

MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS  
COMMISSIONS ON ELEMENTARY AND SECONDARY SCHOOLS



# EXCELLENCE BY DESIGN

A Report of the Visiting Team for Accreditation  
by the Middle States Association of Colleges and Schools

**DELBARTON SCHOOL  
MORRISTOWN, NEW JERSEY**

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# INTRODUCTION

The Middle States Association of Colleges and Schools is a non-governmental, nonprofit, peer-administered organization of diverse educational institutions committed to ensuring that students in accredited schools are receiving the highest quality education. Additionally, the Association seeks to ensure that accredited schools are engaged in continuous growth and improvement efforts through effective leadership, a comprehensive program of self-study, evaluation by peer educators external to the school, meeting the requirements for accreditation, exemplary programs, and supportive services. For more than 125 years, the Association has provided leadership in educational quality and school improvement for its member schools in the United States and around the world.

The school that is the subject of this report selected the *Excellence by Design (ExBD)* self-study and accreditation protocol. *ExBD* is an accreditation protocol that uses strategic planning as a vehicle for growth and improvement in student performance and in the school's capacity to effect that growth. The protocol, developed by the Middle States Association Commissions on Elementary and Secondary Schools (MSA-CES), links various planning and school growth and improvement efforts. *Excellence by Design* leads the school to establish objectives for improving student performance and organizational capacity based on its vision of a preferred future for its students. Therefore, *Excellence by Design* is a future-oriented and visionary process. In addition, the protocol provides for a *continuous* review of programs and services and of the results of student performance. It also allows diverse constituent groups to participate in charting the future of the institution.

The purpose of *Excellence by Design* is to provide a framework and process to guide the school's efforts to achieve excellence in student performance and to achieve accreditation by the Middle States Association.

*Excellence by Design* also provides the framework for formally aligning all the work of the school to ensure that all of its efforts are coordinated and focused on achieving the school's mission. It is expected that this framework will accomplish the following purposes:

- Development of a sense of community and common purpose among the school's students and staff, and its community of stakeholders.
- A Plan for Growth and Improvement in student performance and the school's capacity to produce the levels of student performance expected by the school and its community of stakeholders.
- Greater cooperation between all of the school's stakeholders in identifying and implementing practices that have been demonstrated to lead to excellence in student performance and the organization's capacity to produce the desired levels of student performance.

Most importantly, this framework intends to develop in the school community of stakeholders an understanding that the school is part of a larger community of learners and that this community has agreed upon, supports, and accepts responsibility for assisting the school in achieving its Mission, Profile of Graduates, and Plan for Growth and Improvement in student performance and organizational capacity. This learning community understands that, by working together to articulate and align its efforts, it can achieve higher levels of excellence in student performance.

To be accredited through the *Excellence by Design* protocol, the school first must meet the 12 Middle States Association Standards for Accreditation. Second, the school, through a planning team of

representatives from the school's community stakeholders, must identify areas of student performance that are the highest priorities for growth and improvement, measurable performance objectives, and a plan for achieving the objectives. The plan must also include the school's mission and the beliefs or core values that guide its decision making.

The Middle States Visiting Team is a group of professional educators appointed by the Middle States Association to visit the school. The purpose of the Team's visit is threefold. First, the Team determines whether the school meets the 12 Standards for Accreditation. Second, the Team determines if the school meets the requirements for a planning ethic and planning processes of the *Excellence by Design* protocol. Third, the Team reviews the content of the school's Plan for Growth and Improvement in student performance to determine the validity and clarity of the Plan together with the level of commitment to implementing the Plan and achieving its objectives expressed by the school's community of stakeholders.

#### **NOTE TO THE READERS OF THIS REPORT**

Readers of this report must be aware that the report is written, in part, as the Team's response to the school's self-study. Therefore, if readers need to see the specific information and data to which this Report responds, they should read the applicable section(s) of the Self-Study Document.

## ORGANIZATION FOR GROWTH AND IMPROVEMENT

A sound planning ethic and planning process are every bit as critical to achieving a school's goals for growth in student performance and the school's capacity to effect that growth as is a plan rich in content. An effective planning ethic and process address the essential question: "Does the school have the capacity, the will, and the systematic structures required to implement its plan and achieve its goals?" A fine plan full of great activities is only as strong as the ability and willingness of the school and its stakeholders to implement it.

While successful planning is reflective of an organization's context and culture, it should be visionary in describing what an organization wants to become and pragmatic in specifying the steps to reach that goal. Successful planning for growth and change has been described as a delicate balance between brave steps forward and reassuring steps to the side; between the recognition of the need for growth and a celebration of what already exists that is good, steady, and/or certain; between the bold, frequently scary, visions of future possibilities and the comfort with past and present successes.

When an institution seeks accreditation using the *Excellence by Design* protocol, it must commit to working toward establishing and maintaining a planning ethic within the school. A planning ethic means that planning for growth and improvement becomes part of what the school and its stakeholders do as much as providing programs, teaching, resources, services, and activities. A planning ethic requires continuous clarification of the school's unique mission, beliefs, profile of graduates, and student performance objectives. It requires that all of its processes are vision-driven. And it requires that the school is action-oriented by developing long-term strategic action plans that integrate programs, services, facilities, and support to address the school's growth needs.

In the *Excellence by Design* protocol, the school also makes a commitment to continuous growth and improvement. The school and its stakeholders should demonstrate that they are never satisfied with the status quo in terms of student performance, but are striving constantly to improve that performance. The setting and striving to achieve challenging growth goals should become a dynamic process in which the school develops the flexibility to revise and modify its plans to achieve its goals based on the results received from implementing those plans. As part of the accreditation process, the school should review the results of its efforts at least annually and willingly open its processes and results to review by its peers in the Middle States Association.

It is also essential for the school to commit to involving its stakeholders in meaningful ways in the setting of goals, developing plans to achieve and measure those goals, and the implementation of those plans. In a planning culture, the school strives to develop broad ownership of the planning process and the plan for growth and improvement by the entire community by ensuring broad based knowledge and understanding of and support for the goals and the plans to achieve them.

