

TEXAS CATHOLIC CONFERENCE  
EDUCATION DEPARTMENT  
VISITING TEAM CONSENSUS REPORT  
FOR CATHOLIC ELEMENTARY SCHOOLS

St. Luke Catholic School

*Legal Name of School*

Mrs. Marcella Salazar

*Principal*

4603 Manitou

*Street Address*

San Antonio

*City*

78228

*Zip Code*

*Mailing Address (if different)*

210-434-2011

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San Antonio

*(Arch)Diocese*

September 20-23, 2015

*Date of Visit*

Diane Wooten

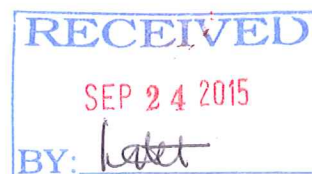
*Chairperson Name*

Galveston-Houston

*(Arch)Diocese*

*This report is to be typed. The visiting team chairperson is to submit the **original** and two (2) copies to the Texas Catholic Conference Education Department immediately following the accreditation visit.*

Texas Catholic Conference  
Education Department  
PO Box 13285 • Austin, Texas 78711-3285  
(512) 339-8416



**TEXAS CATHOLIC CONFERENCE EDUCATION DEPARTMENT**  
**ELEMENTARY SCHOOL VISITING TEAM CONSENSUS REPORT**  
**OVERVIEW OF ACCREDITATION VISIT ACTIVITIES**

Accreditation is a complex process designed to be a positive validation of a school's programs. The accreditation process, as designed by the Texas Catholic Conference Accreditation Commission (TCCAC), has five major objectives:

- to assess the strengths and weaknesses of the school's total instructional process
- to examine the effectiveness of various program components in meeting student needs
- to offer suggestions for development and strengthening of school processes, systems and services
- to provide assurance and accountability to the Texas Catholic Conference Education Department (TCCED) of the school's measure of effectiveness and quality
- to establish the level of accreditation that the school meets.

An accreditation visit takes place every seven years, unless determined otherwise by TCCAC or the local superintendent. The primary purpose of the visiting team is to assess the effectiveness of the total education program by affirming congruency with the TCCED Domains and Areas of Focus for accreditation and by validating the school's self study.

The visiting team chairperson and team members are assigned by the local superintendent. The chairperson is chosen from a group of trained individuals who reside in a Texas Catholic (arch)diocese outside the local (arch)diocese. Visiting team members may be from inside or outside the (arch)diocese in which the school is located. Every effort is made to assign team members who are free from relationships with or knowledge of the school that would influence their judgment about the school.

During the three and one-half days that the visiting team is present at the school many activities occur:

- tour of the campus and its facilities
- introduction to the school community
- classroom observation of teachers
- interviews with administrator, pastor, governing body members, staff, students, and parents/guardians
- review of the self study
- examination of supporting data provided by the school
- preparation of the visiting team report
- exit reports to administrator and staff

At the conclusion of the visit, all team members participate in the preparation of the *Visiting Team Consensus Report* that will be submitted to TCCED. Information gathered during the observations, interviews, and review of data will be used to determine ratings, commendations, and suggestions for improvement. The members of the visiting team utilize their best professional judgment in drawing the conclusions stated in the final report. Upon receipt of the report, TCCED sends a copy to the school administrator and local superintendent.

It is the responsibility of TCCED to collect the required school documents (self study and *Annual Report For Continued School Accreditation*) and the *Visiting Team Consensus Report* and to distribute all materials to the appropriate TCCAC committee member for review. Determination of accreditation status is made by the TCCAC and communicated to the administrator and local superintendent as soon as possible after the TCCAC meeting (first week of December/May).

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**RATING CODE**

**(EX)\* EXEMPLARY**

This rating is appropriate only when **extensive, highly effective practices are present and clearly visible to the visiting team**. These would be evident in the self study and interviews, and would be supported by programs, behaviors, and/or activities.

Example: Students, parents/guardians, governing body, pastor, staff and school organizations are active participants in and contribute to the local civic community. (This is an integral part of the school. Self study indicates that school consistently goes well beyond the level of involvement expected in Domain II, Area of Focus 3.)

