



WCEA

Western Catholic Educational Association
Catholic Schools Accrediting Commission

Visiting Committee Report

Ensuring Educational Excellence (E3)

Western Catholic Educational Association

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Moreau Catholic High School

School Code: 5062

27170 Mission Boulevard

Hayward, CA 94544

510.881.4300

February 25-28, 2018



Visiting Committee Report

Ensuring Educational Excellence (E3)

School Code and Name: Moreau Catholic High School
Address: 27170 Mission Boulevard
Hayward, CA 94544
Contact Number: 510.881.4300
Dates of the Accreditation Visit: February 25-28, 2018

Type Names:

Signatures:

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Saint Ignatius College Preparatory

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Bishop O'Dowd High School

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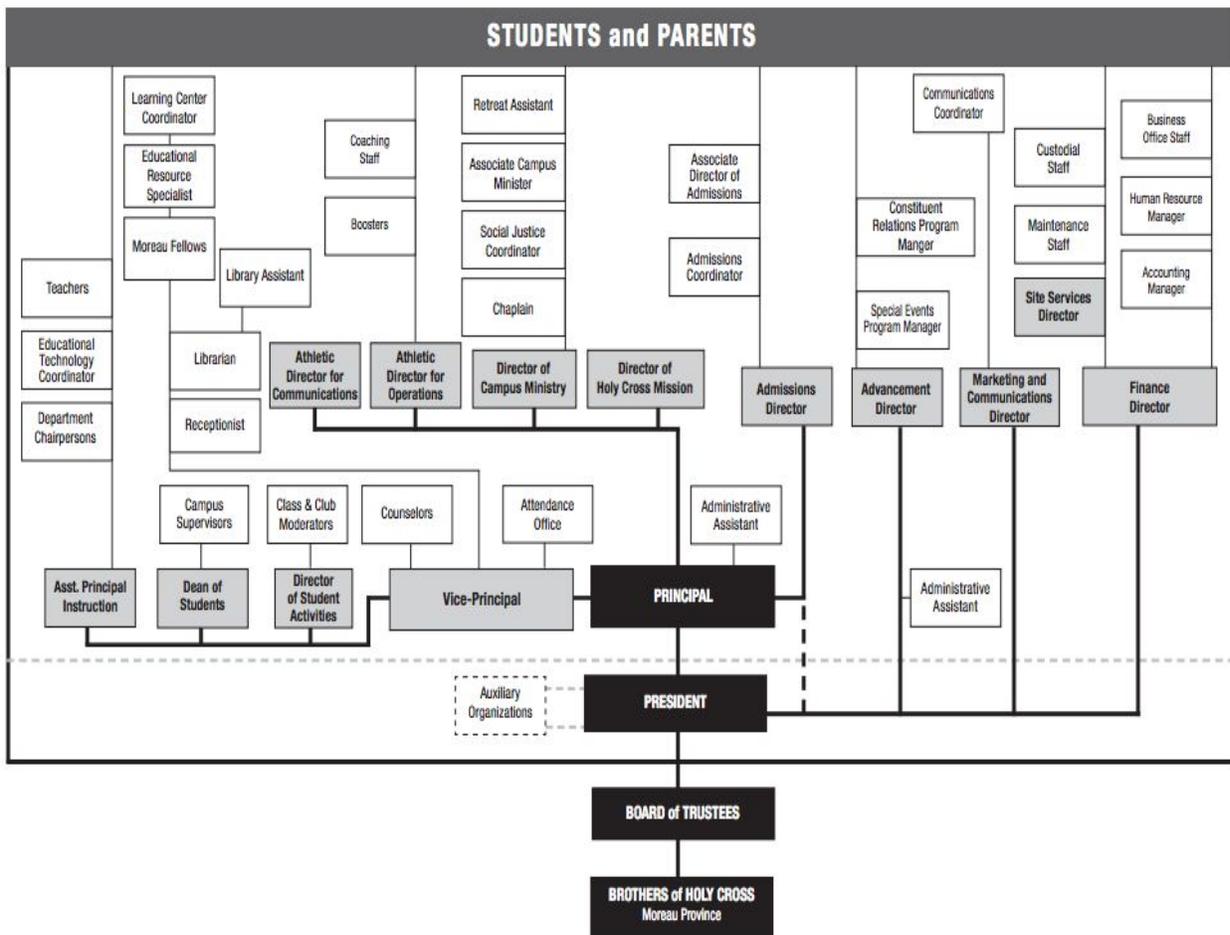
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CHAPTER I INTRODUCTION TO THE SCHOOL

A. Introduction

1. Name of School Moreau Catholic High School
2. Address 27170 Mission Boulevard, Hayward, CA 94544
3. Year of Inception 1965
4. Nature of the School Religious, co-educational, college preparatory
5. Governance Structure Board of Limited Jurisdiction
6. Administrative Structure President and Principal
7. Organizational Flow Chart

MOREAU CATHOLIC HIGH SCHOOL ORGANIZATIONAL CHART



B. Student Demographics

1. Enrollment	948
2. Catholic Composition	63%
3. Gender Composition	51% Male, 49% Female
4. Ethnic Composition	Hispanic 21% Native American 0.4% Black/African American 9.2% Asian/Filipino 41.1% Native Hawaiian/Pacific Islander 2.8% White 17.1% Multi Racial/Other 20.1% Declined to State 4.1%

C. School Personnel Demographics

1. Number of Faculty	60
2. Years of Service at the School	1-3 Years: 17 4-6 Years: 12 7-10 Years: 10 11-20 Years: 11 20+ Years: 10
3. Catholic Composition	Catholic 71.1% Non-Catholic: 25.3% Decline to State: 4.8%
4. Gender Composition	39 Male, 45 Female
5. Ethnic Composition	Native American: 1 Asian: 6 Black: 5 Native Hawaiian / Pacific Islander: 1 White: 62 Two or More: 7 Unknown: 2
6. Composition with:	
a. Credential	38
b. Master's Degree	30
c. Doctorate	0
7. Staff Personnel	21
8. Board/Council	Board of Trustees
9. Identify any Parent Organization	Boosters Club, Band Parents Club, Parent Ambassadors
10. Identify any Alumni Organization	Alumni Council

D. *Brief History of the School*

Moreau Catholic High School was founded in 1965 by the Brothers of Holy Cross as a four-year, college-preparatory high school. The school is the only secondary school in the world named after the founder of Holy Cross. Moreau Catholic has sister-schools sponsored by the Congregation of Holy Cross in the mid-western and eastern sectors of the United States. Blessed Basil Moreau passed on to Holy Cross a vision and philosophy of education that is essentially Catholic Christian. The philosophical and practical aim of any Holy Cross school is to prepare students to be *members of society and people of God*. To accomplish these objectives, Moreau provided an educational framework to ensure that there is evidence of a correspondence between academic quality and Christian faith. He envisioned that a Holy Cross education must provide whatever is necessary for students to live productively in the society in which they find themselves and to live fully as Christians.