In this section of its report, the Visiting Team provides observations and recommendations regarding the school's Organization for Growth and Improvement based on what was seen and heard during the Team's visit to the school.

## Leadership for Growth and Improvement

The primary role of the leadership and governing body of the school—those in positions of authority and influence within the school—in the school improvement process is to serve as the “champions” for developing a planning ethic and the growth and improvement process. Strategic planning experts have long held that champions are extremely important to the success of planning for growth and improvement in any organization. Because the a major goal of the self-study and accreditation process is to ensure that the school has a vision and a plan to achieve the vision that is accepted and supported by all, leaders must communicate publicly, clearly, and often that:

- the planning process is important for the future of the school and its students, and
- they will provide the Leadership, resources, and support needed to make the process and the plan successful.

This critical role for leaders also applies to the heads and governing bodies of larger organizations of which the school may be a part. It is very difficult for an individual school within a larger system to plan strategically for improving student performance without the clear support and assistance of its parent organization. They, too, must “champion the cause.”

It is also important for the head of the school and at least one representative of the governing body to serve, when appropriate, on the Planning Team. However, in this role, the leaders should serve as “equals among equals” by serving on the Team as members with the same authority and influence as all other members of the Team. This is often a difficult role to take, because education organizations are typically organized as hierarchies, and the leaders are often expected to make the decisions in a “top down” manner. However, if the goal is to identify a mission and plan to achieve it that is “owned” by all the stakeholders of the school, the mission and plan must be developed through a grass roots level—bottom up, rather than top down.

### A. Internal Coordinators

A required component of the protocol is the appointment of a team of Internal Coordinators. The primary functions of the Internal Coordinators are to:

- Coordinate the school’s planning process and development of a plan for growth in student performance.
- Oversee planning and preparation for the Visiting Team.
- Prepare for the Mid-Term report
- Provide the energy, enthusiasm, and expertise to move the process forward.

#### **The Visiting Team observed:**

- The Internal Coordinators exhibited excellent cohesion, organization, great energy and efficiency throughout this process.
- Their mutual support and open communication helped to empower the Excellence by Design protocol.

- The Headmaster and Dean of Faculty strongly supported the Internal Coordinators with scheduling accommodations, lighter workloads, and the funding and facilities necessary to convene and feed the planning and actions teams, survey the stakeholders, and prepare for the process by participating in Middle States Association training seminars and webinars.
- Their evident dedication and commitment helped lead the school through a successful self-study.
- In addition to their own direct involvement, the Board of Trustees and Administration of Delbarton supported the Internal Coordinators by providing the assistance to complete the self-study.
- Communications before the Visiting Team arrived regarding the hotel accommodations, meals, transportation, and the schedule were prompt, clear, concise, and helpful.
- Through surveys, voting, conversation, and discussion, the Internal Coordinators worked with the Planning Team and the whole school community to narrow down their objectives to the three most important and meaningful to the school.
- Conversations and interviews revealed that the Internal Coordinators communicated and met regularly with the Planning Team, organized and ran all meetings, and frequently met with the rest of the faculty and administration.
- Through announcements, newsletters, assemblies, and parent orientations, the Internal Coordinators communicated regularly with all Delbarton parents and students about the self-study.
- Meetings with the Lay Board of Trustees, the Administrative Council, faculty, parents, and students revealed that these groups provided input to the Internal Coordinators.
- The Internal Coordinators plan to meet at the end of the year with the Planning Team to revisit their Objectives. They believe that the Action Plan has left the school room to grow. They look forward to the growth and development in the lives of the Delbarton students that will occur through the successful implementation of the Action Plan.

**The Visiting Team recommends:**

- None

**B. The Planning Team**

A major commitment the school makes when seeking accreditation is to include a varied spectrum of the school's stakeholders in the process of continually defining a preferred vision, in developing the means to get closer to that vision, and in implementing the action plans developed by these stakeholders. In summary, it is expected that the Planning Team will be given the authority, resources, and support to:

- Develop the vision for the school by creating or reaffirming a statement of mission
- Develop a set of beliefs to serve as the ethical code for the institution
- Develop a profile of the knowledge, skills, and qualities the institution expects of its graduates.
- Identify the areas of student performance that are the priorities for growth and improvement
- Oversee development of the action plans to achieve the performance objectives
- Monitor implementation of the action plans

- Conduct a periodic review of the progress being made to achieving the objectives

The protocol requires that the Planning Team includes a varied spectrum of the school's community of stakeholders. Because Middle States' member institutions are so varied in type and situation, Middle States does not prescribe what groups constitute a school's stakeholders. This is a local decision. However, the school's Leadership and the Planning Team will be expected to provide a rationale for the composition of the Planning Team.

Because the school is committing itself to developing a planning ethic and a culture of continuous improvement, the Planning Team should be institutionalized. The institution must find ways to integrate the work of the Planning Team into the culture of the school and the work of the school. In most cases, this will require a concerted effort and the opening to examination of how the institution thinks about institutional growth and improvement and who is responsible to lead it.

### **The Visiting Team observed:**

- The Planning Team has been working together since the Spring of 2015.
- After the Internal Coordinators and Administration asked for volunteers to serve on the Planning Team, many volunteered.
- The Planning Team is a 32-member group of faculty, administration, students, parents, staff, alumni, and trustees.
- The team met regularly, usually during the evening, and began their work by breaking up into cohorts and brainstorming, starting with the foundation documents of the school.
- Members were preselected to be in certain groups, and they developed ownership for each of the standards to which they were assigned.
- To ensure voice for all stakeholders, the team solicited input at faculty meetings, morning school meetings, board meetings, through student and parent surveys, and through individual and small group conversation with members of the Delbarton community.
- The team also kept the school community abreast of the self-study process using school assemblies, bi-monthly newsletters, written communication, parent orientations, and presentations at administration, board, and faculty meetings.
- The Planning Team worked together to narrow down multiple goals to six important objectives, and finally to the three objectives that were most meaningful to the school and aligned with its mission. To select the best objectives, the team discussed each objective and projected what it might look like when being carried out in the future; they also discussed how the objective would be measured.
- The team has already found that the development of the school's three objectives has begun to unify the school across programs, augment the openness among students, and break down barriers within the community.
- After the onsite visit and during the implementation of their plan, the Planning Team hopes that the objectives help reflect the mission of the school as they begin to graduate healthier, more resilient students who are thoughtful and informed digital citizens serving the world as leaders in stewardship and sustainability.

