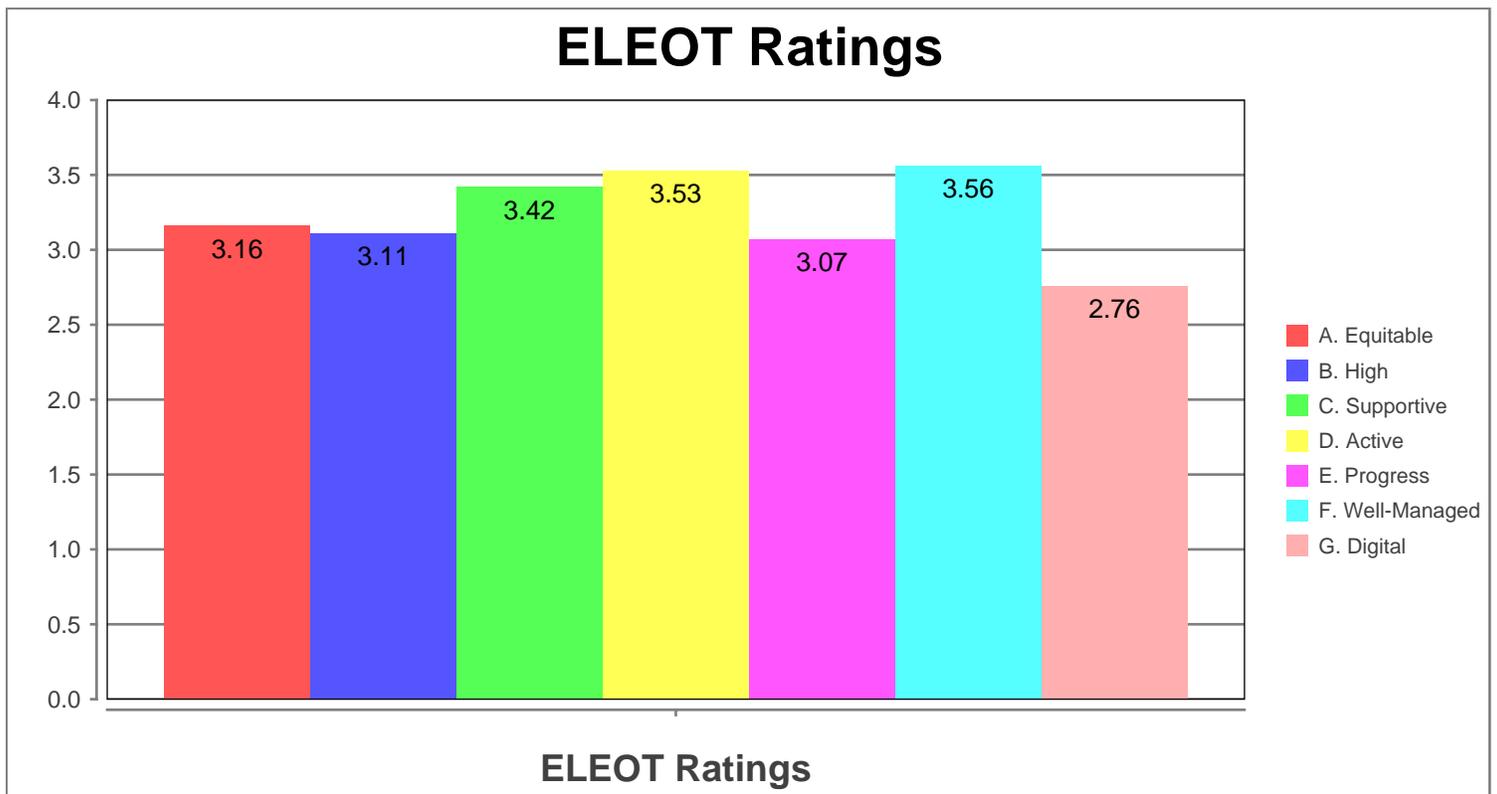
Opportunities for Improvement**Indicator**

- | | | |
|----|--|-----|
| 1. | Develop a process to evaluate data for use in planning for student success at the next level. | 5.4 |
| | While some work in data analysis has been done, data disaggregation has not included determining student success at the next level. A full process of data evaluation and disaggregation is essential in ensuring student success both at the school and beyond. | |

Learning Environment

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. External Review Team members conduct multiple observations during the review process and provide ratings on 30 items based on a four-point scale. The following provides the aggregate average score across multiple observations for each of the seven learning environments included in ELEOT.



