

**Report of the
Quality Assurance Review Team
for
Father Lopez High School**

3918 LPGA Blvd
Daytona Beach, Florida 32124
US

**Mr. George Pressey
John Clarke, Chairperson - SACS-CASI-FL Team**

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

Quality Assurance Review Report

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About AdvancED and NCA CASI/SACS CASI

Background. Founded in 1895, the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) accredit public and private schools and districts in 30 states, the Navajo Nation, Latin America, and the Department of Defense Schools worldwide.

In April 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), and National Study of School Evaluation (NSSE) came together to form one strong unified organization dedicated to education quality. That unified organization, known as AdvancED, creates the world's largest education community, representing 27,000 public and private schools and districts across the United States and in 65 countries worldwide and educating 15 million students.

NCA CASI and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI and SACS CASI have defined shared, research-based accreditation standards that cross state, regional, and national boundaries. Accompanying these standards is a unified accreditation process designed to help schools continuously improve.

The Accreditation Process. To earn and maintain accreditation from NCA CASI or SACS CASI, schools must:

- 1) Meet the AdvancED Standards and Policies for Quality Schools.** Schools demonstrate adherence to the AdvancED standards and policies which describe the quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance and organizational effectiveness.
- 2) Engage in continuous improvement.** Schools implement a continuous improvement process that articulates the vision and purpose the school is pursuing (vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (profile); employs goals and interventions to improve student performance (plan); and documents and uses the results to inform what happens next (results).
- 3) Demonstrate quality assurance through internal and external review.** Schools engage in a planned process of ongoing internal review and self-assessment. In addition, schools host an external Quality Assurance Review Team once every five years. The team evaluates the school's adherence to the AdvancED quality standards, assesses the efficacy of the school's improvement process and methods for quality assurance, and provides commendations and required actions to help the school improve. The team provides an oral exit report to the school and a written report detailing the team's required actions. The school acts on the team's required actions and submits a progress report following the review.

NCA CASI and SACS CASI accreditation engages the entire school community in a continuous process of self-evaluation and improvement. The overall aim is to help schools be the best they can be on behalf of the students they serve.

Introduction to the Quality Assurance Review

Purpose. The purpose of the Quality Assurance Review is to:

1. Evaluate the school's adherence to the AdvancED quality standards and policies.
2. Assess the efficacy of the school's improvement process and methods for quality assurance.
3. Identify commendations and required actions to improve the school.
4. Make an accreditation recommendation for review by the national AdvancED Accreditation Commission.

A key aim of the Quality Assurance Review is to verify that the school is operating with institutional integrity - that it is fulfilling its vision and mission for its students.

School Preparation. To prepare for the Quality Assurance Review, the school community engages in an in-depth self-assessment of each of the seven AdvancED standards. The school identifies and describes the evidence that demonstrates that it is meeting each standard. Through this internal review, the school examines how its systems and processes contribute to student performance and school effectiveness.

Summary of Team Activities. The Quality Assurance Review Team is led by an AdvancED certified team chair and comprised of professionals from outside the school. The team reviews the findings of the school's internal self-assessment, conducts interviews with representative groups of stakeholders, reviews student performance data and other documentation provided by the school, and observes practices and daily operations. The team engages in professional deliberations to reach consensus on the school's adherence to the standards for accreditation. The team provides an oral exit report and prepares a written Quality Assurance Review Team Report designed to help the school improve.

The Quality Assurance Review Team Report. Following the visit, the review team completes the Quality Assurance Review report. After review by a nationally-trained reader, the report is submitted to the school. The report contains commendations and required actions for improvement.

Using the Report - Responding to the Required Actions. The school uses the report to guide its improvement efforts. The school is held accountable for addressing the required actions identified in the report. The NCA CASI/SACS CASI State Office is available to assist schools in addressing the required actions. At prescribed intervals, the school must submit a progress report detailing the actions and progress the school has made on the team's required actions. The report is reviewed at the state and national level to ensure the school is addressing the required actions.