### **The Visiting Team recommends:**

- None

### C. Role of the School's Leadership and Governance

It is a school's formal leaders—those in positions of authority and influence within the school—who should serve as the primary “champions” for the planning process and the Plan for Growth and Improvement. Strategic planning experts have long held that champions are extremely important to the success of planning. Because a goal of the self-study and accreditation process is to develop a vision and a plan to achieve it that is accepted and supported by the entire community of the school, the school's leaders and governing body must communicate clearly and often that this process is important for the future of the school and its students, and that they will provide the Leadership, resources, and support needed to make the process and the plan successful.

#### **The Visiting Team observed:**

- Interviews revealed that the Board of Trustees, the Headmaster, the Dean of Faculty, all administrators, and the Academic Council supported the self-study process.
- The school's Leadership and Governance provided the assistance needed to carry out this great undertaking and participated in the development of the self-study.
- The Internal Coordinators attended several board meetings to inform the Trustees about the self-study process, solicit their input, and discuss the Planning Team's ideas about the school's plan for growth and improvement.
- The Chair of the Board of Trustees demonstrated strong passion and support toward the continued improvement of Delbarton and its academics.
- The Headmaster and Dean of Faculty supported the Internal Coordinators and the Planning Teams.
- The school's Leadership and Governance trusted the abilities of the Internal Coordinators and Planning Team.
- The Leadership and Governance of the school have committed the finances necessary to implement the school's objectives.
- The school's Leadership and Governance strongly support the accreditation process, and they clearly desire that the school learn and grow from this self-study process.

#### **The Visiting Team recommends:**

- None

### D. The Plan for Institutionalizing a Planning Ethic

A sound planning ethic is critical to achieving the school's mission, its objectives for growth and improvement in student performance and organizational capacity, and to its capacity to effect the

intended growth. An effective planning ethic addresses the essential question: “Does the school and its community of stakeholders have the capacity, the will, and the systematic structures and processes required to develop and implement its plan and achieve its objectives?” A fine plan full of great activities is only as strong as the ability and willingness of the school and its stakeholders to implement it.

While successful planning is reflective of the school’s context and culture, it should be visionary in describing what the school and its stakeholder community want for their students and pragmatic in specifying the steps to reach that goal. Successful planning for growth and improvement has been described as a delicate balance between brave steps forward and reassuring steps to the side; between the recognition of the need for growth and a celebration of what already exists that is good, steady, and/or certain; between the bold, frequently scary, visions of future possibilities and the comfort with past and present successes.

When a school seeks accreditation using the *Excellence by Design* protocol, it must commit to working toward establishing and sustaining a planning ethic within the school. A planning ethic means that planning for growth and improvement becomes part of what the school and its community of stakeholders do as much as teaching, and providing programs, resources, services, and activities. A planning ethic requires continuous clarification of the community’s unique mission, beliefs, profile of graduates, and student and organizational performance goals. It requires that all of its processes are vision-driven. And it requires that the community is action-oriented by developing and implementing long-term, strategic action plans that integrate programs, services, facilities, and support to address the school’s growth objectives.

In the *Excellence by Design* protocol, the school also makes a commitment to continuous growth and improvement. The school and its stakeholders should demonstrate that they are never satisfied with the status quo in terms of how their students perform but are striving constantly to improve the levels of performance. The setting of and striving to achieve challenging growth objectives should become a dynamic process in which the school develops the flexibility to revise and modify its plans to achieve its objectives based on the results received from implementing those plans. As part of the accreditation process, the school must review the results of its efforts periodically and open its processes and results willingly to review by its peers in the Middle States Association.

A planning ethic also requires the school to commit to involving its stakeholders in meaningful ways in the setting of objectives, developing plans to achieve and measure those objectives, and the implementation of those plans. In a planning culture, the school strives to develop broad ownership of both the planning process and the Plan for Growth and Improvement by the entire community by ensuring broad based knowledge and understanding of and support for the objectives and the plans to achieve them.

A planning ethic that provides significant roles for the stakeholders of the school also has the effect of sharing among the stakeholders responsibility for the success of any planning for growth and improvement. *Excellence by Design* builds such roles and responsibilities into the self-study and planning processes. Therefore, if implemented faithfully, *Excellence by Design* can provide the school with the vehicle it needs to build sustainability into its planning for growth and improvement, because ownership of and responsibility for the success of the planning process and the plan for growth and improvement no longer rest with one person (the head of the school) but with all of the school’s stakeholders.

### **The Visiting Team observed:**

- Each action plan has a dedicated committee to help carry out the annual goals.
- The school has set semi-annual and annual goals for each Student Performance Objective and Organizational Capacity Objective to stay on top of the implementation of the school's improvement plans.
- The external and internal assessments of measurement are clearly laid out and designated for collecting baseline data and future data.

### **The Visiting Team recommends:**

- None

## **E. The Plan for Communication and Awareness**

An important factor in increasing the likelihood that a school will achieve the goals it has set in its Plan for Growth and Improvement is to ensure broad ownership of the planning process and the Plan for Growth and Improvement across the entire school and its stakeholder community. This is accomplished by ensuring broad based knowledge and understanding of and support for the school's performance objectives and the plans to achieve them.

Therefore, an important element of the planning process is communicating with the school's staff, students, governing board, and other stakeholders to ensure they are aware of the requirements of the *Excellence by Design* protocol, the school's planning process, Mission, objectives, action plans and, eventually, its accomplishments as it implements its plan. The communication process should include means for obtaining from the members of the school's stakeholder community input and feedback regarding the products of the planning process (i.e., mission, objectives, action plans). Stakeholders cannot support and take ownership in what the school is doing unless they first know about it and are invited to join in the process.