Student Performance

Student Performance on assessments is the second of three primary areas of evaluation for AdvancED's Performance Accreditation model. Institutions are asked to collect and analyze student performance data, then submit the data and the analyses to the External Review Team for review. The External Review Team evaluates the quality of the assessments used by the institution, the degree to which the institution properly administered the assessments, analyzed and acted on the results, and the overall performance of students using a set of rubrics. The scale is from 1 (low performing) to 4 (high performing). Results of that evaluation are reported below.

| Student Performance Evaluation | |
|--------------------------------|-------------------|
| Evaluative Criteria | Performance Level |
| Assessment Quality | 4.0 |
| Test Administration | 4.0 |
| Quality of Learning | 3.0 |
| Equity of Learning | 4.0 |

Stakeholder Feedback

Stakeholder Feedback is the third of three primary areas of evaluation in AdvancED's Performance Accreditation model. The AdvancED surveys are directly correlated to the AdvancED Accreditation Standards and Indicators; they provide not only direct information about stakeholder satisfaction but also become a source of data for triangulation by the External Review Team as it evaluates indicators.

Institutions are asked to collect and analyze stakeholder feedback data, then submit the data and the analyses to the External Review Team for review. The External Review Team evaluates the quality of the administration of the surveys by institution and the degree to which the institution analyzed and acted on the results. The scale is from 1 (low performing) to 4 (high performing). Results of that evaluation are reported below.

| Stakeholder Feedback Evaluation | |
|---|-------------------|
| Evaluative Criteria | Performance Level |
| Questionnaire Administration | 4.0 |
| Stakeholder Feedback Results and Analysis | 4.0 |

Part II: Conclusion

Summary of the External Review

In off-site and on-site review sessions, the AdvancED External Review Team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted observations.

In an off-site and on-site review the AdvancED External Review team examined the documentation and artifacts presented by the school. The review started with extensive email communication among the team members. During these exchanges the team outlined a plan for the review, and the Lead Evaluator designated responsibilities. The External Review was a two-day event that also included a planning meeting of the team the evening prior to the on-site portion of the review. The first day started with a meet-and-greet breakfast to introduce the team to the faculty. It was followed by a school overview with the principal. That was followed by an interview session with the school leadership. After an instructional tour, the team conducted in 24 classroom observations using AdvancED's Effective Learning Environments Observation Tool (ELEOT). The afternoon was spent interviewing stakeholder groups including 5 support staff, 17 parents/community members, and 11 teachers. During these interviews, the team heard repeatedly that Archbishop Hannan High School is like a home where everyone works hard to give students a high quality academic and extra-curricular experience. One parent commented that Hannan is "the high school experience you want for your children." All stakeholder groups expressed extreme satisfaction with the current state of the school. All groups believe the school is providing a rigorous college preparatory curriculum. They also believe the school is providing an education that focuses on the whole child.

On day two of the review, the team conducted follow-up interviews with several faculty and staff members to verify information observed on day one. The team reviewed additional artifacts and conducted a few classrooms observations. The team continued the process of rating the AdvancED indicators to reach consensus. The team met with the leadership team to discuss the results. The final exit report was presented to the faculty, staff and stakeholders at the conclusion of the on-site review.

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Accreditation Standards and Indicators.

The stakeholders at Archbishop Hannan High School have committed to a process of continuous improvement. All stakeholders embrace the mission of the school and the "Hannan Way" is infused throughout the school community. There is a true family atmosphere at the school. The leadership is committed to open communication and hosts a variety of events where parents and stakeholders have an opportunity to share concerns/suggestions and hear updates on the school.

A very strong leadership team is in place at the school. In interviews, the leadership expressed the use of the team approach. There is a sense of community, and the re-establishment of traditions has helped to solidify the school community. There is a strong communication system in place whereby the school mission is clearly communicated. The school should develop a strategic plan to complement the mission.

During the on-site review, members of the External Review Team evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team evaluated the quality of instruction and learning that took place classified around seven constructs or environments: equity, high expectations, support, engagement, progress monitoring and feedback, management, and use of technology.

During the on-site review, the team observed a variety of classrooms including 24 using the ELEOT. Through the observations, the team noted that many classrooms were arranged to allow for student collaboration. The majority of the students were actively involved in the lessons. The team observed that while there was some use of the available technology, some classrooms were not using it all. It was evident that the school provides challenging courses to prepare students for the next level. The team did not see exemplars being used in the majority of the classrooms observed. The teachers are open to learning and improving their professional practice. This was especially evident in the use of professional learning communities in each academic department. School leaders are very active in observing teachers in the classroom. A variety of tools are used to complete these observations. The school has also engaged in Discovery Walks to improve classroom teaching practices. Families are engaged in the school and many volunteer their time. The advisor-advisee program has been established to ensure that every student has at least one adult on the campus who knows him/her well. Through interviews it was noted that school has not established a curriculum that is aligned both vertically and horizontally.

Through artifact examinations and interviews, the team noted that the processes and practices in place to employ, place, and retain qualified professional and support staff are exemplary. The ongoing, successful effort to acquire fiscal and material resources for the improvement of teaching and learning is outstanding. The pristine condition of the physical plant creates an immediate and positive impression for all who enter the school's campus. These efforts are led by a well-structured maintenance and facilities staff.

