



Our Lady of Lourdes School

Slidell, Louisiana

March 22 – 24, 2022

School Accreditation Engagement Review

207309

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Cognia Continuous Improvement System

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." The Cognia Continuous Improvement System (CIS) provides a systemic, fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team are organized by the ratings from the Cognia Performance Standards Diagnostic and the Levels of Impact within the i3 Rubric: Initiate, Improve, and Impact.

Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency of stakeholders in the desired practices, processes, or programs within the institution. Implementation is the process of monitoring and adjusting the administrations of the desired practices, processes, or programs for quality and fidelity. Standards identified within Initiate should become the focus of the institution's continuous improvement journey toward the collection, analysis, and use of data to measure the results of engagement and implementation. Enhancing the capacity of the institution in meeting these Standards has the greatest potential impact on improving student performance and organizational effectiveness.

Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results come from the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (a minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and to demonstrate over time the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

Impact

The third phase of achieving improvement is **Impact**, where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within its culture. Institutions should continue to support and sustain these practices that yield results in improving student achievement and organizational effectiveness.

Cognia Performance Accreditation and the Engagement Review

Accreditation is pivotal in leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the Cognia Accreditation Process examines the whole institution—the program, the cultural context, and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the accreditation process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against the research-based Cognia Performance Standards. Review teams use these Standards to assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. Cognia provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions, which helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

Cognia Standards Diagnostic Results

The Cognia Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on the Cognia Performance Standards. The diagnostic consists of three components built around each of three Domains: **Leadership Capacity**, **Learning Capacity**, and **Resource Capacity**. Results are reported within four ranges identified by color. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Insufficient	Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
Yellow	Initiating	Represents areas to enhance and extend current improvement efforts
Green	Improving	Pinpoints quality practices that are improving and meet the Standards
Blue	Impacting	Demonstrates noteworthy practices producing clear results that positively impact the institution

Under each Standard statement is a row indicating the scores related to the elements of Cognia's i3 Rubric. The rubric is scored from one (1) to four (4). A score of four on any element indicates high performance, while a score of one or two indicates an element in need of improvement. The following table provides the key to the abbreviations of the elements of the i3 Rubric.

Element	Abbreviation
Engagement	EN
Implementation	IM
Results	RE
Sustainability	SU
Embeddedness	EM

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards										Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.									Impacting
	EN:	4	IM:	4	RE:	2	SU:	2	EM:	
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning.									Improving
	EN:	4	IM:	3	RE:	2	SU:	2	EM:	
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.									Impacting
	EN:	3	IM:	3	RE:	3	SU:	4	EM:	
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.									Improving
	EN:	4	IM:	2	RE:	2	SU:	3	EM:	
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.									Improving
	EN:	3	IM:	4	RE:	2	SU:	2	EM:	
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	3	EM:	
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.									Impacting
	EN:	4	IM:	4	RE:	2	SU:	2	EM:	
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	4	EM:	
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.									Impacting
	EN:	4	IM:	3	RE:	4	SU:	3	EM:	

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Learning Capacity Standards											Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.										Improving
	EN:	3	IM:	2	RE:	2	SU:	2	EM:	2	
2.2	The learning culture promotes creativity, innovation, and collaborative problem-solving.										Improving
	EN:	3	IM:	3	RE:	2	SU:	2	EM:	2	
2.3	The learning culture develops learners' attitudes, beliefs, and skills needed for success.										Improving
	EN:	3	IM:	3	RE:	2	SU:	2	EM:	4	
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.										Improving
	EN:	4	IM:	2	RE:	1	SU:	1	EM:	3	
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.										Impacting
	EN:	4	IM:	4	RE:	4	SU:	2	EM:	3	
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.										Impacting
	EN:	4	IM:	4	RE:	2	SU:	3	EM:	3	
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.										Improving
	EN:	3	IM:	3	RE:	3	SU:	2	EM:	3	
2.8	The institution provides programs and services for learners' educational futures and career planning.										Impacting
	EN:	4	IM:	3	RE:	3	SU:	4	EM:	4	
2.9	The institution implements processes to identify and address the specialized needs of learners.										Improving
	EN:	3	IM:	3	RE:	3	SU:	2	EM:	3	
2.10	Learning progress is reliably assessed and consistently and clearly communicated.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	3	

Learning Capacity Standards											Rating
2.11	Educators gather, analyze, and use formative and summative data that lead to the demonstrable improvement of student learning.										Improving
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	3	
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	2	EM:	3	

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably, so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards											Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.										Impacting
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	4	
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.										Improving
	EN:	3	IM:	2	RE:	2	SU:	2	EM:	3	
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.										Improving
	EN:	4	IM:	3	RE:	2	SU:	2	EM:	4	
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.										Improving
	EN:	1	IM:	3	RE:	1	SU:	2	EM:	4	
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	3	
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.										Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	4	
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.										Impacting
	EN:	4	IM:	4	RE:	3	SU:	3	EM:	4	