**(OT)\*\* OUTSTANDING**

**Successful and highly effective education is occurring** as witnessed by the visiting team, however, **not so well supported** by the self study, nor articulated so pervasively by the school staff, students, and/or community.

Example: Several groups within the school community participate in community activities. (This regularly or frequently occurs. While the self study records only a minimal level of involvement, interviews and supporting data reveal that the school goes beyond minimal expectations in Domain II, Area of Focus 3.)

**(EF)\*\* EFFECTIVE**

**Meets the standard, however does not stand out or go beyond expectations**. Successful results are occurring within an educational framework that is working adequately. Programs, practices, activities, and/or behaviors are present and effective however do not stand out or go beyond.

Example: Students are involved in community activities or service projects. (Self study indicates that this occasionally occurs thus revealing that school is showing minimal involvement in Domain II, Area of Focus 3.)

**(ND)\* PRESENT, HOWEVER NEEDS IMPROVEMENT**

This rating indicates that programs, practices, activities, and/or behaviors have **not fully reached the level of effectiveness**.

Example: Grade 3 brings canned goods to the Thanksgiving liturgy. (Self study, interviews, and observation validate that this is the only service project that the school sponsors thus indicating less than minimal involvement in activities cited in Domain II, Area of Focus 3.)

**(AB)\* ABSENT**

An **absolute void** of evidence that the area of focus is present.

Example: No community service occurs. (Self study indicates that the school does not engage in service projects as reported in Domain II, Area of Focus 3.)

\* **MUST** be explained under appropriate narrative section  
EX ---Areas of Strength;  
NI ---Areas Needing Strengthening;  
AB ---Explanations of 'AB' Rating.

\*\* **MAY** be explained under the appropriate narrative section

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DOMAIN I: MISSION, PHILOSOPHY AND VISION

**The Catholic school is a unique environment which has as its primary purpose the continued formation of the Christian person. The mission and beliefs of the school shall reflect the integration of Catholic faith and Gospel values.**

CODE

- |           |  |
|-----------|--|
| <u>EF</u> | 1. The mission statement describes the purpose of the school and its reason for existence. And is rooted in Catholic faith and Gospel values.              |
| <u>EF</u> | 2. The philosophy of the school flows from the school's mission statement reflecting the integration of Catholic faith and Gospel values in everyday life. |
| <u>OT</u> | 3. The mission and vision of the school are clearly evident in strategic planning.   |
| <u>OT</u> | 4. There is an awareness of the school's mission, vision and strategic planning within the school community.   |
| <u>OT</u> | 5. The school's mission and vision guide staffing and professional development.  |

AREAS OF STRENGTH:

► 3. The visiting team concurs that the strategic plan of St. Luke's Catholic School ensures the philosophy statement is a living action/document by investigating and implementing methods and obtaining resources to ensure a safe, quality Catholic education. The strategic plan is available in many formats, printed and on the website. It shows investigation/evaluation and implementation or tabled items. A systematic series of steps can easily be followed.

4. The visiting team concurs that throughout the school the mission statement is observed in print and seen in practice through encouraging, faith-filled teachers. All *traditional* classrooms have the mission statement framed on the wall as well as in the office and main hallway. Not only are the words present but also in classes it was observed in practice by students.

There is evidence of many student and staff service projects.

All classrooms have crosses, statues and prayer areas. One unique practice is the Pledge to the Cross during morning prayer. In middle school, the class closing prayer is the same for all classes and changes monthly.

5. St. Luke Catholic School offers many "outside" professional development opportunities to implement new teaching practices while maintaining an awareness of moral attitudes. Staff and faculty are *encouraged* to not only attend Archdiocesan professional development programs, but also to seek other sources of in-services of particular interest. Many teachers use Region 20 and Title funds to enhance their professional development. The school offers each teacher two days throughout the school year to attend workshops during school days.