Providing these necessities for our students is the concern of every department, program and dimension of daily school life. For example, we believe that every teacher, administrator, or staff member is called to share in the responsibility of creating and maintaining a safe and caring environment in which students learn to be *competent citizens* and *committed Christians*.

Expounding on his educational philosophy in 1849, Blessed Basil Moreau wrote:

“We can state the kind of teaching we hope to give in a Holy Cross school. Even though we base our philosophy on faith, no one needs to fear that we will confine our teaching within narrow and unscientific boundaries. We will accept the discoveries of science without unscientific boundaries and prejudice in a manner adapted to the needs of our times. We do not want our students to be ignorant of anything they should know. We will always place instruction side-by-side with education; *the mind will not be cultivated at the expense of the heart*. While we prepare useful *citizens for society*, we shall likewise do our utmost to prepare *citizens for heaven*.”

E. Most Significant Developments in School Life since the Last Self Study

Catholic Identity and Holy Cross Mission

A committee comprised of various members of the school community evaluated and redesigned the school's community service program, creating the Holy Cross Social Justice program. This program aligns student volunteer hours with Theology curricula and Holy Cross themes and values. In order to grow and expand this program, the position of Social Justice Coordinator was created for the 2015/16 school year. This position will be responsible for expanding the program to all four grade levels, designing and implementing the senior capstone project in alignment with the USCCB framework and Moreau Catholic graduation outcomes, and developing a comprehensive curricular and cocurricular service program.

Additionally, the call for increased participation in school liturgies and expansion of student involvement in the spiritual life of the school necessitated the addition of a liturgist and retreat coordinator for the 2015/16 school year. The school's all-inclusive tuition model now includes retreat fees for students of all grade levels to ensure that all students have access to these transformative experiences. However, the vast expansion of the retreat program requires additional staff to organize and oversee these programs. The liturgist/retreat coordinator will coordinate all school retreats as well as liturgical celebrations.

Finally, the position of Director of Holy Cross Mission was created to address the need for increased adult spirituality opportunities and to examine and oversee the growth of Catholic identity and Holy Cross mission throughout the programs of the school. The Director of Holy Cross Mission will coordinate retreats for adults during the school year, and will partner closely with the Director of Campus Ministry to ensure that mission-focused programs remain at the heart of the school's spiritual life.

Financial Planning and Integrity

Moreau Catholic has revamped its Advancement office, adding the positions of Director of Marketing and Communications, Alumni Coordinator, as well as hiring a new Director of Advancement. These new additions helped to address the need to broaden our donor base, and facilitated completion of Phase 1 of the Master Site Plan.

Additionally, a new Director of Finance was hired in 2014, bringing many years of experience in financial management, analysis, accounting, and human resources to the position. In addition, a new position was created in 2015 to oversee all of the human resources functions of the school. The Human Resources Manager reports to the Director of Finance.

Enrollment

The development of a top tier international student program that attracts and retains top students from a variety of countries will continue to support enrollment goals. There remains a need to ensure greater diversity in this population of students moving forward and better support programs to ensure their long-term success while at Moreau Catholic. The addition of an International Program Coordinator for the 2015/16 school year addresses this need by providing a partner in admissions, academic support, and counseling services for international students. Analysis of declining enrollment led to the addition of the Associate Admissions Director as well as partnership with Gumus marketing to roll out a comprehensive, effective promotional campaign. A new Director of Admissions was hired in Spring 2017; multiple evening tours for prospective families were added, re-imagining school tours to include a more personalized approach for students and visiting teachers, and reaching out to reinvigorate school partnerships.

Student Support

Data analysis of college statistics and student surveys highlights the need for expanded counseling and student support services to meet the needs of all students. The faculty and staff have identified establishing an infrastructure to meet the needs of high achieving students as well as struggling students as a priority for the school moving forward. As such, for the 2015/16 school year MCHS hired a college counselor and an educational specialist to address the growing needs of a diverse student population. The addition of a college counselor provides additional depth and expertise to a counseling program that emphasizes academic, personal, and college support for all students. The program re-design will ensure that students have more one-on-one access to college-specific resources and support, and is intended to increase college acceptance and matriculation rates at top universities.

To support our goals of differentiation in the classroom and support for our growing learning needs population, the position of educational specialist was added for the 2015/16 school year. This position will oversee the Learning Center and all tutoring/academic support programs on campus. In addition, the educational specialist will partner with the Saints and Scholars Coordinator to work with students with learning differences, create and implement accommodation plans, and provide testing for students with potentially undiagnosed learning differences.

Finally, the school has embraced personalized learning to advance the Saint Andre Program. This work began with Moreau being the first high school and the first Catholic school in the nation to partner with *Teach to One Math*, and the *Chan-Zuckerberg Initiative* and *Summit Learning*. This program allowed the school to enroll 61 students with varying educational backgrounds who would not otherwise have been accepted to the school, thus bolstering student enrollment.

Teaching and Learning

The school has undergone a data-driven process to evaluate the effectiveness of our instructional program and has used that evidence to drive program enhancements and curricular development. Evaluating SAT and PSAT data informed us that students who had access to Honors and AP level courses performed much higher on standardized assessments. As such, we added 6 AP courses and two Honors courses to our overall offerings and made two of them open enrollment to ensure that all students have access to a college-level experience while in high school.