Accreditation Recommendation. The Quality Assurance Review Team uses the findings from the onsite visit to make an accreditation recommendation that is reviewed at the state level and by the national AdvancED Accreditation Commission. Accreditation is granted by the AdvancED Accreditation Commission and communicated to the school following action from the commission.

Summary of Findings

A Quality Assurance Review Team representing the SACS CASI Florida State Office (SACS-CASI-FL), a division of AdvancED, visited the Father Lopez High School in Daytona Beach, US-FL, US on 03/11/2010 - 03/12/2010.

During the visit, members of the Quality Assurance Review Team interviewed 5 members of the administrative team, 12 students, 8 parents, and 9 teachers. In addition, Technology Coordinator, Maintenance Supervisor, Administrative Assistant, Admissions Coordinator and Director of Development were interviewed. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

1. Vision and Purpose
2. Governance and Leadership
3. Teaching and Learning
4. Documenting and Using Results
5. Resource and Support Systems
6. Stakeholder Communications and Relationships
7. Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and required actions.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **There exists a large student involvement in leadership opportunities and student government at the school.**

Students energetically and enthusiastically express their satisfaction with the leadership opportunities afforded to them and their ability to initiate ideas and activities at the school. These successes include: an Upperclassmen/Freshman Buddy program and National Honor Society tutoring of struggling students.

Post secondary school challenges facing all children involve self-confidence, self-esteem, the ability to work with others, and the ability to conceive of and actualize an idea or event. Such continued efforts will provide students with many of these skills.

- **The school communicates effectively within the school community and works collaboratively to plan for students' individual and group success.**

The school has made dramatic strides in electronic home-school communications through RenWeb, a weekly electronic newsletter, and the school's website. Parents receive immediate feedback regarding their child's performance.

Continuous improvement is based on a thorough understanding of the current reality of the student's achievement. Immediate availability of this data provides a foundation for planning ongoing student success.

- **The administration places great importance on faculty input regarding curriculum and instruction; consequently, teacher morale and satisfaction are high.**

Extensive and varied professional development opportunities are afforded to staff members. Faculty and staff members take part in all aspects of shared and collaborative leadership at the school.

A palpable sense of teacher contentment and cohesiveness permeates the school and enhances the learning environment by creating a warm and caring atmosphere.

- **The self-study support documentation presented prior to the arrival and during the course of the visitation was exceptionally thorough, comprehensive, and well organized.**

Information regarding every standard was easily located and cross referenced for easy access. The QAR (Quality Assurance Review) team easily accessed the comprehensive hard data collection and, consequently, needed to request few additional materials or clarification.

Such ease in internalizing the available data allowed the team more time to interview students, faculty, and other community stakeholders and to observe more classrooms.

- **Father Lopez Catholic High School demonstrates its Catholic mission through a tremendous sense of caring, pride, diversity, and commitment to the school's vision, as exhibited by its students, parents, and staff.**

At the center of the school's vision is "a Christ-centered community of learners." The primary examples for its students are the faculty, administration, and staff who surround them. All stakeholders, including students, boldly embrace the vision.

The school's vision is a rock-solid foundation upon which strong Catholic schools are built and perpetuated.

Required Actions

In addition to the commendations, the Quality Assurance Review Team identified the following required actions for improvement. The team focused its required actions on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for addressing each of the required actions noted in this section. Following this review, the school will be asked to submit a progress report on these required actions.

- **Increase faculty and staff participation in professional development programs.**

Data collection shows that ample funding exists for extensive and varied professional development opportunities. Faculty and staff already participate in a plethora of professional development programs.

A strong commitment to professional development is the hallmark of a solid educational environment. The challenges of a new campus and emerging technologies require an ongoing commitment to professional development by every member of the school faculty and staff.

- **Design a systemic plan to enhance the curriculum and instruction through the use of emerging technologies.**

While the campus is relatively new and its technology plan sound, technology changes quite frequently.