AREAS NEEDING STRENGTHENING OR IMPROVEMENT:

►

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**DOMAIN II: COMMUNITY**

**The school's Catholic identity promotes a community of believers and learners in the spirit of Jesus Christ as experienced in the Catholic Church and lived out as active citizens in today's society. Members of the school community are called to unite in prayer, to proclaim the Gospel message and to serve others.**

**CODE**

<u>EX</u>	1.	The school's Catholic identity promotes and embodies Gospel values in decision making and operations in order to build a nurturing faith community.
<u>OT</u>	2.	The school provides regular opportunities for prayer, liturgy, spiritual formation and service.
<u>EX</u>	3.	The school encourages awareness of the needs of others through service in the local, national and global communities.
<u>OT</u>	4.	The school environment reflects its Catholic identity, its concern and commitment for individuals in the school community.
<u>OT</u>	5.	The school is seen as a viable part of the local civic community and is supported by pastor, governing body, parents/guardians, school organizations, and the larger Catholic community.
<u>OT</u>	6.	The school maintains an active partnership with parents/guardians whose fundamental concern is the spiritual and academic formation of students.

**AREAS OF STRENGTH:**

- 1. The visiting team affirms that Gospel values are evident in many areas at St. Luke Catholic School from the discipline process, conflict resolution strategies and parental involvement. The faculty and staff strive to ensure a sense of caring, cooperation and belonging within this faith community.
- 2. The school provides students with opportunities for prayer, liturgy and spiritual formation. Prayers can be heard in classrooms several times during the day. Students prepare and present liturgical celebrations throughout the year.
- 3. Students at St. Luke Catholic School promote their Catholic identity through awareness and participation in activities that provide goods and services at the local, national and global levels. Food drives, clothing drives, prayer blankets, Rice Bowl and quarterly required service hours respond to the needs of others.
- 4. The school community is committed to provide all students with a sense of belonging through academics, athletics, the Buddy Program, Beta Club tutoring and extracurricular clubs.
- 5. The school partners with several community organizations to provide services to/for St. Luke students: UT Health/Science Center, University of the Incarnate Word, San Antonio Fire Department and San Antonio Police SWAT team.

The pastor supports the school community through celebrating Mass, hearing confessions, providing spiritual support to students/families during challenging times, serving on the PTC board and School Council and actively participating in the success of the school.

- 6. The school provides parents with several opportunities to partner with the school in order to enhance the spiritual and academic formation of the students. They include membership on the School Council, PTC Board and various fundraising opportunities. These opportunities are found on the school's website, in "The Light" and in the Parent/Student Handbook.

**AREAS NEEDING STRENGTHENING OR IMPROVEMENT:**

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**DOMAIN III: GOVERNANCE, ADMINISTRATION AND MANAGEMENT**

**School governance supports an educational program of high quality with systematic, legal and fiscal responsibilities.**

**CODE**

<u>OT</u>	1.	The school has a governing body in place; its jurisdiction and function are clearly defined.
	2.	The school's relationship with supportive groups is clearly defined for effective school management. These groups include but are not limited to: Home and School Association/PTO, Booster Club, Parish Council, Men's Club, Altar Society, and Knights of Columbus.
<u>OT</u>		
<u>OT</u>	3.	Rights and responsibilities of the faculty, staff, students and parents/guardians are explicitly defined in regulatory handbooks.
	4.	The instructional program and the educational facilities are adequately funded to meet accreditation standards and the stated goals of the strategic plan.
<u>EX</u>		
<u>OT</u>	5.	The school operates in compliance with applicable federal and state laws and regulations.

**AREAS OF STRENGTH:**

► 1. St. Luke Catholic School has an active and focused School Council that not only advises the principal but also acts upon its commitment to the school by raising funds to support the strategic plan.

2. St. Luke Catholic School has fostered relationships with the supportive groups of the parish community by providing assistance, participation, membership and attendance.

3. The Faculty Handbook and Parent/Student Handbook of St. Luke Catholic School are comprehensive in expressing the rights and responsibilities of its constituents.

4. Up to date textbooks, new Epson interactive systems, state of the art gymnasium are fine examples of the adequate funding for instructional programs and educational facilities which are stated goals of the strategic plan which help the school meet and exceed accreditation standards.