The process of identifying priority standards in each department and aligning all classes with the appropriate content standards (CCSS, NGSS) created more parity across classes within the same department and has improved the quality of the curriculum and instruction provided to students. For example, alignment with the Next Generation Science Standards made all science courses much more lab-based and hands-on, ultimately leading to the facility improvements made to the Innovation Lab (bioprinters and 3D printers), zSpace Lab (3D virtual holographic technology), and the Design Studio (new space and tools for Engineering, Physics, and Robotics courses).

Further reinforcing this notion of “program driving innovation / renovation” at Moreau Catholic, we also created a 21st century classroom to accommodate our growing personalized learning program (see above). The furniture matches the pedagogy - flexible, mobile, accommodating to a wide range of learning styles and above all, personal. Additionally, the Incubator Space was created to house our new seminar-style Social Justice course as well as to serve as the focal point for development of our senior capstone projects. Students have access to the very best in 21st century tech tools but are taught to use them through the lens of Catholic Social Teaching and service to others. This melding of innovation and mission is at the core of our instructional programs at Moreau Catholic, and has defined our instructional program over the past several years.

CHAPTER II SCHOOL'S PURPOSE

A. Mission

Moreau Catholic High School is dedicated to the legacy and values of the Congregation of Holy Cross and its founder Blessed Basil Moreau. We are a college-preparatory school committed to outstanding achievement. As a community of faith, we prepare our students through academic, social, and spiritual learning experiences that form and transform them as they become responsible citizens of our global community.

B. Philosophy

Moreau Catholic High School enters into a partnership with the family and provides opportunities and means by which students are guided to higher levels of spiritual, social, and academic development.

We believe this partnership is given meaning through the legacy and values established by Blessed Basil Moreau, founder of the Congregation of Holy Cross. This partnership is enhanced by the spirit, vision, and collaboration shared among the entire school community and the Diocese of Oakland.

As a community of faith, we believe a Holy Cross education is centered in Christian values and adheres to high standards and expectations for individual achievement and social responsibility. We are guided by Jesus Christ to give witness to our faith through lived experiences—prayer, liturgical celebrations, retreats, and community service. These experiences nurture dignity and respect for religious and cultural diversity.

A Moreau Catholic High School education facilitates the formation of qualities such as integrity, justice, stewardship, love, compassion, and hope. We educate students to become people of values as well as scholars. By cultivating heart and mind, our students become responsible citizens and a positive force in the transformation of our global community. Through our college-preparatory curriculum, our students become lifelong learners and effective communicators. Our commitment to outstanding achievement ensures that our students become knowledgeable and skillful in areas of moral and ethical decision-making, critical thinking, accountability, technology and adaptability. Our co-curricular programs enhance the academic and spiritual dimensions of our school by providing formative activities that foster community, leadership, creativity, and sportsmanship. These learning experiences are achieved in a safe, caring educational environment facilitated by a professional and dedicated faculty and staff.

The fulfillment of our mission as Holy Cross educators is facilitated through the partnership between the family and school community. The knowledge, skills, and values taught to and embraced by our students help them shape their future and the world.

C. Integral Student Outcomes

INFORMATION

Students will be lifelong learners by

- understanding the Catholic faith and endeavoring to embody the charisms of Holy Cross
- acquiring the organizational, decision-making, and analytical skills necessary to become independent and reflective learners
- adapting to a variety of technological resources and managing them productively and responsibly
- interpreting and evaluating complex messages presented through various sources and perspectives
- communicating effectively by listening and reading critically, and using language precisely in speech and writing
- observing the world around them and thinking critically and creatively to problem solve in a variety of situations

FORMATION

Students will demonstrate personal and social responsibility by

- setting, planning for, and striving to achieve personal, academic, and professional goals
- making positive health and lifestyle choices to maintain their educational, social, physical, and spiritual well-being
- practicing the habits of an ethical life by taking responsibility for one's actions and developing empathic practices
- cultivating meaningful and respectful relationships across real and virtual environments
- sharing their gifts and talents in a spirit of fellowship, dialogue, collaboration, and innovation

TRANSFORMATION

Students will carry into the world the legacy and values of a Catholic, Holy Cross tradition by

- deepening and honoring their own personal spirituality
- protecting the environment through sustainable and ecologically minded lifestyle choices that recognize the interconnectedness of all God's creation
- leading their community in the pursuit of social, religious, political, environmental, and cultural goals
- taking risks to challenge and redefine the global community with the goal of justice, compassion, and integrity

Moreau's Mission Statement, Philosophy, and Intended Student Outcomes are designed to be a reflection of the school's core values and provide guidance for their work to educate women and men in the Holy Cross tradition. All three documents are used in hiring, admissions, curriculum and co-curricular review and design, discipline, and strategic planning. The ISOs were revised in the Fall of 2016 after an extensive review by representatives of the community and then feedback from the entire community. The ISOs are posted through the school and teachers use the Outcomes as enduring understandings in their courses.

CHAPTER III

QUALITY OF THE SCHOOL'S EDUCATIONAL PROGRAM

- A. Observance of the Principle of Authentic Catholic Identity
- B. Observance of the Principle of Organizational Efficacy
- C. Observance of the Principle of Teaching and Learning Excellence
- D. Observance of the Principle of Student Support
- E. Observance of the Principle of Material Stewardship
- F. Observance of the Principle of Educational Improvement
- G. Observance of the Principle of Integrity of the Self Study Process

CHAPTER III

QUALITY OF THE SCHOOL'S EDUCATIONAL PROGRAM

A. Observance of the Principle of AUTHENTIC CATHOLIC IDENTITY

This principle of WCEA accreditation holds that a school's Catholic identity ought to be authentic. Here, 'authentic' means that in all its understandings and operations the school is oriented toward: God; the teachings of the Catholic Church; and the prayers, rituals, and practices of the Catholic Faith.