The primary purpose of communication is to develop a critical mass within the school's community of stakeholders with knowledge about, understanding of, and support for the planning process and the Plan for Growth and Improvement in student learning and the organization's capacity to produce learning at the level expected.

### **The Visiting Team observed:**

- The entire Delbarton community appeared aware of the Team Visitation and corresponding self-study.
- Students, parents, faculty, administration, staff and board members were knowledgeable about the self-study process and its purpose.
- The survey data (in the form of comments and average scores) were available to the Visiting Team

within the self-study itself.

**The Visiting Team recommends:**

- None

## F. The Plan for Periodic Reviews of the Plan for Growth and Improvement

In order to institutionalize a planning ethic, continuous growth and improvement in student and organizational performance must become a way of life within the school. It must be an ongoing, dynamic, and “evergreen” process. It is expected and required that the Plan for Growth and Improvement that is developed and presented for accreditation will be implemented faithfully over the length of the accreditation term.

Consequently, *it should be anticipated, and it should be expected* that implementing the activities of the action plans and gathering the results of the assessments used to measure the student and organizational performance objectives will indicate there is a need to revise the action plans regularly based on what is working and what is not.

Therefore, the *Excellence by Design* protocol includes the requirement that the school conducts formal reviews of the action plans and the progress being made toward achieving the performance objectives and that reviews are conducted periodically but, as a minimum, at least once annually.

**The Visiting Team observed:**

- The stakeholders responsible for conducting the periodic reviews of the Plan for Growth and Improvement are members of the faculty, administration, staff, and student body.
- The Action Plan will be reviewed at the end of this school year and annually after that with data being collected and analyzed each year.
- Student Performance Objective #1 indicates a clear method (TRAILS test scores and Moment app) that Delbarton will utilize to measure student performance and an Action Plan that explains how faculty will be trained and positions will be created to then educate the students.
- Student Performance Objective #2 will be planned and pursued throughout the rest of this year, with full implementation of a program expected by October 2017.
- Organizational Capacity Objective #1 contains a clear goal with a timeline and benchmarks set to attain the EcoSchools Green Flag Award and become a permanent Eco-School. It also provides a plan with benchmarks for the stewardship and sustainability goals stated in the Plan for Growth and Improvement.

**The Visiting Team recommends:**

- The Action Plan for Student Objective #2 is very ambitious. The school may wish to reconsider the

proposed timeline and expand it over more than one year. The full implementation of the Plan does not necessarily require that it be completed so quickly.

## THE VISITING TEAM’S RECOMMENDED MONITORING ISSUES

### Recommended Monitoring Issues

In this section, the Team lists any aspects of the school's organization and processes for implementing its Plan for Growth and Improvement that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s accreditation.

Requirement of the Protocol	Recommended Action
NONE	

## PROFILE OF THE SCHOOL

The Profile of the School describes the school and the context in which the school exists and does its work. It presents a portrait of the school's community(ies) and the "distinctive personality" and the unique characteristics of the school. The Profile presents contextual information that establishes a "developmental snapshot" of where the school is in its efforts to achieve its Mission and to ensure the highest levels of student performance.

The Profile of the School includes information and data that describe the school and the context in which the school exists. The Profile also helps the school and its community of stakeholders understand the school's Mission, and describes the opportunities for and challenges to the school as it seeks to achieve its Mission. The Profile includes descriptions of the:

- Community, its schools, and its traditions;
- History of the school;
- Social and economic characteristics of the community, its constituencies, and its schools;
- Climate for teaching and learning in the school;
- Number and qualifications of the professional and support staffs; and,
- Number and characteristics of the student population

The data and information contained in the Profile of the School are not evaluated by the Visiting Team. Instead, the Profile serves two purposes:

- To ensure that the members of the Planning Team have a common knowledge base about the history and current status of the school in those areas on which the accreditation of the school will focus; and
- To "introduce" members of the Visiting Team to the school, and as such, the Profile provides one of the lenses through which Team members will view and evaluate the school. Thus, the Profile section should provide sufficient information about the school and its students' performance to build and enhance Team members' awareness and understanding of the total milieu in which the school exists and operates.

Readers of this report are advised to read it in conjunction with the Self-Study Document prepared by the school. The Self-Study Document provides the information and data the Visiting Team uses as the starting point for its evaluation of the school. Therefore, not all of the details included in the Self-Study Document are repeated in the Team's report.

## THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS – PROFILE OF THE SCHOOL

### Observations

**In this section, the Visiting Teams shares any general observations and/or areas of strength regarding the school's Profile of the School and how the Profile defines the school and its priorities for improving student performance.**

- Delbarton School, according to the school's profile, seeks to enroll boys of good character with a demonstrated level of scholastic achievement. With this student base, the school seeks to build a community of responsible individuals. The school offers much because the student body is willing to give much and to understand as well as to be understood.
- The school is governed by the Board of Trustees of the Order of Saint Benedict of New Jersey, located at St. Mary's Abbey in Morristown. In addition, there is a lay Board of Trustees that is advisory to the monks for the operation of the school and to the school administration.
- The school proudly boasts that 44 percent of its alumni contribute to the school's annual fund.
- The spirit of the Benedictines and its founder, St. Benedict, permeates the school and is the underlying force of the school's strength. The school's stakeholders are not reluctant to admit their allegiance to the Benedictines and to the *Hallmarks of a Benedictine School*, a document providing guiding principles for schools operated by Benedictine monks.
- The addition to a Fine Arts building, the exquisite renovation of Old Main, the construction of a Science Wing, the extensive renovation of half of the Trinity Building with a soon to be implemented renovation of the rest of Trinity, and the anticipation of a Learning Commons Wing testify to the school's growth and the monks' dedication to its educational mission.
- The Campus Ministry Team promotes the spiritual development of all students. Through structured retreats, community service projects, and various activities, the Campus Ministry Team engages students to live and experience the brotherhood of Delbarton.