5. St. Luke Catholic School operates and makes its constituents aware of federal and state laws and regulations through publications and practice.

**AREAS NEEDING STRENGTHENING OR IMPROVEMENT:**

►

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**DOMAIN IV: PERSONNEL**

**PART A: ADMINISTRATION**

**The instructional leader initiates and monitors an effective and efficient program of studies. The principal has a major responsibility of providing instructional leadership in the school. Collaborative program planning is encouraged and assistance from appropriate faculty and staff is actively solicited. The contribution of all concerned, under the leadership of the principal, should be considered in evaluating the effectiveness of the educational program within the school.**

**CODE**

<u>EF</u>	1. The administrative team meets the requirements as outlined in the TCCED qualifications for Catholic school administrators.
<u>EX</u>	2. The administrative team is visible and works collaboratively with the school community to ensure interaction and involvement in the total educational process.
<u>OT</u>	3. The principal is aware of and responds to the changing needs of the community.
<u>OT</u>	4. The principal focuses the attention of the faculty and staff on elements of quality programming.
<u>OT</u>	5. School effectiveness is monitored and evaluated by the principal.
<u>EF</u>	6. The requirements and procedures of the TCCED accreditation process are implemented by the principal.
<u>OT</u>	7. The administration cultivates Catholic identity within the school community.
<u>EF</u>	8. Procedures are in place for hiring personnel, and job descriptions are provided for professional and support personnel.

**AREAS OF STRENGTH:**

- 2. The school administration is not only very visible throughout the school community, but they also work exceptionally well with the entire staff to ensure that they are involved in all aspects of the educational process. They work together to implement progress that not only meets the needs of the students but also demands high expectations.
- 3. The principal practices an “open door” policy for faculty, staff and parents so that they can express their needs and concerns. The principal uses parent surveys to gather information, concerns or trends in the community.
- 4. The principal works with the faculty to develop goals, set high standards for teachers and students, and to be knowledgeable in all areas of the curriculum.
- 5. The administration uses both formal and informal processes to evaluate school effectiveness. Some of the processes include: teacher observations, progress reports, report cards, and standardized test data.
- 7. The administrator cultivates Catholic identity within the school community by inviting parents to join with the school in the education of their children. School communications (“The Light”, Parent Handbook) reflect the school’s Catholic identity.

**AREAS NEEDING STRENGTHENING OR IMPROVEMENT:**

►

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**DOMAIN IV: PERSONNEL**

**PART B: FACULTY AND STAFF**

**CODE**

- |           |  |
|-----------|--|
| <u>EF</u> | 9. Professional personnel hold valid credentials as required by TCCED and appropriate preparation for their assignment, with records on file in the school office. |
| <u>EF</u> | 10. Support staff are properly prepared for their assignments and monitored.   |
| <u>EF</u> | 11. Teachers assigned outside their fields of preparation, when necessary conditions require it, have appropriate documentation of approval.                       |
| <u>EF</u> | 12. A program of evaluation for all personnel is followed and staff development is systematically evaluated.   |

AREAS OF STRENGTH:



AREAS NEEDING STRENGTHENING OR IMPROVEMENT:



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## DOMAIN V: CURRICULUM, INSTRUCTION AND ASSESSMENT

The purpose, design, and implementation of the curriculum represent the school's mission. A Catholic atmosphere, which is shared as well as understood by teachers, students, and parents/guardians, permeates all areas of the curriculum. Instructional decisions support the school's academic goals, objectives, and priorities. Evaluation of the curriculum is continuous and responsive to student needs.