A thorough technology plan commits the school community to continued growth in all aspects of technology. Analysis, upgrading, and adequate funding for the implementation of the technology plan are essential for continued success.

Technology which enhances learning will further allow faculty and staff members to address the learning styles of the students.

- **Implement a systemic plan to ensure that teachers, after careful study and analysis, understand the standardized test results data and devise and actualize specific, appropriate instructional strategies that address these data. This plan should include the ongoing review and may consider implementation of the Breakthrough School Improvement (BSI) process from NSSE.**

It is clear from interviews, memoranda, and meeting notes that teachers receive standardized test results and discuss them with administrators and each other. That knowledge needs to be transformed into conscientiously-designed improved teaching methods and enhanced learning.

Student testing data are only as beneficial as they are fully and effectively used. Using test data for the immediate modification of instruction to advance student achievement is timely and critical to maximize student growth.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school 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 commendations section to maximize their impact on the school.
3. Develop action plans to address the required actions made by the team. Include methods for monitoring progress toward the required actions.

4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the required actions. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the required actions. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The SACS-CASI-FL accreditation seals are available at www.advanc-ed.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the required actions noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Review of AdvancED Standards for Quality Schools

The primary requirement for accreditation is that the Father Lopez High School demonstrates that it meets the seven standards for accreditation. The findings of the Quality Assurance Review Team regarding the standards for accreditation are summarized on the following pages.

Standard 1. Vision and Purpose

Standard: The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

As evidenced by interviews with such stakeholders as students, parents, teachers, administrators, and alumni, Father Lopez Catholic High School has established a vision that communicates the school's purpose to its entire community. All stakeholders were able to articulate the vision's substance – a Christ-centered community of learners. In interviews the stakeholders articulated the vision and purpose; these individuals were intense, energetic, and animatedly committed to this vision.

Through careful administration and analysis of opinion surveys for students, teachers, and parents, the school studied and adjusted its expectations for student learning. The school's profile is the written, articulated amassing of its standardized test scores, their comparisons, and their analyses. It is regularly updated, intended to be a course level placement tool for students, and functions as an indicator to broaden the curriculum with future programs or enrich existent programs at the school. Administrators, teachers, and department chairs lead these profile initiatives. The school's website, RenWeb, and frequent home correspondence impart this profile information to the school community.

The school's vision is deeply embedded in the school's teaching and learning process. This is evident in the strong academic program, the activities program, and the strong emphasis on Mission Effectiveness and Campus Ministry. In addition, the school's vision is included in all handbooks, all classrooms and hallways, and on the school's website.

The Southern Association of Colleges and Schools review process is key to Father Lopez Catholic High School remaining current with its vision and purpose. Further refinement of the school's profile has resulted in recent increased emphasis on curriculum and test score articulation with all stakeholders, including the high school's feeder schools.

Strengths - The team noted the following successful practices deserving of recognition:

- Father Lopez Catholic High School has identified, developed, and implemented a curriculum based on clearly-defined learning expectations with evidence of documented broad community input and involvement and in conformance with its espoused vision.
- Father Lopez Catholic High School's vision is ably and energetically articulated by all stakeholders; every person knows precisely why she/he is at the school and what he/she is doing there. The vision is successfully integrated into the daily functioning of the school, from the

constant school contact with stakeholders, to the rigorous curriculum, to the spiritual classes and activities.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Develop and implement a systematic process for reviewing and analyzing the school's profile data for trends and issues that can inform the school's improvement efforts.
- Demonstrate outreach to the alumni population of the school, providing adequate resources to the Office of Institutional Advancement.

Finding: Father Lopez High School has earned the overall assessment level of "Highly Functional" and has met this standard for accreditation.

Standard 2. Governance and Leadership

Standard: The school provides governance and leadership that promote student performance and school effectiveness.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Handbooks that were reviewed provide evidence that policies and procedures are established and shared with the school community. These documents highlight the school's plan for academic excellence and ensure compliance with local, state, and federal regulations. The members of the SIT (School Improvement Team) provide input for decision-making as well as responsible leadership for the school. Interviews with students, parents, and teachers provided evidence that the school is committed to helping students achieve success. Through the RenWeb program, teachers are able to communicate students' progress to parents and students, also helping students succeed.