Standards that Constitutes this Principle:

A.1 Catholic Purpose

A.2 Worship

A.3 Religion Curriculum

A.4 Religion Teachers

A.5 Partnership with Parents

A.6 Service Orientation

A.7 Signs and Symbols

A.8 Religious Engagement of All

This Principle is involved in the School's Educational Improvement Plan (EIP), via Standard/s:

This Principle is involved in what the Visiting Committee has added to the School's EIP, via Standard/s:

This Principle is NOT involved in the School's EIP

VISITING COMMITTEE'S DISCERNMENT REGARDING THE SCHOOL'S OBSERVANCE OF PRINCIPLE A:

This principle of WCEA accreditation is observed by the school

Degree of its Observance: Commendably Sufficiently

This principle of WCEA accreditation is insufficiently observed by the school

Rationale for the Visiting Committee's Discernment Regarding Principle A:

MCHS has an authentic Catholic Identity and purpose, adhering to a mission and philosophy that mirrors the Roman Catholic faith (SS: pp. 17, 19). The school centers its mission on the tradition of the Congregation of the Holy Cross (SS: p. 19; A.2). As members of the community note, "The charism is in the walls and the halls." The members of the visiting team agree that every aspect of the school is infused with the four pillars of the school: "Being Family, Bringing Hope, Building Respect, and Educating Hearts and Minds." Evidence of the Catholic purpose is shown through the vibrant all-school liturgies (including Mass on Founders Day), Wednesday liturgy offerings, all-school prayer embedded with petitions for the community, the sacrament of reconciliation, and the religious studies curriculum (SS: p. 19; A.2). Yearly, the retreat program offers one retreat format per class and retreat fees are covered in school tuition. Moreover, the school integrates service into its religious studies curriculum via the Holy Cross Social Justice Program, requiring each student to graduate with 70 hours of community service (MCHS website).

MCHS exhibits beautifully the standard of worship. At the foundation of the school's worship lies Holy Cross spirituality, which is integrated into all liturgies, prayer, prayer services, Spirit Week, and Founders Day (SS: p. 19; DL: A.2, A.4). Over the public address system, the community daily prays together and offers petitionary prayer for the community. Teachers regularly lead class prayer (nonetheless, this was named as a growth area). The school chaplain offers liturgy each Wednesday in the chapel, reconciliation services, and spiritual guidance (DL: A.2, A.7). The school offers students the opportunity to develop their own skills in ministry and worship preparation via the Campus Ministry Team, which helps plan and implement all liturgies and retreats (DL: A.2). The partnership with the neighboring St. Clement Parish in Hayward allows the church and school community to collaborate and come together for Eucharist (DL: A.2, A.5). Finally, through the retreat program, students at each grade level are given the opportunity to explore faith and calling, particularly the call to serve the community (DL: A.6).

The MCHS Theology Curriculum (DL: A.10), coursework, and texts meet the USCCB requirement (SS: pp. 14, 19, 20, 30; DL: A.11). From 2013 to 2016, MCHS had a 92% pass-rate for religion final exams (DL: A.13). Since the last WCEA/WASC accreditation process, the school made a goal regarding service learning. Since then, the administration hired a Social Justice Coordinator in 2015 and implemented Holy Cross Social Justice Program (service + theology curricula + Holy Cross values). All grade levels now participate in program and capstone projects are underway for Class of 2018. In April, students will present at a TedX event, as MCHS is now a TedX-approved school (SS: p. 29).

Currently there are 10 individuals on the Religious Studies faculty, all of whom have either a bachelors, masters in Theology or Religious Studies and/or have training in catechesis (DL: A.15, A16). Otherwise, MCHS provides ongoing yearly professional development and formational programs for faculty/staff for teaching Catholic Faith (DL: A.17).

Recognizing the vital role parents play in the student's growth and success, MCHS takes seriously its partnership with parents and perceives its partnerships to be strong (DL: A.20). Currently, three parent organizations exist: Boosters, Band Parents, Parent Ambassadors (SS: p. 13). Parents are

invited to attend all-school Masses, retreats (and are encouraged to write personalized letters to their child), the monthly Holy Cross Associates group, Athletic Department workshop on positive sportsmanship (DL: A.18). Yearly, MCHS holds parent events such as Back to School Night, Parent Orientation, Quarterly Parent Nights, College Information Night(s) Schedule Information Night (DL: A.19).

Service to the local and global community is certainly evident at MCHS. Since the last WCEA/WASC study, the school has implemented the Holy Cross Social Justice Program (SS: p. 29; DL: A.23), through which they have cultivated partnerships with local charitable organizations (DL: A.25). MCHS uses the Holy Cross pillars "Being Family, Bringing Hope, Building Respect, and Educating Hearts and Minds" for each of the 4 service projects respective to each class (DL: A.23). The school invests in the *X2Vol* program for students to log their own service hours and for the school to track overall student service hours (DL: A.23). In addition to direct community service hours, MCHS holds charitable outreaches each year for different causes, including, but not limited to, Relay for Life, Salvation Army Holiday Clothing Drive. Moreover, they hold the yearly Advent Mission Drive and Lenten Mission Drive for varying local charities and organizations (DL: A.25).

Signs and symbols at MCHS help the students make connections between Catholic faith, their education, and the history and traditions of the school. A crucifix hangs in each classroom and the cross with anchors (an emblem of Congregation of the Holy Cross) resides at notable sites on campus, such as the main marquee, an outside wall of the school, and the main entry foyer. Symbols of the spirituality and traditions of Holy Cross adorn the entire school, including statues of Saint Andre Bessette (a Holy Cross Saint), a mural of the history of Holy Cross and the founding of MCHS in the library, banners that exemplify the mission of the school, and some relics of St. Andre Bessette and Blessed Basil Moreau. Additionally, a grotto and two other prominent Mary statues honor the Blessed Mother (DL: A.26).

The majority of school personnel at MCHS (71.1%) self-identify as Catholic (DL: A.28) and the entire faculty and staff takes seriously the school's Catholic mission rooted in the tradition of the Congregation of the Holy Cross. The E3 Visiting Committee witnessed the the Congregation of the Holy Cross's commitment to lay collaborators at MCHS. The school provides opportunities for formative spiritual, faith, and leadership experiences for personnel, such as retreats and mission opportunities through the Holy Cross network (DL: A.29). As noted previously in this narrative, Catholic culture and theology is infused in curriculum across all departments (DL: A.30).

B. Observance of the Principle of ORGANIZATIONAL EFFICACY

This principle of WCEA accreditation holds that a Catholic school ought to be systematically and carefully organized and effectively managed.

Standards that Constitutes this Principle:

B.1 Governance

B.2 Administration

B.3 Instructional Personnel

B.4 Support Staff

B.5 Organizational Structure

This Principle is involved in the School's Educational Improvement Plan (EIP), via Standard/s:

B.2 Administration

B.3 Instructional Personnel

This Principle is involved in what the Visiting Committee has added to the School's EIP, via Standard/s:

This Principle is NOT involved in the School's EIP.