### CODE

<u>OT</u>	1.	The curriculum content and instructional program are rooted in Catholic teachings, traditions and values.
<u>EX</u>	2.	The school's expectation for academic success exists and is visible.
<u>EX</u>	3.	Curriculum ( <i>objectives to be taught</i> ), instruction ( <i>what is actually taught</i> ) and assessment ( <i>what is tested</i> ) are explicitly aligned.
<u>OT</u>	4.	The administrator and faculty develop the goals, objectives and broad-based concepts ( <i>specifics taught by grade</i> ) for learning and the expectations for student performance.
<u>OT</u>	5.	Teachers systematically plan for instruction. Instructional planning focuses on adapting teaching strategies to meet student learning needs.
<u>OT</u>	6.	Students are actively engaged in learning activities.
<u>OT</u>	7.	Instructional resource materials are available and used.
<u>OT</u>	8.	There is evidence of the use of current technology in the instructional program.
<u>OT</u>	9.	The administrator and faculty review and analyze student achievement information and test results to plan program effectiveness.
<u>OT</u>	10.	There is evidence of formal and informal monitoring of student progress.
<u>EX</u>	11.	Students' special needs are met through supplementary programs of instruction.
<u>OT</u>	12.	A functional guidance program is provided by the school to serve the student population.

### AREAS OF STRENGTH:

- 1. At St. Luke Catholic School Catholic teachings, traditions and values are the foundation of the curriculum and instructional program on a daily basis through classroom prayer, morning announcements, prayer before athletic games, liturgies and sacred spaces in the school.
- 2. The school's expectation for academic success is visible in the Solutions for All program, lunch tutorials, Beta Club tutorials, Summer Program activities, academic recognition and other focused initiatives.
- 3. Curriculum, instruction and assessment are explicitly aligned through grade level meetings, consultation among grade levels, Success for All program concentrations, Iowa Assessment data investigations and TEKS documentation.
- 4. The administration and faculty provide learning for all students by developing goals, objectives and broad-based concepts. Objectives are displayed in all classrooms letting students know what is expected of them each day.
- 5. The teachers meet with same grade level teachers weekly to plan for instruction that will meet student-learning needs. The Solutions for All instructor is actively involved in identifying students who need assistance. Tutorials, re-teaching and assessments help to meet student needs.

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6. Most students are actively engaged in art projects, interactive board activities, manipulatives, and group work.
7. St. Luke Catholic School uses many instructional resource materials including: an engaging library, interactive boards, counselor's office, Solutions for All program and up to date textbooks.
8. St. Luke Catholic School uses current technology (document readers, computers, computer labs, iPad class set, interactive boards, and state of the art gymnasium) in the instructional program.
9. The administrator and faculty use Iowa Assessment scores, classroom assessments, grade book documentation, and student performance to help plan for program effectiveness. The administration and faculty use training such as use of "Accessible Mathematics" to reach for increased effectiveness.
10. Student progress is monitored through grade books, the use of RenWeb notifying parents of student progress, Iowa Assessment scores and informal classroom assessments.
11. The resource teacher and homeroom teachers assist students with individual needs by differentiating instruction in class, providing intervention in the Solutions for All program, tutorials, student tutoring opportunities and honors classes in the middle school.
12. The guidance program uses the Archdiocesan guidance curriculum guide, Kelso's Choices, Yellow Dino, Too Good for Drugs and other programs to serve the student population.

**AREAS NEEDING STRENGTHENING OR IMPROVEMENT:**



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**DOMAIN VI: STUDENT SERVICES**

**Student services enhance the curriculum and are an integral part of the learning process.**

**CODE**

<u>OT</u>	1.	Counseling services are available to students.
<u>EX</u>	2.	The library provides resource and media support to the school's instructional program and is available for student use.
<u>EX</u>	3.	Student health services are provided to ensure that the school is in compliance with all statutory requirements.
<u>EX</u>	4.	The school sponsors extracurricular activities, including athletics and student organizations, to meet the special interests of the students.
<u>OT</u>	5.	The school provides additional services for students as needed.

**AREAS OF STRENGTH:**

► 1. Counseling services are provided to students in weekly groups (primary) and monthly groups (intermediate and middle). On an "as needed" basis counseling is provided during middle school tutoring/recess time.

2. The library offers an atmosphere that encourages and nurtures a love of reading and learning through kid-friendly reading areas, loving dialogue, and up to date resources. The library and its services are made available to all teachers and students in an enthusiastic manner which promotes reading and learning.