It was clear that the school has done work in analyzing data. This work has included training staff to interpret data and use it to make curriculum decisions. The team noted the school still had work to do in using data to evaluate success at the next level.

The team enjoyed a two-day on-site review of Archbishop Hannan High School. The team appreciated the open and honest communication from all stakeholders. We especially want to thank the school leadership and teacher leaders who prepared for the review. The team thanks the community for its willingness to engage in a process of continuous improvement.

In the past, accreditation reviews resulted in an accreditation recommendation on status. Labels such as advised, warned, probation, or all clear were used to describe the status of a school relative to the criteria. Beginning with school year, 2013-14, AdvancED is introducing a new framework to describe the result of an accreditation review. Consistent with the modern focus of accreditation on continuous improvement with an emphasis on student success, AdvancED introduces an innovative and state-of-the-art framework for diagnosing and revealing institutional performance called the Index of Education Quality (IEQ). The IEQ is comprised of three domains of performance: 1) the impact of teaching and learning on student performance; 2) the leadership capacity to govern;

and 3) use of resources to support and optimize learning. Therefore, your institution will no longer receive an accreditation status. Instead, your institution will be accredited with an IEQ score. In the case where an institution is failing to meet established criteria, the accreditation will be under review thereby requiring frequent monitoring.

The three domains of performance are derived from the AdvancED Standards and Indicators; the Analysis of Student Performance; and the Engagement and Involvement of Stakeholders. Within each domain institutions will be able to connect to the individual performance levels that are applied in support of the AdvancED Standards and evaluative criteria. Within the performance levels are detailed descriptors that can be a valuable source of guidance for continuous improvement. Upon review of the findings in this report, institutional leaders should work with their staff to review and understand the evidence and rationale for each Required Action as well as the corresponding pathway to improvement described in the performance levels of the selected Indicator.

The IEQ provides a new framework that recognizes and supports the journey of continuous improvement. Your institution's IEQ is the starting point for continuous improvement. Your actions for improvement that have a positive impact will be reflected in your IEQ score.

IEQ Institutional Score: 351

Teaching and Learning Impact: 343
(Standards 3 and 5; Student Performance Criteria)

Leadership Capacity: 355
(Standards 1 and 2; Stakeholder Engagement Criteria)

Resource Utilization: 371
(Standard 4)

The External Review team recommends that Archbishop Hannan High School be accredited by the AdvancED Accreditation Commission for a five-year term of accreditation.

Required Action

1. Develop a vision for the school based on the school's core beliefs and values.

Related Indicator or Assurance: 1.1

Description:

Interviews with the administrative team indicate the need to develop a school vision to complement the school's mission. In order to have an effective school, a strong vision should incorporate the attitudes, beliefs and values held by all stakeholders. The school has established a strong foundation upon which to strengthen its current academic and community focus. The school should examine the expectations of the archdiocese and community for ensuring student achievement and should identify the type of school it seeks to be, acknowledge where it currently is, and determine where it wants to go in the future.

2. Establish a curriculum based on the school's mission and recognized education standards that is aligned vertically and horizontally.

Related Indicator or Assurance: 3.3

Description:

School personnel should engage in a process to ensure vertical and horizontal alignment of the curriculum. Currently there are discussions at Professional Learning Communities' meetings within a subject area and informal collaboration within the school's corridors among grade level peers. An intentional integration program, which addresses both the horizontal and vertical aspects of curriculum, will ensure a smoother educational experience for the students. This effort will also assist in mapping a school-wide curriculum.

Part III: Addenda

The External Review Team

Lead Evaluator:

Mrs. Sheri H Gillio

Team Member:

Mrs. Kelley Leger

Thomas McNitt

Mrs. Suzanne Delaune Troxclair

Next Steps

The institution should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the Powerful Practices section to maximize their impact on the institution.
3. Develop action plans to address the Required Actions made by the team. Include methods for monitoring progress toward addressing the Required Actions.
4. Use the report to guide and strengthen the institution's efforts to improve student performance and system effectiveness.
5. Following the External Review, submit the Accreditation Progress Report detailing progress made toward addressing the Required Actions. Institutions are required to respond to all Required Actions. The Required Actions should be completed before the Accreditation Progress Report is submitted. The report will be reviewed at the appropriate state, national, and/or international levels to monitor and ensure that the system has implemented the necessary actions to complete the Required Actions. The accreditation status will be reviewed and acted upon based on the completion of the Required Actions and the resulting improvement.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Celebrating Accreditation

Following the External Review, the team submits the final report to AdvancED for review and for action by the AdvancED Accreditation Commission that confers accreditation upon the institution. Upon receiving its accreditation, the institution should share its achievement with internal and external communities.

About AdvancED

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, and the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (NWAC) that was founded in 1917 joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, these divisions share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.

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