VISITING COMMITTEE'S DISCERNMENT REGARDING THE SCHOOL'S OBSERVANCE OF PRINCIPLE B:

This principle of WCEA accreditation is observed by the school

Degree of its Observance: Commendably Sufficiently

This principle of WCEA accreditation is insufficiently observed by the school

Rationale for the Visiting Committee's Discernment Regarding Principle B:

The school is commended for its adoption of new programs and proactive approach to addressing the dynamic needs of an increasingly academically diverse student population (DL: B.9, B.10; SS: p. 21). With positive relationships between the governing bodies of the school and its constituents, along with a clear delineation of roles, titles, policies, and procedures, the school is well-governed and administered (DL: B.6, B.7). The positive relationships between teachers and students are also evident in the ways that students feel cared for (DL: B.1, B.17).

That the administration, instructional personnel, and support staff are all open to receiving and acting upon feedback through clear performance rubrics and evaluation instruments is evidence of a commitment to growth (SS: p. 21). The administration's commitment to faculty and staff professional development that aligns with overall school-wide goals as well as individual teacher's desires to undertake specific areas of inquiry is commendable (DL: B.22, B.23, B.24, B.26). The visiting committee notes the desire to update the professional development plan annually to ensure continued education for all faculty and staff (SS: p. 22).

The hiring of communications personnel and the adoption of a learning management system has greatly improved the flow of communication between all constituents (DL: B.38, B.39). Continued coaching in the use of the learning management system will allow teachers and students the opportunity to effectively maximize the potential for teaching and learning through the platform (Conversation with Integral Group B).

The expansion of the Campus Ministry program through the increase in personnel and resource support, notably including the Social Justice program, the Holy Cross Mission program, and the expansion of the retreat and liturgical ministries highlight's the school's commitment to the spiritual life and well-being of its community (Conversation with Campus Ministry Team).

The visiting committee affirms the key growth area related to the examination of time use/scheduling in order to support student learning, the academic programming, and the co-curricular life of the school. Exploring new possibilities related to time use is aligned with the school's overall commitment to innovation and change (EIP Goal #3).

The visiting committee notes the strong leadership in the chief administrators and the academic council. An additional key growth area is forming personnel for leadership succession and contingency. The visiting committee believes that it is important to ensure that key teacher-leaders are in place to continue the proactive approach of tailoring the new and existing programs, curriculum, and assessment practices for effective teaching and student learning.

C. Observance of the Principle of TEACHING AND LEARNING EXCELLENCE

This principle of WCEA accreditation holds that the school's teaching and learning ought to be of the highest quality. Here, 'teaching and learning' refers to the classroom context and dynamic. By 'excellence' (or 'highest quality') is meant that an exemplary curriculum is delivered and the maximum learning capacity of each student is realized.

Standards that Constitutes this Principle:

C.1 Curriculum/What Students Learn

C.2 Instruction/How Students Learn

C.3 Assessment

C.4 Reporting Student Achievement

This Principle is involved in the School's Educational Improvement Plan (EIP), via Standard/s:

C.1 Curriculum/What Students Learn

C.2 Instruction/How Students Learn

C.3 Assessment

C.4 Reporting Student Achievement

This Principle is involved in what the Visiting Committee has added to the School's EIP, via Standard/s:

This Principle is NOT involved in the School's EIP

VISITING COMMITTEE'S DISCERNMENT REGARDING THE SCHOOL'S OBSERVANCE OF PRINCIPLE C:

This principle of WCEA accreditation is observed by the school

Degree of its Observance: Commendably Sufficiently

This principle of WCEA accreditation is insufficiently observed by the school

Rationale for the Visiting Committee's Discernment Regarding Principle C:

Based on the self-study report, the data library, and the observation of the E3 Visiting Team, MCHS attends to all of the standards in Principle C. The curriculum and its sequencing adhere to the full range of student needs (DL: C.1, C.2, C.3). The variety of classes cultivate both a strong subject-matter foundation and further allows students to pursue subjects of interest. For high-achieving students MCHS offers many honors courses and nineteen AP courses (DL: C.4, C.5). For the student in need of academic support, MCHS offers a variety of programs, including the innovative personalized accelerated learning St. Andre Program (DL: C.7, C.8, C.9, C.46).

As a forward-thinking and student-centered institution, MCHS is committed to innovation. Innovation in terms of the physical renovation of the classroom and a commitment to 21st century pedagogy allows for engaging real-world teaching and learning. This model also provides the opportunity to tailor to students' different learning preferences. MCHS's state-of-the-art one-to-one laptop program provides students with their own laptop, equipped with all the essential applications and textbooks. Coupled with the collegiate-standard learning management system, Canvas, the student computer is an all-in-one innovative educational tool (DL: C.38). MCHS has also invested in cutting-edge technology, such as a makerspace with 3D Printers, laser cutters, and computer building systems. MCHS has wisely partnered with cutting-edge educational technology like *Z-Space holographic labs*, *SE-3D bio-printing suites*, and *VEX robotics* to give student hands on experience in the latest technological advances (DL: C.8, C.22, C.24). MCHS currently does a commendable job with instruction in both traditional and innovative teaching models. The challenge of the future will be how the school moves forward with integrating traditional teaching model with the personalized teaching model (DL: C.8, C.12, C.14, C.15).

Within each department, curriculum adheres to common priority standards that encompass state and diocesan standards as well as the *Next Generation Science Standards*. Though individual teachers are free to diversify their teaching styles and pedagogy, classes are aligned using common assessments, rubrics, and core objectives (DL: C.24, C.25, C.26, C.29). The unified standards and assessments allow for streamlined vertical and horizontal alignment. The autonomy provided to individual teachers allows them to tailor their courses to both the interests of the student as well as the ever-changing, real-world current events. Using this common assessment also allows MCHS to gather formative assessment data to adjust teaching strategies (DL: C.33). The St. Andre Program uses a different assessment standard that is geared towards mastery of subject and allows students to progress once the mastery is achieved in a certain area of concentration (DL: C.8, C.46).