The Diocese of Orlando is implementing this year the President/Principal leadership model for Father Lopez High School. This model, which aligns the President's responsibilities with development and fundraising and allows the Principal to be the day-to-day leader of the school, will establish a collaborative approach to implement the school's mission and effectiveness.

Teachers reported during interviews that they have a voice in school governance. Teachers, students, and parents also stated that there are many opportunities for leadership roles within the school. Parents are involved in leadership roles through organizations such as the Booster Club, the Parent Club and the newly-formed Principal Advisory Council. Various layers of students, parents, faculty, staff, and community leaders work collaboratively to respond to the needs of all students.

Administrators monitor and evaluate the performance and professional growth of all personnel using state and local guidelines. Through the school leadership and the SIT, data analysis and review of student performance are conducted. High expectations exist for students and teachers alike. Teachers are encouraged to utilize the vast technology that is available in each classroom.

Examination of artifacts illustrated the fact that the school controls curricular and extracurricular activities that are sponsored by Father Lopez High School. Policy documents outlining roles, responsibilities, and

compensation for staff responsible for these activities are clearly articulated and defined.

Strengths - The team noted the following successful practices deserving of recognition:

- Analysis of student performance data is part of staff meetings, maximizing the potential for student improvement.
- Members of the administrative team are supportive of teachers and make use of such practices as the CWT (Classroom Walk Through) system and have developed the Instructional Improvement Committee to assist teachers in instructional goals.
- Teachers are in constant contact with parents and students through the Ren Web program, giving students and parents information in a timely manner that will help students achieve.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Investigate new ways to keep lines of communication open with parents and stakeholders.
- Implement the Diocesan mandate of the President/Principal model of governance, enabling the principal to be a more effective instructional leader.
- Establish methods to monitor for effective instructional practices in the classrooms.

Finding: Father Lopez High School has earned the overall assessment level of "Highly Functional" and has met this standard for accreditation.

Standard 3. Teaching and Learning

Standard: The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Father Lopez Catholic High School's teachers and administrators exhibit the true meaning of team and collaboration in their educational endeavors and living of the school mission.

The school develops and implements a curriculum based on clear and measurable expectations for student learning. Academic expectations are effectively shared with students and parents. Parents and students trust that the curriculum and instruction allow students to achieve high level knowledge and skills. Under the auspices of the Diocese of Orlando, Father Lopez Catholic High School has begun the process of curriculum mapping.

The administration and instructional leaders encourage and provide opportunities for professional growth through conferences, workshops and in-services. Many research-based practices are utilized in the classroom. Authentic learning, activities, and reflective self-assessment methods are used across the curriculum.

Every classroom is equipped with an LCD projector, a tablet to control the wireless teacher laptop, a DVD/VCR player, a document camera, and a sound system enabling teachers to enhance lessons and meet

student learning needs. Administrators encourage implementation of technology to its fullest extent.

The administration of the school is committed to the highest level of teaching and learning. The Instructional Improvement Committee develops and implements instructional improvement activities and works with each academic department to improve achievement at all levels. Periodic classroom walkthroughs and observations serve as a tool to gather data about classroom activity and climate. These evaluations are used to identify teacher strengths and weaknesses.

Evidence examined by the QAR (Quality Assurance Review) team (including, but not limited to, the master schedule, graduation requirements, and policies) indicate that the school offers a curriculum that challenges all students to excel. Interviews further supported a conclusion as to the inclusive nature of the academic program. Faculty members affirm that their instructional time is protected, and an examination of the master schedule and instructional calendar support this belief.

Information gathered by the team indicated that the school provides for articulation and alignment between and among all levels of the school. Interviews with teachers and minutes of staff meetings indicate vertical and horizontal articulation. Dual-credit and transfer of credit programs are available to students, and clear expectations are articulated to incoming students and feeder schools.