## Recommendations

**In this section, the Visiting Team lists any recommendations how the school can capitalize on or respond to the Profile of the School to improve its efforts to achieve its Mission and to achieve its Plan for Growth and Improvement. Recommendations are suggestions and ideas of the Visiting Team, but the school is not required to accept or act on them.**

- The proposed separation of public from nonpublic schools for competitive athletic programs would provide new challenges to the school. The Visiting Team suggests that the school continue to monitor closely this proposal and to act aggressively in the school's best interest in cooperation with other nonpublic schools.
- A proposal to incorporate the school separately from the corporation of the Order of St. Benedict, while keeping the Benedictine spirit and ethos alive in the school, was not accepted by the monastic community. The Visiting Team encourages the school and the Board of Trustees (the Monastic Board) to continue to monitor the situation to assure the best path for both the school and the monastic community.
- The school already has a plan to mentor new teachers about the school's Mission and Beliefs developed under the influence of the Rule of St. Benedict and the *Hallmarks of a Benedictine School*. The school should continue and enhance these efforts for new staff as well as to provide ongoing training and in-service for all staff members.

## PROFILE OF STUDENT PERFORMANCE

The Profile of Student Performance includes the following information and data that describe the levels of student performance on assessments that are most respected by the members of the school's community of stakeholders, valued by the school's professional staff, and/or required by the state or federal governments. The Profile includes:

- Data for standardized academic assessments.
- Data for school-based academic assessments.
- Data for achievement indicators such as graduation rate, college rigorous courses, college acceptance, etc.
- Data for citizenship measures such as attendance, promptness, discipline, etc.
- Data for state academic assessments, if applicable.

Collecting and tracking data that describe how well the school's students are performing in the areas that are normally used by the school's community of stakeholders to determine if the school is accomplishing its mission is important for the following reasons:

- The school needs these data to determine if it is making progress toward achieving its mission;
- The school needs these data to determine if its graduates are meeting the expectations expressed in the school's Profile of Graduates;
- The school needs these data to help it determine in which areas of student performance there are the largest gaps between what is expected and how students are performing and, therefore, what the focus of the school's Plan for Growth and Improvement should be.

### THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS – PROFILE OF STUDENT PERFORMANCE

#### Observations

**In this section, the Visiting Teams shares any general observations and/or areas of strength regarding the school's Profile of Student Performance and how the profile defines the school and its priorities for improving student performance.**

- The School's data indicates a rigorous academic program.
- The students' interviews confirm the academic program's rigor and challenge.
- In 2015-2016, 100% of the students graduated from Delbarton and attended a four-year college.
- All graduates attended competitive colleges with several graduates attending the same college.
- 90% of students taking AP courses earned a 3 or better in 2015-2016.
- The data indicates that for most grade levels 50% or more of the students are on honor roll.
- The visiting team recognizes that there were no expulsions and very few suspensions in 2015-2016.
- In all grade levels the GPA is B+ or better.
- As an affirmation of the Profile of Graduates, current students are engaged, active and contribute to the well-being of the community.
- In the interviews, students reported that all participate in community service opportunities.

- The Deanery Program supports the mission of the school. This program fosters student leadership and independence and thus promotes and enhances a rigorous academic community.

## Recommendations

**In this section, the Visiting Team lists any recommendations how the school can capitalize on or respond to the Profile of Student Performance to improve its efforts to achieve its Mission and to achieve its Plan for Growth and Improvement. Recommendations are suggestions and ideas of the Visiting Team, but the school is not required to accept or act on them.**

- None

## THE SCHOOL'S FOUNDATION DOCUMENTS: MISSION, BELIEFS, AND PROFILE OF GRADUATES

The foundation for an effective plan for improving student performance and the organization's capacity to achieve the levels of performance desired and expected is established by the school's Mission, Beliefs, and Profile of Graduates. These foundational documents answer the following questions:

- *What is our vision for a better future for the children of our school?*
- *What beliefs or core values will guide our journey?*
- *What will our students have to know, be able to do, and to demonstrate for us to achieve our mission?*

### A. MISSION

A school's Mission should reflect the deepest desires of the school's community of stakeholders for what they want the school to become—its future in terms of what it will do for its students. The mission expresses what the adults in the school community commit themselves to doing for the benefit of the students.

A mission statement should describe in broad and visionary terms what the school is striving to become. A mission should be outcome-based, providing clarity regarding the school's audience (whom it serves), its action (what it commits to doing for its audience), its aim (the purposes for which it exists), and its means (how, in broad terms, it will achieve its purposes).

It is not appropriate for a Visiting Team to determine whether the school's Mission is the right or wrong mission for the school or a good or bad mission. Nor is it appropriate for the Team to require changes to the Mission.

A Visiting Team will, however, offer an objective perspective regarding whether any elements of the Mission are unclear or seem inconsistent or incomplete. The Team will also try to ascertain whether the school's community of stakeholders support the Mission and are "walking the talk." It is then for the school to decide if the Team's comments are legitimate and relevant. It is in this spirit that the following observations on the school's mission.

#### **The school's Mission is:**

Delbarton School, an independent Roman Catholic learning community guided by the Benedictine monks of St. Mary's Abbey with their lay colleagues, welcomes diverse young men and challenges them to pursue excellence, to build character, and to develop leadership through service, by educating the whole person: mind, body and spirit.

#### **What is the aim or purpose of the school as stated in the Mission?**

- The school's Mission is to pursue excellence, build character, and develop leadership.
- The school's unabashed dedication to excellence in all aspects of education affirms the mission's validity.

**What is the means the school will use to accomplish its Mission?**

- The school wishes to accomplish its mission by educating the whole person: mind, body, and spirit. It also proposes to develop leadership by engaging the students in service to others.

**To what extent do the school's stakeholders know, understand, and support the school's Mission?**

- Without necessarily being able to recite it verbatim, the stakeholders of Delbarton School clearly reflected in conversations and in interviews the contents of the Mission Statement.
- All stakeholders expressed without hesitation their love for the school's mission as well as their dedication to that mission.