Assessment reporting at MCHS is completely transparent and thorough. MCHS primarily uses two ways of reporting assessments to the community. *Canvas* provides students, teachers, parents, support staff, and administration up-to-date, transparent assessment, student assignments, test scores, and areas for improvement (DL: C.38, C.46). MCHS also sends out quarterly reports to gauge student achievement. The self-study process revealed the need to pursue additional professional development in the areas of assessment and grading (DL: C.11, C.18, C.19, C.20, C.24, C.25, C.26). While some departments have common assessments, other departments are not consistent. Finally, MCHS achievement awards all-school assemblies highlights the community's academic and non-academic achievements (such as *Moreau Educator of the Year* and *Parent Volunteer Awards*) and an Evening of

Excellence where academic departments give awards for individual academic achievement (DL: C.34, C.35, C.36).

D. Observance of the Principle of STUDENT SUPPORT

This principle of WCEA accreditation holds that the co-curricular or ancillary programs (i.e., in addition to the classroom) should add vitality to the overall school program. By 'vitality' it is understood that the school has programs and activities which complement the classroom education and are conducive to the development of students as whole persons.

Standards that Constitutes this Principle:

D.1 Safe Environment

D.2 Academic Support Services

D.3 Co-curricular Activities

D.4 College Matriculation

This Principle is involved in the School's Educational Improvement Plan (EIP), via Standard

D.2 Academic Support Services

This Principle is involved in what the Visiting Committee has added to the School's EIP, via Standard/s:

This Principle is NOT involved in the School's EIP

VISITING COMMITTEE'S DISCERNMENT REGARDING THE SCHOOL'S OBSERVANCE OF PRINCIPLE D:

This principle of WCEA accreditation is observed by the school

Degree of its Observance: Commendably Sufficiently

This principle of WCEA accreditation is insufficiently observed by the school

D. Observance of the Principle of STUDENT SUPPORT

Rationale for the Visiting Committee's Discernment Regarding Principle D:

Moreau Catholic High School provides an environment that is physically, personally, and academically safe for all students. The school has comprehensive safety-preparedness plans for in-school and after-school hours, which the school community practices twice a year (DL: D.1, D.2). Additionally, all employees and volunteers who interact with students in an official capacity must complete a Diocesan-approved Safe Environment Course and be "Mariner Cleared" (fingerprinting and Megan's Law clearance) to ensure students' sexual safety (DL: D.3). Overall, students, parents, and faculty/staff consistently rate highly the physical, intellectual and emotional safety at MCHS (DL: D.4, D.5, D.6). A climate of respect for all persons permeates the school community (DL: D.7, D.8, D.9) and academic achievement is consistently perceived as a successful component of the school community (DL: D.10, D.11, D.12).

Recently, MCHS experienced incidents that revealed racial tensions at the school. In the fall semester of 2017, school leadership, faculty, and staff thoroughly and urgently responded with two days of programs, including an all-school assembly and in-class discussions. Though those specific incidents have been resolved, the school is still actively working toward addressing equity and inclusion within the community. In addition, in February of 2018, the school community responded to national concerns about gun violence on high school campuses with a student-initiated forum. Furthermore, in March MCHS will hold a follow-up safety program for parents.

The school has introduced personalized learning to advance the St. Andre Program. This work began when MCHS partnered with *Teach to One Math*, the *Chan-Zuckerberg Initiative*, and *Summit Learning*, which distinguished them as the first high school and the first Catholic school in the nation to do such programming. Aspects of the St. Andre Program have been operational for some years, but as of the 2017-2018, enrollment in the program is limited to ninth graders who the school identified as below previous admissions standards based on academic criteria. This decision allowed the school to enroll 61 new students with varying educational backgrounds who would not otherwise have been accepted to the school, thus bolstering student enrollment (SS: p.15-16). The St. Andre Program is linked to a school-wide initiative to increase the level of personalized learning and mastery-based assessment. Though participation in the program is currently limited, the extent of these methods within all teaching and learning will be an important exploration at MCHS in the coming years (EIP Goal #1, Academic Council Meeting, Integrated Group Meetings and Staff Interviews).

Data analysis of college admissions outcomes and student surveys highlighted the need for expanded counseling and student support services to meet the needs of all students in an increasingly diverse student body (EIP Goal #1). Many roles and positions are evolving or have been added to identify and address those needs. In 2015-2016 school year, MCHS hired an Educational Specialist who currently assists the Saints and Scholars Coordinator in her work with students with learning differences. Together they interview and screen prospective students, create and help implement accommodation plans, and provide assessment referrals for students with potentially undocumented learning differences.

Additional areas of student support include services for international students and the oversight of the MCHS Learning Center. Many program improvements have been added since the school began accepting international students, so that currently they are more academically and socially successful (Academic Council Meeting). Next year MCHS plans to expand the Educational Specialist's responsibilities to include oversight of the Learning Center, which functions as a tutoring center, a place for supervised study periods, and a testing site for students with accommodations. In addition to adult staff, student peer tutors are also available. Some members of the MCHS staff have identified the Learning Center as underutilized and have expressed desire that more students be helped by the services (Staff Interviews during the visit).

Beyond the scope of their course load, students at MCHS take advantage of the opportunity to participate in a rich and vibrant co-curricular program that addresses the spiritual, academic, and social needs of its students (DL: D.25, D.26, D.28). Through participation in athletics, leadership organizations, clubs, and visual and performing arts, students demonstrate achievement of the ISOs and understanding of the core values of Holy Cross (DL: D.24, D.25). Furthermore, the addition of another Athletic Director allows for division of duties between Operations and Communications. The co-curricular programs highlight MCHS's commitment to educating the hearts and minds of all students (DL: D.24, D.25, D.27, D.28).

Throughout their high school education, students continually receive services that prepare them for college planning and success during the school day as well as opportunities for parent partnership (DL: D.29, D.30, D.31, D.32). To address the goal of increasing matriculation to top colleges and universities (DL: D.21, D.22), the counseling department added two full-time college counselors who work with students beginning the spring of their junior year. The program re-design gives the students more one-on-one access to college-specific resources and support. Due to the frequency, accessibility, and informative nature of these services, college matriculation data show consistent outcomes for the past ten years, ranging between 97% and 100% (DL: D.34), with four-year colleges averaging around 80% for that same period. The counseling department acknowledges that this transition has resulted in the redistribution of their duties relative to the individual students and some overlapping coverage. The coordination of personal, academic, and college counseling services needs further exploration and clarification (Staff Interviews during the visit).