Father Lopez High School provides comprehensive information and media services that support its array of programs. A state-of-the-art media center, which is more than adequately staffed, supports student achievement through its friendly and welcoming policies. Students are able to make use of the media center facilities during their study hall period; the team observed a well-utilized facility.

Teachers provide students consistent feedback regarding grades and homework assignments through the use of RenWeb. Communication between teacher and student/parent is enhanced through school email accounts.

Strengths - The team noted the following successful practices deserving of recognition:

- The administration and faculty of Father Lopez Catholic High School are clearly committed to providing each and every student with the individual attention and academic direction as stated in the schools mission and vision.
- Father Lopez Catholic High School teachers work to support and to collaborate with academic efforts.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Implement and modify the school's technology plan, as is required by the commitment to the highest level of technology by Father Lopez Catholic High School.

Finding: Father Lopez High School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 4. Documenting and Using Results

Standard: The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Father Lopez Catholic High School has a comprehensive assessment system in place for PSAT (Preliminary SAT), SAT (Scholastic Assessment Test), ACT (formerly know as "American College Testing" but now known as simply the ACT), and ACRE (Assessment of Catechesis/Religious Education) tests. Administration is aware of the assessment results and how they compare to other schools as well as state and national averages. This information is shared with stakeholders through the school's website.

The progressive test data results are comprehensible and compiled in an exceptional fashion. It is clearly evident where strong areas and deficiencies exist. This analysis is shared with the staff as they continue the process of increasing scores and focusing on the deficient areas.

Although in their infancy stage, specific improvement strategies are being put into place. The faculty holds weekly meetings to pinpoint areas of concern and have designed an action plan for each discipline. All students have purchased the SAT preparation book as part of their textbook requirements. The faculty uses study hall times and block scheduling to concentrate on the PSAT. The faculty is also building a culture of importance around the PSAT so the students will place a greater emphasis on their preparation for the test. The last administration of the ACRE test in 2008 resulted in Father Lopez Catholic High School statistically scoring below the national average on the ACRE test. However, it is evident that the current Director of Mission Effectiveness, who has reestablished the administration of the test, has led the school by example and renewed the Catholic Identity.

Even though data analysis is available and the faculty is working on continuous improvement to increase PSAT results, a collaborative effort is not evident. More emphasis should be placed on cross-curriculum lessons and objectives that focus specifically on deficient areas noted in the data analysis.

Instructional assessments are completed in a timely manner and are well documented. Formal observations and walkthrough are conducted above and beyond the requirements. An instructional improvement committee meets once a month. This committee is an open venue for teachers to work closely with administration on instructional decisions. The faculty, through interviews, feels that they are trusted and empowered by leadership.

Stakeholder's perception data are gathered using Survey Monkey. The survey software allows the school to be as specific or general as needed. Additionally, these surveys are administered electronically which allows for easy access and a quicker return of results.

Father Lopez High School maintains a secure and accurate student record system in accordance with state and federal regulations. Policies regarding such safekeeping were examined by team members and interviews with staff members support this fact.

Strengths - The team noted the following successful practices deserving of recognition:

- The organization of data was impeccable. It was comprehensible and clearly identified both strong and deficient areas.

- Academic improvement strategies include the inclusion of SAT preparation books into weekly instructional time and the use of school study hall to increase knowledge in deficient areas of PSAT testing.
- The use of a web-based survey program provides easy access to stakeholders.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Establish collaboration among the different disciplines to create an action plan effectively using cross curriculum strategies to enhance PSAT scores.
- Administer the ACRE test and compare data analysis to past tests to ensure the Catholic Identity of the school is inclusive in all areas.