Resource Capacity Standards										Rating
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	

Assurances

Assurances are statements that accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances Met		
YES	NO	If No, List Unmet Assurances by Number Below
X		

Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. This formative tool for improvement identifies areas of success and areas in need of focus. The IEQ comprises the Standards Diagnostic ratings from the three Domains: Leadership Capacity, Learning Capacity, and Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provide information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the Findings from the review in the areas of Initiate, Improve, and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within that level. An IEQ in the range of 225–300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all Cognia Improvement Network (CIN) institutions evaluated for accreditation in the last five years. The range of the annual CIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

Institution IEQ	332.50	CIN 5 Year IEQ Range	278.34 – 283.33
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Insights from the Review

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs, and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, with examples of programs and practices, and suggestions for the institution's continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team's deliberations and analysis of the practices, processes, and programs of the institution organized by the levels of Initiate, Improve, and Impact. The narrative also provides the next steps to guide the institution's improvement journey in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

Our Lady of Lourdes accreditation review took place remotely. The Engagement Review Team followed established guidelines and protocols for the accreditation review and identified several themes aligned with the institution's continuous improvement process. The themes presented here, in no particular order, highlight areas of strength and suggestions for improvement when considering the school's next steps.

A mission and purpose-driven leadership team invites stakeholder feedback for school improvement and decision-making purposes. Our Lady of Lourdes School serves students between six weeks and seventh grade and belongs to the family of schools administered by the Archdiocese of New Orleans. A strong Catholic identity informs the actions of the school and all its community members. Stakeholder interviews and survey data shared with the team revealed that the institution offers many opportunities for stakeholders to engage in open communication leading to a strong commitment and support of the institution's purpose statement. A newly crafted purpose statement clearly focuses on two distinct goals: "to participate in the evangelization of the parish by sharing the Gospel message of Jesus Christ and to provide a quality standards-based education designed to prepare students academically, socially, emotionally, and physically for the rigors of high school." When surveyed about the purpose statement, faculty and staff members agreed that the school's purpose statement is based on shared values and beliefs that guide decision-making, is clearly focused, and is supported by the policies and practices adopted by the school board or governing body. Parents, community members, and board members all stated that the school's leadership team uses the mission and purpose statements to guide decision-making that supports service to the community, a strong faith-based program, and a focus on student growth.

Stakeholders have multiple opportunities to engage and support the achievement of the institution's purpose and direction. Engagement activities are geared toward internal groups (faculty/staff, students, and school families) and external groups (school advisory board and school finance committee, parishioners, Archdiocesan ministries, organizations, the greater Slidell community, St. Tammany Public School System, and the Louisiana Board of Elementary and Secondary Education (BESE)) as shared by the principal and demonstrated in surveys provided to the team. Newsletters shared with the team, dating back to 2019, reflected activity offerings and invitations to participate. Stakeholders are also invited to provide feedback on school improvement, as shown in the school improvement plan shared with the team. Using various surveys, school leaders gathered stakeholder feedback on topics including student learning, assessment, and building enhancements. Information from these surveys, feedback from previous accreditation reviews, internal stakeholder data, and

perception surveys were used in the development of the Our Lady of Lourdes School Improvement Plan. The review of evidence shared with the team proved that the school improvement plan includes goals and results that go back to 2015, showing a dedicated focus on school improvement. This was validated by stakeholders as they indicated that there is an ongoing commitment to improving the school at all levels. One example shared was the implementation of a new program for students with special needs as a result of a growing need in the community for these services as part of a Catholic education program. The team encourages school leadership to continue engaging the community and all stakeholders to promote a strong commitment to the success of the school improvement plan and the newly created purpose statement.

The school has established processes and procedures for staff supervision, delivery of professional development, and evaluation of staff to ensure effective teaching practices and provide leadership development opportunities. Staff members participate in regular supervision and evaluation processes as shared by the principal. He indicated that staff supervision is provided by the pastor, the assistant principal, and himself. The evaluation process is managed by the principal with the support of the assistant principal and the director of the early childhood development center. All employees not in a specific supervisory leadership role participate in this process of supervision and evaluation. Interviews with teachers validated the process and indicated that they are observed frequently. Once an observation has taken place, a meeting takes place to provide feedback and to plan next steps. The team was able to review the process through documents shared by the institution. Teacher evaluations use standards in five domains: Catholic Identity, Planning, Instruction and Learning, Management and Environment, and Professionalism. The principal, assistant principal, and the director of the early learning center execute these observations and offer training as needed. Teachers and leaders indicated that the process is both expected and welcomed. Professional development is often derived from these supervision and evaluation processes, as confirmed by teachers during interviews.