3. Clinic facilities are incredible. Student privacy is respected, records are complete, procedures are clearly followed and information provided to teachers. The school shows its commitment to compliance with all statutory requirements and a high quality of student care by having a full time RN on staff.

4. St. Luke Catholic School has numerous school sponsored extra-curricular opportunities in academics, leadership and athletics that promote a Christ-like attitude.

5. The faculty and staff of St. Luke Catholic School provide additional services to students through the Success for All program, Beta Club tutoring, tutorials, honors classes in the middle school, Summer Program, clubs and leadership opportunities.

**AREAS NEEDING STRENGTHENING OR IMPROVEMENT:**

►

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**DOMAIN VII: PLANT AND FACILITIES**

**The physical plant and facilities of the school are adequate, safe, well-designed for instruction and conducive to learning. The indicators take into account the various groups served, i.e., early childhood, elementary, middle school, before/after school program.**

**CODE**

<u>EF</u>	1. The physical facilities and outdoor area(s) are designed for their functions.
<u>OT</u>	2. The school facility projects a positive image and environment for teaching and learning.
<u>OT</u>	3. The school plant and facilities are properly maintained.
<u>EX</u>	4. The school provides a safe and healthy environment.

**AREAS OF STRENGTH:**

► 2. The halls of St. Luke Catholic School project a positive image of a school immersed in Catholic identity. Student work is displayed, positive and thought provoking bulletin boards are maintained and student art is part of the school environment. Teaching and learning are supported and promoted by the school facility.

3. A full maintenance and custodial staff shows that the school and parish recognize the importance of a properly maintained plant and facility. Students take responsibility for picking up after themselves and keeping their environment clean. The staff shows great stewardship by taking great care of its new and older buildings in a timely manner.

4. St. Luke Catholic School shows its commitment to providing a safe and healthy environment by having a full-time RN in the clinic, a full-time counselor, building a state of the art gym for health and athletics and running emergency drills to heighten student safety awareness.

**AREAS NEEDING STRENGTHENING OR IMPROVEMENT:**

►

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**EXPLANATIONS OF “AB” RATING**

<b>DOMAIN #</b>	<b>AREA OF FOCUS #</b>	<b>BRIEF EXPLANATION (Why was “AB” given; what documentation was absent)</b>

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**SIGNATURES OF VISITING TEAM**

Diane Wooten

**Print Chairperson Name**

*Diane Wooten*  
**Signature of Chairperson**

**Print Team Member Name**

**Signature of Team Member**

1. Elizabeth Bowlin

*Elizabeth Bowlin*

2. Lourdes Garcia

*Lourdes Garcia*

3. Blanca Ortiz

*Blanca A. Ortiz*

4. Hilary Reile

*Hilary Reile*

5. Bridget Sharp

*Bridget A. Sharp*

6. Stephanie Thomas

*Stephanie Thomas*

7.

8.

**DISCLAIMER**

It is the official intent of both the Texas Catholic Conference Education Department (TCCED) and the Texas Catholic Conference Accreditation Commission (TCCAC) that this report on the accreditation visitation of the school be considered a privileged document which is to be submitted by the Chairperson of the visiting team directly to TCCED immediately following the accreditation visit. TCCED assumes responsibility for submitting official copies of the report to the superintendent, the school principal and appropriate TCCAC Review Committee members. Neither the team Chairperson nor other members of the visiting team are authorized to release any information contained in this report without the approval of the superintendent.

The primary purpose of the visiting team has been to assess the effectiveness of the total education program by affirming congruency with the TCCED Domains and Areas of Focus for accreditation and by validating the school's self study.

It has not been the purpose of the visiting team to evaluate the performance of individual members of the total school staff. The use of this report as an official assessment of any staff person's professional competency would be in violation of the process and the intent under which the school visitation was conducted. Such use would be inherently invalid since at no time during the team visit has the team been concerned with the evaluation of individual teacher performance.

The members of the visiting team have utilized their best professional judgment in drawing the conclusions stated in the final report. The injudicious or unauthorized use of the final report by any persons is contrary to professional ethics. If there is unauthorized use of the final report by any person, members of the visiting team are not held accountable.