**B. BELIEFS**

Statements of belief serve as the foundation of a strong strategic plan. They are the formal expression of a school's fundamental values and serve as its ethical code. Beliefs describe the moral character of a school. In a planning process involving diverse stakeholder groups, they represent the composite of the personal values held by individual planning team members.

Because beliefs are a matter of faith, not a matter of fact, they express the school's overriding convictions, its inviolate commitments. They outline what members of the school's community of stakeholders are willing to "go to the mat" defending. Because beliefs identify the "line in the sand," they can be used as a lens through which to examine the worthiness of the school's potential decisions or future actions.

Only members of the school community can identify their deeply held beliefs. A Visiting Team can, however, offer an objective perspective on what is unclear or seems inconsistent or incomplete in the school's Beliefs. Ultimately, however, it is the school that has to decide if the Team's comments are legitimate and relevant. It is in this spirit that the following observations on the school's Beliefs are made.

**The school's Beliefs are:**

- That God works with us and through us.
- That God invites us into a deeper relationship with Him.
- That God calls us into this community.
- That through community, character and integrity are forged.
- In moving away from self toward others.
- In using our gifts and talents in the service of others.

- In the importance of conversation as a means to growth.
- In the power of love to help us realize our God-given potential.
- In the importance of seeking truth, beauty, and goodness.
- In a community where all members are respected and where we celebrate the accomplishments of one another.
- In the strength of Brotherhood.
- In *Succisa Virescit*: “Once cut down, one will grow back stronger.”
- That here, we belong.

**To what degree do the school’s Beliefs meet the criteria of the *Excellence by Design* protocol? If they do not meet the criteria, explain why.**

- The school’s Beliefs reflect accurately the school’s mission especially as enhanced by the *Hallmarks of a Benedictine School* inspired by the Rule of St. Benedict.
- Even though, the grammar of the Beliefs does not meet in all cases the criteria of the protocol (e.g. the use of “in” rather than “that”), the Team recognizes that the Beliefs reflect the intent of the protocol.

**How well do the school’s Beliefs represent what the Team heard from the school’s stakeholders?**

- There is no question in the mind of the Team that the school’s stakeholders understand and subscribe to the Beliefs.
- In just about every meeting and interview, participants reflected these Beliefs not just as statements to be made, but rather as core beliefs and practices of Delbarton School.

**To what extent do the school’s stakeholders know, understand, and support the school’s Beliefs of core values?**

- Parents, trustees, students, and faculty unhesitatingly reflected the school’s Beliefs and echoed them in their conversations with the Team.

## C. PROFILE OF GRADUATES

The Profile of Graduates provides the answer to the following question: When our students have completed our entire educational program and have had the benefit of the services and activities provided by the institution and its community:

- What do we expect them to know?
- What do we expect them to be able to do with what they know?
- What qualities or characteristics do we want them to demonstrate?

A Profile of Graduates:

- Describes the students at the point of exit from the institution.

- States the values, achievement, and readiness that each student will manifest upon graduation.
- Should be considered both as a Bill of Rights and set of corresponding responsibilities for students, faculty, staff, administration, and the institution's community.
- Defines the outcomes each and every student will attain if the mission is operative and appropriately translated into programs and services.

A Profile of Graduates serves to:

- Translate the identity, vision, and values expressed in the beliefs and mission into statements that describe student outcomes.
- Translate and transform concepts from the ideal and global to specific expression in the development of a student in the institution.
- Give expression to what the mission means in the operational life of the institution.
- Define an outline or shape each student is expected to grow into regardless of specific courses taken or post-graduation plans.
- Provide a concrete reference point for faculty, staff, and the institution's community when designing curriculum, instructional experiences, service programs, auxiliary resources, and student and family services.

**The school's Profile of Graduates is:**

**In keeping with the aim of educating the whole person, in mind, body and spirit, the Delbarton student at the time of graduation, though still in the process of developing, exemplifies the following attributes and characteristics:**

**The Delbarton graduate:**

Has established a lifelong love of learning;

Possesses a spirit of creativity and innovation;

Exhibits independence and originality of thought;

Has the ability to speak articulately and to write precisely and cogently;

Has an understanding and critical appreciation of the ways in which knowledge is gained through experimental and quantitative methods of analysis;

Has skills in at least one language, and sensitivity toward cultures, other than his own;

Has a critical understanding of the historical forces that shape the world and the nation;

Has an informed appreciation of a variety of literary, artistic, and musical modes of expression as well as the canons of criticism appropriate to each;

Has the ability to reason logically;

Possesses skills in mathematics and is able to apply them;

Has the language and skills necessary to use technology can use technology to impact the world;

Has an appreciation for concepts and ideas common to different disciplines;

Can adapt to changing circumstances in his environment.

\*\*\*\*\*

**The Delbarton graduate:**

Has respect for the physical environment and acts as a responsible steward;

Values and displays good sportsmanship, self-sacrifice, fair play and teamwork;

Shows self-discipline and emotional maturity in learning to make decisions in competitive and pressure situations;  
Values healthy physical activity and exercises respect for his body;  
Is able to use his physical gifts and talents to honor God.

\*\*\*\*\*

**The Delbarton graduate:**

Is a man of faith who lives in relationship with God;  
Recognizes the Divine Image in everyone;  
Is loving and open in his relationships with others;  
Is comfortable with a sense of sacred mystery and the limitations of human knowledge;  
Is well acquainted with the Scriptures, doctrine, ethics and history of the Roman Catholic Church;  
Appreciates and is shaped by the tradition of Benedictine spirituality;  
Is respectful of the religious beliefs of others.