The principal shared with the team that operational processes and procedures are in place at various levels. He further indicated that some of these are provided directly by the Archdiocese of New Orleans, while others were created locally to meet the specific needs of the institution. Some examples of established documents shared with the team were the parent and student handbooks which include clear directives and standard operating procedures for all to follow. Interviews with teachers, leaders, parents, and students revealed that there is consistency in the implementation of procedures. Some examples shared included grading policies, teacher observations, and fundraising request procedures, among others. In addition to established processes and procedures, the school offers ample opportunities to develop and strengthen leaders inside the institution. Administrators, for example, participate in National Catholic Educational Association Conferences, administrative retreats, and Loyola Institute Summer Programs to name a few. Faculty and staff members participate in professional learning communities, committees to develop leadership traits and skills, and serve as extracurricular club moderators. Students in grades three through seven also have opportunities to develop leadership skills by serving as members of the flag honor corps, altar boys, student lectors, or holding leadership roles in clubs or athletic teams. Parents also have similar opportunities through activities in the parent-teacher cooperative or the men's club, for example. During interviews with the various stakeholder groups, the team validated the many offerings for all groups and the genuine enthusiasm in being part of all these groups and activities. Established processes and procedures promote professional growth and leadership development at Our Lady of Lourdes, and this, in turn, ensures organizational effectiveness and the formation of future leaders within the institution. The team would like to suggest that Our Lady of Lourdes continues to support and engage the community

in the strengthening of a collaborative culture that embraces leadership development, supervision and evaluation resulting in student achievement and organizational effectiveness.

The institution follows a faith-based curriculum aligned to high expectations and standards to prepare students for future academic success and career planning. Our Lady of Lourdes Catholic School follows a curriculum that aligns with state and archdiocesan standards. Teacher interviews revealed that teachers follow the established curriculum and collaborate on a regular basis to monitor the implementation of the written curriculum. Teachers also indicated that some of them have developed pacing guides to map the delivery of the curriculum throughout the year but that this is not a requirement at the school level yet. Evidence shared with the team included sample pacing guides for various grades and subject areas, curriculum guidelines, and religion curriculum from the Archdiocese of New Orleans. The team saw evidence of formal processes established to monitor the implementation of the curriculum. Teachers indicated that observations take place at least three times per year with feedback being provided following these observations. During grade-level meetings, teachers collaborate and share thoughts, ideas, and challenges with the implementation of the curriculum. Electronic submission of lesson plans also allows the administration to monitor the implementation of the curriculum. The institution also uses annual Effective Learning Environments Observation Tool® (eleot®) observations (results shared with the team) to monitor the implementation of the curriculum. Analysis of the most recent eleot observations rated high expectations at 3.58. Teacher interviews also revealed that teachers meet to discuss student progress, curriculum implementation, and alignment. The implementation of a strong curriculum was also evident in the high school acceptance rates and during parent interviews, which indicated that students were well prepared for the next level in their academic careers. Teachers and administrators at Our Lady of Lourdes follow a rigorous curriculum that is faith-based and aligned to high standards from the Archdiocese of Louisiana and state standards. Specific programs to prepare students for future careers are not currently in place but preparing students for their next academic step, high school, is a priority, as evidenced by specific actions implemented at the institution. One example is the principal's meeting with students in sixth and seventh grades yearly. During these meetings, the principal addresses students with specific recommendations to remain focused on academics. The principal also shares strategies to support a positive transition to high school. Informal career initiatives are also in place, with professionals from various fields visiting the school and spending time with students in middle school. Some examples of these are celebrations of Veterans Day, mayor visits, authors, first responders, and other professionals. Students also have opportunities to engage and learn about vocations. The team also learned about plans to establish a micro-system and hyper-local curriculum, where resources may be shared based on the geographic and economic opportunities and needs of the area. One such effort would be the establishment of a Science and Exploratorium Academy of the Future (SEAF) which would be located at one of the high schools. This initiative would connect curricular offerings with industry needs for the region. Leaders and teachers at Our Lady of Lourdes follow a challenging yet attainable curriculum that is faith-centered and focuses on preparing students for their next academic level. While some monitoring efforts are in place, the team suggests the school implement formal processes to monitor the implementation of this curriculum and that data are collected in a systematic way to measure the impact of these actions on student learning.