Finding: Father Lopez High School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 5. Resource and Support Systems

Standard: The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Review of documents and interviews with administrators, teachers, students, and parents indicated that substantial resources are allocated to support the school's vision and purpose and to ensure an equitable opportunity for all students to achieve academically. Administration and faculty monitor and enforce rules and regulations. However, the entire professional faculty and staff, as well as the students themselves, help to maintain the prevalent safe and orderly learning environment. Surveillance cameras are installed strategically throughout the campus to monitor activities, and a gated system regulates visitors to the campus. The school insures its safe environment with a well-written and comprehensive crisis plan. Drills occur on a regular basis.

Interviews with the Principal and Business Manager indicated that all financial transactions are monitored through a recognized, regularly-audited accounting system. Copies of past audits and reviews were analyzed by the QAR team. The chairperson of the board of limited jurisdiction also indicated that such procedures are part and parcel of the board's responsibility as well.

Father Lopez High School does not honor IEP's or 504 plans due to limited resources; however, students with limited special needs receive some accommodations when possible. These include extended time and use of recording devices. Students who receive these limited accommodations are mainstreamed and must meet the requirements expected of other students. The school is quite clear in its policies and procedures that it does not offer programs for students with exceptional needs.

The school effectively uses human, material, and fiscal resources to implement curriculum that enables students to achieve and exceed expectations for learning by hiring qualified, caring, and enthusiastic staff. Teacher retention is high, college acceptance rates are high, and conversations with faculty, staff, parents,

teachers, and especially students, stated that teachers are caring, communicative, and available. In-service and professional development opportunities are encouraged and well financed by the school.

Parents and students spoke highly of the guidance offerings of the school. The guidance program serves the needs of students in each of the school's academic programs. Each student has access to a full array of guidance services that include counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning. In addition, the guidance counselor works with seniors to guide them through the college application and scholarship/financial aid processes.

Strengths - The team noted the following successful practices deserving of recognition:

- The hiring and personnel decisions of the school foster an enthusiastic learning environment conducive to academic excellence.
- The expectations of parents, students, faculty, and administration are aligned and centered on the vision of the school.
- Student-teacher ratios were observed to be around ten to one.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Encourage the utilization of professional development funding by all faculty members.
- Identify expected instructional best practices that maximize student engagement and prioritize professional development to ensure school-wide training and implementation of these practices.

Finding: Father Lopez High School has earned the overall assessment level of "Highly Functional" and has met this standard for accreditation.

Standard 6. Stakeholder Communications and Relationships

Standard: The school fosters effective communications and relationships with and among its stakeholders.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Father Lopez Catholic High School firmly establishes multiple and diverse methods of communication and collaboration with various stakeholders. A weekly newsletter is sent to parents via e-mail. This provides stakeholders with updates about school information and happenings. Additionally, a quarterly newsletter entitled "Tide Mark" is mailed specifically to highlight areas that showcase the school's programs. A web-based program, "Renweb", is used to update stakeholders on students' progress as well as homework and assessment requirements. RenWeb also has the capability of notifying parents and students through email about the students' performance. The school has also adapted a synvoice program that automatically updates parents, through the phone lines, with a prerecorded message. The school's website is kept up to date and is easy to navigate. All of these communication features are updated periodically and are extremely helpful in communication with stakeholders.

A unique system of soliciting parent involvement at the school is fully evident. There is a Board of

Trustees as well as a Board of Directors that help govern the operations of the school. Additionally, the Father Lopez Catholic High School is preparing to put in place a principal advisory council. This council was established so that the decision-making process can be evenly distributed amongst all stakeholders regardless of demographic or economic status. This council will consist of 10 parents, 3 students, and 1 faculty representative. In a unique nomination process, 5 parents are chosen by administration while the parents themselves will choose the other 5. This council will meet once a month to help in the decision-making processes.

It was clearly evident in the interviews with students and parents that they all feel empowered by the school in decision-making. The formal and informal channels of communication are also open, leading to their input being recognized and acted upon by teachers and school administration. The students all felt that provisions to meet their needs both academically and spiritually are exceeding expectations. The students also felt that they have a person in the school with whom they feel comfortable and in whom they can confide. Parents and students are well informed of the individual progress on both local and state assessments as well as the process used to continually enhance the scores.