E. Observance of the Principle of MATERIAL STEWARDSHIP

This principle of WCEA accreditation holds that the management of a school's material resources ought to be carried out responsibly, for the well-being of others, i.e., primarily students. This 'responsible management' is stewardship. In the Catholic high school context, they who manage a school's material assets or resources are stewards. They ought to do so in a spirit of care and accountability.

Standards that Constitutes this Principle:

E.1 Enrollment Resources

E.2 Classroom and Instructional Resources

E.3 Plant Resources

E.4 Funding Resources

E.5 Business Operations

E.6 Promotional Operations

E.7 Strategic Material Planning

This Principle is involved in the School's Educational Improvement Plan (EIP), via Standard/s:

E.1 Enrollment Resources

E.2 Classroom and Instructional Resources

E.4 Funding Resources

This Principle is involved in what the Visiting Committee has added to the School's EIP, via Standard/s:

This Principle is NOT involved in the School's EIP

VISITING COMMITTEE'S DISCERNMENT REGARDING THE SCHOOL'S OBSERVANCE OF PRINCIPLE E:

This principle of WCEA accreditation is observed by the school

Degree of its Observance: Commendably Sufficiently

This principle of WCEA accreditation is insufficiently observed by the school

Building Respect, and Bringing Hope (DL: E41). Interviews with the Director of Advancement, Marketing and Communication Director, and meetings with the E3 Leadership Integral Group E confirmed the coordination of all groups for the purpose of sustainability and vitality in terms of financial resources at MCHS.

F. Observance of the Principle of EDUCATIONAL IMPROVEMENT

This principle of WCEA accreditation holds that a school ought to be committed to improvement, in whole and in parts. What is meant by 'improvement' begins in a school's estimation of itself and its operations. 'Improvement' requires a school to strive for a better fulfillment of its mission.

Standards that Constitutes this Principle:

F.1 Conscientious Implementation of the Improvement Plan From the Prior Accreditation

F.2 Ongoing Improvement, Planning, and Implementation Between Accreditation Visits

F.3 Development of an Improvement Plan As A Major Outcome Of A Self Study

VISITING COMMITTEE'S DISCERNMENT REGARDING THE SCHOOL'S OBSERVANCE OF PRINCIPLE F:

This principle of WCEA accreditation is observed by the school

Degree of its Observance: Commendably Sufficiently

This principle of WCEA accreditation is insufficiently observed by the school

Rationale for the Visiting Committee's Discernment Regarding Principle F:

MCHS has demonstrated an ongoing dedication to the school improvement in their approach to the needs identified in the previous self-study and their planning for continued improvement based on the findings of this study.

The school followed through on all areas of growth and its previous action plan from their last self-study. Actions were recorded and results continue to be collected and studied. The school has made significant changes to programs, even going beyond the original plans.

In composing the Educational Improvement Plan, the school collected areas of growth from three sections of the report. The team collaboratively categorized and prioritized them in order to create three action plans. All action plans are clearly delineated and understood by the school. Based on the report and direct interviews, the Visiting Committee is confident the school will follow through with these plans.

The Visiting Committee has no recommendations for additional action plans.

G. Observance of the Principle of INTEGRITY OF THE SELF STUDY PROCESS

This principle of WCEA accreditation holds that a school's Self Study process must demonstrate integrity—i.e., inclusivity, honesty, and thoroughness—throughout the whole of the process.

Standard that Constitutes this Principle:

G.1 The Process Is Inclusive

G.2 The Process Is Honest

G.3 The Process Is Thorough

VISITING COMMITTEE'S DISCERNMENT REGARDING THE SCHOOL'S OBSERVANCE OF PRINCIPLE G:

This principle of WCEA accreditation is observed by the school

Degree of its Observance: Commendably Sufficiently

This principle of WCEA accreditation is insufficiently observed by the school

Rationale for the Visiting Committee's Discernment regarding Principle G:

MCHS approached the Self Study process collaboratively, honestly, thoroughly, and with a sincere intention toward self-assessment and school improvement. MCHS has continued intentional improvement based on the plan articulated as part of the prior Self Study. These areas have been addressed and activity and progress has been closely monitored and recorded by school administration. In preparation for the Ensuring Educational Excellence protocol, the school began the work of gathering information for the data library, which was further accomplished by a data team who used surveys, collection of student assessments, and other student and school community data.

During the 18 months prior to the Visit, the faculty, staff, and the entire administration were assigned to integrated focus groups for each of the A-E criteria. Data were examined by a variety of groups in a variety of ways and staff members agree that this formed the basis of valuable, honest discussions. Using this data, the focus groups wrote summaries of each area of focus as well as key areas of strength and growth. Effort was made to tie statements to concrete data, and the school worked hard to be concise, capturing the essence of each area while not moving away from the focus.

Once the areas of strength and growth were identified by focus groups, the areas of growth were combined and prioritized to create an Educational Improvement Plan. This plan was developed around three goals and the action plans are articulated with clear steps and goals, solid rationale, responsible agents, and methods of assessment and evaluation. The school is committed to these goals, and has demonstrated through its approach to previous action plans an ability to pursue school improvement.

The report, including the EIP, was circulated to all school stakeholders for information and comment and there is consensus that the report is reflective of the process.

APPENDIX

Standards for Principle F

Standard F.1 Conscientious Implementation of the Improvement Plan from the Prior Accreditation

The educational improvement plan (EIP) at the time of the prior accreditation full visit—including any improvement goals that were adopted by the school upon the recommendation of the Visiting Committee then— has been implemented.

The School attains Standard F.1.

To this extent: Commendably Sufficiently

The School does not sufficiently attain Standard F.1.

Rationale for this Evaluation

As part of the 2012 Self Study, Moreau Catholic High School developed a four point action plan to address perceived needs resulting from the Self Study. In 2015, the school issued a midterm report that reflected major school developments and progress on the action plans and the school has documented substantive activity in each of the areas.