Teachers and administrators at Our Lady of Lourdes monitor its academic, religious, and social offerings and provide timely information to parents and stakeholders about the effectiveness of these programs in student learning. Established procedures to assess and communicate academic progress are in place and monitored by the administration regularly. The team learned that during in-service sessions, monthly faculty meetings, and grade-level meetings, the administration checks adherence to grading policies. Standard operating procedures to post and

balance grades across various grading categories are established in the parent/student handbook and revised yearly. Grades must be posted and updated regularly on the school's PlusPortals. In addition to summative assessments and grades, teachers provide formative assessments to let students know how they are performing regularly. Some of the tools used to collect data are classwork, homework, STAR tests, IXL information, and standardized tests, to name a few. Teachers and administrators also communicate news about competitions, awards, and information regarding upcoming activities via newsletters. Surveys shared with the team revealed that parents feel that information is readily available and helps them monitor student learning. Data collected through various formats were shared with the team, yet the team did not find evidence to prove that these efforts are implemented consistently across the organization. Parents, students, and internal stakeholders would benefit from the regular and consistent use of tools to monitor and communicate student learning progression at all levels. Thus, the team encourages the leadership team and teachers to identify tools and mechanisms to provide this information regularly and consistently across all grade levels.

The leadership team demonstrates good stewardship of resources that allows the institution to provide access to materials, information, digital resources, and human resources to support its mission, improve student performance, and increase organizational effectiveness. During interviews with school administrators, the team learned that digital resources are routinely integrated into teaching and learning. In addition to classroom integration, digital resources assist in the effective operations of the school. Fiscal, human, and digital resources are available through strategic management and good stewardship of these resources. The school outsourced IT support in 2019, making use of technology services available through the Archdiocesan IT Office, reducing the cost of an internally hired staff member. Student access to computers will soon reach a 1:1 status as additional Chromebooks funded by the state arrive via the Archdiocese of New Orleans. Classrooms are equipped with SMART boards, but middle school teachers voiced their preference for TV screens that are planned for future deployment. In addition to digital resources, students, teachers, and administrators have access to textbooks, teaching materials, and resources that allow them to effectively execute their jobs and support the institution's purpose. Under the auspices of the Archdiocese of New Orleans and the guidance of the Department of Catholic Education and Faith Formation, the institution develops and monitors a long-term strategic plan that enables the strategic management of resources. During interviews with school leadership and governing authorities, the team learned that the school is the largest ministry of Our Lady of Lourdes Catholic Church. As such, leaders and governing authority members ensure the faithful adherence to operational practices that allows them to manage resources efficiently and effectively to support the school's purpose. Human resources are also managed with care and adherence to established policies and procedures. This careful observance of good financial practices, strategic vision, and planning allow the members of Our Lady of Lourdes to enjoy stability and to plan for future growth. The team encourages the leadership team, the governing authorities, and all stakeholders to continue exhibiting good stewardship to support growth, student achievement, and effective resource allocation.

The team found many reasons for Our Lady of Lourdes Catholic School to celebrate. It is appropriate to consider the hardships created by the COVID-19 pandemic and the successes that the institution achieved despite these difficult times. Stakeholders have the privilege to engage with an institution that believes in the power of its ministry to evangelize and to offer rigorous standards and a faith-based curriculum to all its students. At the same time, the team believes that further achievements are ahead if school leaders and governing board members continue to grow and monitor the implementation of strategic goals and actions. The team wishes to remind the institution that they have access to a robust support system through the Archdiocese of New Orleans, a committed and supportive community, and engaged learners. The school also has access to Cognia's tools and

surveys which they are already familiar with and use to monitor its programs. Access to these support systems and tools will help the school continue in its improvement journey.

Next Steps

Upon receiving the Accreditation Engagement Review Report, the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the areas for improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.

Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and expertise. To provide knowledge and understanding of the Cognia tools and processes, all Lead Evaluators and Engagement Review Team members are required to complete Cognia training. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography (Lead Evaluator Only)
Renee Sarmiento, Ed.D., Lead Evaluator	<p>Renee Sarmiento, Ed.D., educational consultant and school administrator, has been involved in Catholic education for over 15 years, serving as a teacher, professional development coordinator, curriculum director, and instructional leader. Parallel to her work in Catholic education, she serves as a Lead Evaluator and educational consultant for Cognia and teachers in the Master of Education program for an international university. Twice an immigrant, she had a successful marketing and organizational development career before becoming a full-time educator. In her present role, she oversees curriculum, instructional practices, and professional development for a K-8 school in Florida. Dr. Sarmiento’s classroom experience includes K-8, college, and professional development in both on-site and remote settings. She holds an undergraduate degree in management, a master’s degree in business administration and one in industrial and labor relations, and an Ed.D. in educational leadership. Dr. Sarmiento has participated in multiple accreditation and engagement reviews as a team member and Lead Evaluator.</p>
Suzanne Dorsey Heidel, Dean of Students	
Amir Gaber, Math Teacher	

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