Levels of collaboration are clearly evident in the fact that all parents are questioned about their interest in volunteering for various committees and about becoming fully involved in various school programs. The parents' compassion for Father Lopez Catholic High School is apparent in their establishment of the "Lopez Cares" program which offers families in need the help provided by the community to get through varying degrees of difficult times.

Strengths - The team noted the following successful practices deserving of recognition:

- An exceptional and diverse communication system for relaying information to stakeholders about daily operations and student performance was evident.
- A clear cohesiveness amongst faculty exists as they support each other in their efforts academically, spiritually, and personally.
- A wide variety of parent organizations exist to keep parents involved in the decision-making processes of the school.
- Open lines of communication in both directions promote a strong bond between administration, faculty, and staff.
- An up-to-date and navigable website provides ease of access to a wealth of information.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Devise a comprehensive plan to evaluate and refine the principal advisory council.

Finding: Father Lopez High School has earned the overall assessment level of "Highly Functional" and has met this standard for accreditation.

Standard 7. Commitment to Continuous Improvement

Standard: The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Father Lopez Catholic High School uses the Breakthrough School Improvement (BSI) process from NSSE in guiding continuous improvement efforts which allows the school to focus on research-based, data-driven improvement efforts. Through this process, the school follows an improvement plan aligned with state and district improvement goals. Data are presented and reviewed by all academic departments as they strive to improve learning for all students.

Communication of results of improvement efforts occurs through the RenWeb system and grade reports, and the school's annual report. All stakeholders, teachers, and parents have an active voice and are in support of the school's direction.

Staff development opportunities exist for all personnel (certified and non-certified) through a variety of district and local school measures.

Strengths - The team noted the following successful practices deserving of recognition:

- The school recognizes the need for improvement and makes necessary adjustments to strategies as programs evolve.
- The School Improvement Team seeks input from various sources such as stakeholders, parents, and students.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Conduct an ongoing process for improvement that aligns all of the functions of the school with the expectations for student learning.
- Implement various means to improve communication with parents and stakeholders concerning improvements in student learning.

Finding: Father Lopez High School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Conclusion

The commendations and required actions in this report are designed to focus the school on those areas that will have the greatest impact on student performance and school effectiveness. While powerful in potential, the commendations and required actions only have meaning when acted upon by the school. The strength of this report lies in the school's commitment to using the findings to continuously improve. The key is action. The school is encouraged to use the report as a call to action, a tool to sustain momentum in the ongoing process of continuous improvement.

The team identified required actions for improvement that the school will need to address. Following this review, the school will be required to submit a progress report summarizing its progress toward addressing the team's required actions.

The Quality Assurance Review Team expresses appreciation to the School Administration, members of the professional staff, students, parents and other community representatives for their hospitality throughout the visit. The team wishes the school and its students much success in the quest for excellence through SACS-CASI-FL accreditation with AdvancED.

Appendix

Quality Assurance Review Team Members

- Mr. John Clarke, Chair (Cardinal Newman High School)
- Mr. David Yazdiya, Team Member (Bishop John J. Snyder High School)
- Mr. Frank Mackritis, Team Member (Saint Francis Catholic High School)
- Mrs. Margie Scott, Team Member (Saint Thomas Aquinas High School)

AdvancED Standards for Quality Schools

The AdvancED Standards for Quality Schools are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance and organizational effectiveness. As schools reach higher levels of implementation of the standards, they will have a greater capacity to support ever-increasing student performance and organizational effectiveness. Each of the seven standards listed below has corresponding indicators and impact statements which can be accessed at www.advanc-ed.org.

Vision and Purpose

The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Governance and Leadership

The school provides governance and leadership that promote student performance and school effectiveness.

Teaching and Learning

The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Documenting and Using Results

The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Resource and Support Systems

The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Stakeholder Communications and Relationships

The school fosters effective communications and relationships with and among its stakeholders.

Commitment to Continuous Improvement

The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.