MCHS has been diligent in its activity to address each action plan area. As the school moves forward with data collection building on the Data Library from this process, the results will continue to inform and guide the work that was done the previous six years.

Standard F.2 Ongoing Improvement

School improvement is an ongoing obligation. This standard requires the school to be continuously planning and implementing for more effective operations.

The School attains Standard F.2

To this extent: Commendably Sufficiently

The School does not sufficiently attain Standard F.2

Rationale for this Evaluation

Moreau Catholic High School has embraced the Self-Study process and the goal of school improvement. The school looked honestly at areas of strength and areas of growth for each of the principles and developed an Educational Improvement Plan that prioritized and addressed the key needs. This EIP was circulated for comment and revision to best meet the realities of the school, and there is a clear commitment of the entire leadership team and the wider community. The current EIP displays a thread of intention and action from work based on the previous Self-Study and a road map to address the critical needs surfaced during this process of study and reflection.

Standard F.3 Development of an Educational Improvement Plan (EIP)

As an outcome of its Self Study, the school creates an Educational Improvement Plan (EIP). This plan addresses the vital areas in which the school needs to grow or improve. The elements or details of each plan for vital growth include (identification of): the vital growth area; the goal of the growth plan for this area; the rationale for the plan; the constitutive action steps of the plan; the acting agents; the necessary resources; ways of assessing progress; ways of reporting progress; and a timeline for completion.

Principle to which Standard F.3 is attached (abbreviated form thereof):

Commitment to Improvement

Directions: Use the following pages regarding each major improvement goal that constitutes the current overall Educational Improvement Plan (EIP) that the school has conceived. For each, the following is required: (identification of . . .)

- A. the major improvement goal, centered on the area for vital growth
- B. the rationale for this goal: (i.e., Why was this goal conceived?)
- C. whether the details by which to implement this goal are well conceived
 - commendably
 - sufficiently
 - insufficiently
- D. a brief rationale for the preceding evaluation of the details of the goal
- E. whether the visiting committee has suggested any amendment(s) to this goal; if so, a brief explanation of the suggested amendment(s) is included, along with the rationale for such

ALSO,

Were the visiting committee to discern an area for vital growth that the school itself did not discern, it is necessary for the committee to identify this area according to the following format: (identification of)

- A. The area for vital growth
- B. The major improvement that is needed
- C. The rationale for the major improvement [Evidence from the Data Library is a requirement!]
- D. The school's capacity for accomplishing this improvement

A. Major Improvement **Goal #1** of the current EIP:

Research and implement programs to support the needs of their increasingly diverse population of learners both in and out of the classroom. MCHS is committed to providing resources and training for faculty with regard to differentiated learning, teaching academically and ethnically diverse students, personalizing the student experience, and integrating social-emotional health into the curriculum. This work will also extend to co-curricular offerings and impact the Admissions process.

B. Rationale for **Goal #1**:

The student population is academically, socioeconomically, and ethnically diverse and teachers have expressed a need for more support and training to ensure students are achieving the ISOs and learning outcomes for the school.

C. Whether the details by which to implement **Goal #1** are well conceived?

commendably sufficiently insufficiently

D. A brief rationale for the preceding evaluation of **Goal #1**:

The Visiting Committee finds this goal to be well developed, comprehensive, and based on initial data as well as meetings, interviews, and discussions with faculty and administration and other stakeholders. It is supported by clear goals, a strong rationale, and the action steps are inclusive of all shareholders, complete, and thorough. The scope of the acting agents is sufficient and necessary resources are well developed. Ways of assessing and reporting progress are addressed and should become clearer as the plan is enacted. The intermittent steps for the timeline are defined in the action steps leading to a realistic plan.

E. Whether the visiting committee has suggested any amendment(s) to **Goal #1**. If so, a brief explanation of the suggested amendment(s) is included, along with the rationale for such.

A. Major Improvement **Goal #2** of the current EIP:

MCHS will develop an integrative and comprehensive fundraising program to significantly increase alumni, family, and community giving. They hope to expand their donor base to ensure sustainability and stability for the programs and the Master Site Plan.

B. Rationale for **Goal #2**:

In the 2016-2017 school year, approximately 200 of the 12,000 alums donated to the school. In order to accommodate the bold plans for growth in terms of programs, facilities, and personnel a comprehensive and integrated plan is vital for success.

C. Whether the details by which to implement **Goal #2** are well conceived?

commendably sufficiently insufficiently

D. A brief rationale for the preceding evaluation of **Goal #2**:

The Visiting Committee finds this goal to be well developed, comprehensive, and based on initial data as well as meetings, interviews, and discussions with faculty and administration and other stakeholders. It is supported by clear goals, a strong rationale, and the action steps are inclusive of all shareholders, complete, and thorough. The scope of the acting agents is sufficient and necessary resources are well developed. Ways of assessing and reporting progress are addressed and should become clearer as the plan is enacted. The intermittent steps for the timeline are defined in the action steps leading to a realistic plan.

E. Whether the visiting committee has suggested any amendment(s) to **Goal #2**. If so, a brief explanation of the suggested amendment(s) is included, along with the rationale for such.

A. Major Improvement **Goal #3** of the current EIP:

MCHS will evaluate the current school schedule to ensure it optimizes student learning. They will research and evaluate best practices relative to the social-emotional learning, academic needs, and access to a college preparatory course of study.

B. Rationale for **Goal #3**:

Data (DL: C.17, C.43, and D.21) indicates questions about how the current schedule accommodates the diverse needs of the student population.

C. Whether the details by which to implement **Goal #3** are well conceived?

commendably sufficiently insufficiently

D. A brief rationale for the preceding evaluation of **Goal #3**:

The Visiting Committee finds this goal to be well developed, comprehensive, and based on initial data as well as meetings, interviews, and discussions with faculty and administration and other stakeholders. It is supported by clear goals, a strong rationale, and the action steps are inclusive of all shareholders, complete, and thorough. The scope of the acting agents is sufficient and necessary resources are well developed. Ways of assessing and reporting progress are addressed and should become clearer as the plan is enacted. The intermittent steps for the timeline are defined in the action steps leading to a realistic plan.

E. Whether the visiting committee has suggested any amendment(s) to **Goal #3**. If so, a brief explanation of the suggested amendment(s) is included, along with the rationale for such.