

National Standards and Benchmarks for Effective

Catholic Elementary and Secondary Schools

Rubrics for Benchmarks

Standard 9: An excellent Catholic school provides programs and services aligned with the mission to enrich the academic program and support the development of student and family life.

Benchmark: 9.1

School-wide programs for parents/guardians provide opportunities for parents/guardians to partner with school leaders, faculty, and other parents to enhance the educational experiences for the school community.

Level 4 Exceeds Benchmark	A majority of parents/guardians participate in opportunities to partner with school leaders, faculty and other parent/guardians to enhance educational experiences for the school community. Parents are involved in mission-driven, service-oriented experiences enhancing the broader community or distinguished in some way.
Level 3 Fully Meets Benchmark	School-wide programs for parents/guardians provide opportunities for parents/guardians to partner with school leaders, faculty, and other parents/guardians to enhance the educational experiences for the school community. Parents/guardians are invited to participate in a variety of partnership experiences that extend beyond the regularly scheduled mandatory parent/teacher conference.
Level 2 Partially Meets Benchmark	Occasional programs for parents/guardians above and beyond scheduled mandatory parent/teacher conferences provide opportunities for parents/guardians to meet with school leaders, faculty, or other parents/guardians to enhance the school community.
Level 1 Does Not Meet Benchmark	Programs beyond the scheduled mandatory parent/teacher conference are not provided for parents/guardians to be involved in the educational experiences of their children. Minimal, if any, partnerships exist between parents/guardians, school leaders, faculty, or with other parents/guardians.
Possible Sources of Evidence	<ul style="list-style-type: none">• Percent of parent/guardian participation• Descriptions of parent/guardian programs• Outcomes for opportunities for parents/guardians• Goals for parent/guardian programming• Evidence of extraordinary programs for parents/guardians and families -- award winning, recognition in media (newspapers, online media, television news, philanthropic or community partner



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Benchmark: 9.2

Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for students to successfully complete the school program.

Level 4 Exceeds Benchmark	Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for all students to successfully complete the school program, and include systematic tracking of student data and outcomes for these services and programs. Student data is analyzed and shared appropriately across these services. Frequent communications are in place to take advantage of these resources, so that the full community is aware of the existence of the programs and how to access them.
Level 3 Fully Meets Benchmark	Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for students to successfully complete the school program. Students and parents/guardians know about and how to access these services.
Level 2 Partially Meets Benchmark	Guidance services, wellness programs, behavior management programs, or ancillary services are available but delivered inconsistently. Communication about accessing these services is limited. Outcomes for these services are sometimes not clearly tied to students' successful completion of the school program.
Level 1 Does Not Meet Benchmark	Guidance services, wellness programs, behavior management programs, or ancillary services are not available or available at very minimal levels for few students.
Possible Sources of Evidence	<ul style="list-style-type: none">• Descriptions of guidance services, wellness programs, behavior management programs and/or ancillary services• Number of students receiving services or participating in programs• Outcomes for guidance services, wellness programs, behavior management programs and/or ancillary services• Pre and post testing when services or programs are provided



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	<ul style="list-style-type: none">• Data reports for disciplinary referrals• Observation and anecdotal evidence of a peaceful learning environment• Communication of available services to parents/guardians• Plan for securing, analyzing and sharing data
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Benchmark: 9.3

Co-curricular and extra-curricular activities provide opportunities outside the classroom for students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities.

Level 4 Exceeds Benchmark	Co-curricular and extra-curricular activities provide opportunities outside the classroom for all students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities. These activities frequently involve students' parents/guardians and give evidence of the school's commitment to balance activities in all these areas. Communications regarding these activities are continuous and consistent for all activities. The school takes responsibility for community-wide communication and recognition of student accomplishments in these activities and shares them regularly.
Level 3 Fully Meets Benchmark	Co-curricular and extra-curricular activities provide opportunities outside the classroom for students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities.
Level 2 Partially Meets Benchmark	Some co-curricular and/or extra-curricular activities exist to give opportunities outside the classroom for students to further identify and develop their gifts and talents, but not in all areas (creative, aesthetic, social/emotional, physical, and spiritual); the needs and interests of many students are not represented in the offerings (students want band and all they have is football, for instance).
Level 1 Does Not Meet Benchmark	Co-curricular and extra-curricular activities do not exist or exist minimally, giving few students accessibility.

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Possible Sources of Evidence	<ul style="list-style-type: none">• Descriptions of co-curricular and extra-curricular activities• Percent of students engaged in co-curricular and extra-curricular activities• Student reflections, assessments or surveys before and after taking part in co-curricular and extra-curricular activities• Survey of parents/guardians satisfaction with co-curricular and extra-curricular activities, as well as, reflection on student growth of gifts and talents• Budget allocations for extra and co activities• Awards and recognitions• Evidence of communication of available activities• Personnel allocation
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