\*\*\*\*\*

**The Delbarton graduate:**

Lives with a sense of purpose;  
Is welcoming, gracious and kind to others;  
Evidences responsibility in moral decision-making;  
Is an engaged and active member of his society who contributes to the well-being of his community;  
Is a good citizen who understands his rights and responsibilities;  
Displays character when using technology;  
Contributes to online communities in a positive way;  
Demonstrates empathy and compassion toward others;  
Possesses a sense of global awareness;  
Values the dignity of others and embraces diversity within the human community;  
Is committed to a diligent work ethic;  
Is conscientious, dependable and perseverant;  
Understands, in humility, his own mistakes;  
Demonstrates resilience and handles adversity with grace;  
Continues to develop a strong sense of personal identity, confidence and self-understanding;  
Has the capacity to lead and mentor others;  
Values the importance of interpersonal relationships;  
Displays a spirit of openness, collaboration and mutual understanding;  
Acts with honor and integrity.

**To what degree does the Profile of Graduates express:**

- **What the school expects its graduates to know?**
  - **What the school expects its graduates to do with what they know?**
  - **What qualities or characteristics the school expects its graduates to demonstrate?**
- 
- The Delbarton graduate should know and appreciate himself, his God, his fellow mankind, and his environment, both natural and digital.
  - With this knowledge, the Delbarton graduate should use all his talents and abilities to make his

mark on the world by building up humanity and creation, by using every available resource, and even by developing new resources.

**To what extent do the school’s stakeholders know, understand, and support the school’s Profile of Graduates?**

- Parents speak proudly about their sons’ human, intellectual, and spiritual growth experienced in their participation in the Delbarton brotherhood.
- The Lay Board of Trustees likewise manifests their satisfaction in being able to provide expertise and resources to assist Delbarton and its students.
- The monks of St. Mary’s Abbey freely give of themselves to infuse the spirit of St. Benedict and the Benedictine tradition into the lives of the students and parents.
- Lay teachers and staff rejoice in their ability to cooperate actively in forming the Delbarton graduate.

**THE VISITING TEAM’S RECOMMENDATIONS—FOUNDATION DOCUMENTS: MISSION, BELIEFS, AND PROFILE OF GRADUATES**

**RECOMMENDATIONS**

**In this section, the Team lists any recommendations to the school regarding how it can improve its Mission, Beliefs, and/or Profile of Graduates. Recommendations are suggestions and ideas of the Visiting Team, but the school is not required to accept or act on them.**

- The Visiting Team recommends most strongly that the school never mitigate its mission and never hesitate to declare and profess its fundament values and beliefs.
- The school should revisit the Beliefs and consider refashioning them to comply fully with the requirements of the protocol.

**RECOMMENDED MONITORING ISSUES**

**In this section, the Team lists any requirements for the Mission, Beliefs, and/or Profile of Graduates that require monitoring. Monitoring issues refer to elements of Mission, Beliefs, and Profile of Graduates required by the protocol that are not completely absent but are met only partially and are either in need of completion or improvement. Monitoring issues must be corrected by mid-term in the school’s accreditation.**

Requirement of the Protocol	Action Recommended
NONE	

**RECOMMENDED STIPULATIONS**

In this section, the Team lists requirements for the foundational documents (Mission, Beliefs, and Profile of Graduates) that are entirely absent and, therefore, the school does not meet. Such requirements must be added as a stipulation to the school’s accreditation.

<b>Requirement of the Protocol</b>	<b>Action Recommended</b>
NONE	

## PROFILE OF ORGANIZATIONAL CAPACITY

The Profile of Organizational Capacity provides information and data that portray the school's capacity to produce the levels of student performance the school and its community of stakeholders desire and expect. The Profile consists of the results of a self-assessment of the school's adherence to the Middle States Standards for Accreditation.

The twelve Standards for Accreditation reflect research-based best practices for quality in schools. The Standards also represent the organizational "building blocks" that need to be in place to produce high levels of student performance. The self-assessment leads to identifying the school's strengths and areas in need of improvement.

The Profile also provides those responsible for developing the school's Plan for Growth and Improvement with a good understanding of the current status of the school.

### Standards for Accreditation for Schools

- Standard 1: Mission
- Standard 2: Governance and Leadership
- Standard 3: School Improvement Planning
- Standard 4: Finances
- Standard 5: Facilities
- Standard 6: School Organization and Staff
- Standard 7: Health and Safety
- Standard 8: Educational Program
- Standard 9: Assessment and Evidence of Student Learning
- Standard 10: Student Services
- Standard 11: Student Life and Student Activities
- Standard 12: Information Resources

## MISSION STANDARD FOR ACCREDITATION

**The Standard:** The school has a clearly written and actively implemented statement of mission that conveys the general and specific purposes of its educational program, expresses expectations for quality, and serves as the basis for daily operational and instructional decision making as well as long-range planning. Stakeholders give input into the development of the school’s mission and understand and accept it. This document is aligned with the community served and is reviewed periodically by stakeholder representatives.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
The school’s mission	X
Samples of publications that communicate the mission to the school’s community of stakeholders	X
Marketing, recruitment, and admissions materials	X
Address of the school’s website	X
Policies related to the mission	X

### C. THE VISITING TEAM’S OBSERVATIONS AND RECOMMENDATIONS

#### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

### **The Visiting Team observed that:**

- Delbarton School promotes its mission in very visible formats to include public postings in the school, on its webpage, and in printed documents.
- The Mission Statement finds its roots in the document entitled the *Hallmarks of a Benedictine School*. This document provides the framework for the Mission Statement as well as the underlying philosophy for the school's Beliefs and Profile of Graduates.
- Stakeholders expressed their understanding of the school's Mission with words such as brotherhood, community, resilience, openness, faith, community service, desire to succeed, and Benedictine spirit.

### **The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- The school community and the Lay Board of Trustees as well as the monks of St. Mary's Abbey have acknowledged that the reduced number of monks could make it difficult to continue the school's stated mission and underlying philosophy. To respond to that need, freshman students take a course in the history of the Benedictines. In addition, formation in the Benedictine tradition forms an integral part of the orientation program for new faculty.
- The school's publications clearly articulate continuity from the early days of the school to its current existence thus demonstrating that the values of Delbarton have remained consistent from one generation to the next.

## Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

### **The Visiting Team recommends:**

- Since the school has already recognized the need to articulate clearly the continuity of its mission from one generation to the next, the Visiting Team hopes that the school will not digress from this path and will continue to build a future full of hope.
- The school may wish to consider ongoing professional development in the Benedictine spirit for all faculty and staff as they do for new teachers.

## Recommended Monitoring Issues

**In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent**

but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

**Recommended Stipulations**

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

**The Standard:** The school is chartered, licensed, or authorized by a state, nation, or authority that operates in the public interest. The governance and leadership ensure the integrity, effectiveness, and reputation of the school through the establishment of policy, provision of resources, and assurance of a quality educational program. The governance and leadership act ethically and consistently to assure an atmosphere of mutual respect and purposeful effort on behalf of students and their learning. School leaders foster a productive environment for teaching and learning, timely and open communication with stakeholders, and the vision necessary for day-to-day operations and long-term planning.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Job descriptions for the head of the institution and other key administrative personnel	X
Appraisal tool and/or description of the process used to appraise the performance of the head of the institution	
Chart of lines of authority/responsibilities	X
Policies related to governance and leadership	X
<b>For independent, non-public, and proprietary institutions only</b>	
Names, addresses, and organizational position of the institution's owners	
Names, address, affiliation of the members of the board of governance	X

### C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

## Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

**The Visiting Team observed that:**

- The visiting team notes that the legal, corporate Board is the Order of St. Benedict of New Jersey and that the Lay Board of Trustees advises this Board and the school.
- The school has thoughtfully examined the above relationship and decided to continue its current arrangement.
- The Lay Board of Trustees publishes clear manuals that describe their guiding philosophy, meeting schedules, membership guidelines, and by-laws.
- Their documentation articulates the Lay Board's responsibilities and scope of authority.
- The Lay Board of Trustees maintains regular, constructive communication with school leaders (Administration) and the Monastic Board to inform, monitor, and facilitate its responsibilities to execute the school's mission.
- Members representing the range of expertise needed to fulfill its purpose and to ensure that the school has proper resources comprise the Lay Board.
- The school's Administrative Team consists of an experienced group of educators who represent the major facets of the school. Each administrator has a clear job description and domain. This group serves as an advisory council to the Headmaster and a conduit to implement initiatives throughout the school's divisions.
- Both the Administrative Team and the Academic Council communicate plans and ideas from their meetings to the faculty by posting the non-sensitive material in notes on a website.
- Administration and Department Chairs provide teachers with both written and oral feedback about their goals, instruction, and methods each year to promote scholarship and lifelong learning among the faculty. The school has begun to implement a more consistent evaluation form that still allows appropriate flexibility for each department.
- The Academic Council's agenda, communication, and membership exhibit a healthy flow of ideas from both leadership and faculty.

**The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- The Administration provides generous funding for teachers to earn advanced degrees and enables the faculty's professional development interests. Faculty evaluations also consider professional development.
- Both the Lay Board of Trustees and Administration exhibit strong commitment to ensure the value of Delabarton Brotherhood in students' lives.

## Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

**The Visiting Team recommends:**

- With sensitivity to the monastic authority, Delbarton could develop appraisals for the Head of School and other key administrators.
- In the spirit of a conversation-based community, the school could examine ways to make faculty compensation factors more transparent.

**Recommended Monitoring Issues**

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

**Recommended Stipulations**

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

**The Standard:** The school uses a collaborative process to develop and implement a written strategic or long-range plan to improve its educational program and services. Plans are aligned with the school’s mission and its operational plans, and are focused on continuous improvement of student performance, staff professional and organizational growth.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Strategic and/or long-range plan	X
Development/institutional advancement plan	X
Enrollment plan	X
Policies related to school improvement planning	X

### C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

#### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

**The Visiting Team observed that:**

- While the school does not have a formal, regular process for developing a strategic plan, it has been and continues to be guided by an extensive investigation into curriculum, facilities, and human resources completed in 2010-2011. The process collaboratively included alumni, teachers, and administrators.
- The school has a well-articulated three-year technology plan that connects meaningfully to their mission and seeks to improve student performance.
- A facilities plan exists within the master plan noted above.
- Development initiatives are visible to all constituents through the school’s webpage.
- The school has developed financial projections through 2020.
- The objectives generated for this accreditation process involved the collaboration of various stakeholders, focus on improving student performance and organizational growth, and reflect the mental, physical, and spiritual priorities of the school. The action plans outline many steps to be taken in the upcoming years.
- Interviews with school leadership indicate that the administration prudently considers resources and the school’s mission when making its decisions.

## Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

**The Visiting Team recommends:**

- The school may harness the momentum of the accreditation experience to replicate the collaborative planning process in developing future goals.

## Recommended Monitoring Issues

**In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## Recommended Stipulations

**In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.**

<b>No.</b>	<b>Requirement of the Standard or Indicator</b>	<b>Recommended Action</b>
	NONE	

## FINANCES STANDARD FOR ACCREDITATION

**The Standard:** Financial resources are sufficient to provide the educational opportunities defined in the school’s philosophy/mission. The business practices of the school are ethical. These practices promote confidence in the school’s ability to manage fiscal and material resources in a responsible manner and follow prescribed budgeting and accounting principles. The majority of resources raised for school purposes is dedicated to the school’s operations.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Current operating budget (for main campus and each branch campus)	X
Certified external audit letter conducted within the last two years (for main campus and each branch)	X
Student tuition and fee schedule (if applicable)	X
Long-range financial plan	X
Schedule of student tuition and fees (for non-public and proprietary institutions)	X
Evidence that the institution has no contingent liabilities or on-going litigations that potentially could affect the institution’s ability to continue operation	X
List of grants and other funding sources obtained in the last calendar year	
Publications provided to students outlining students’ financial obligations	X
Summary of the institution’s insurance coverage (for main campus and each branch)	X
Policies related to finances, financial aid, and refunds	X

<i>Fundraising Goals</i>	X
<i>Development and Institutional Advancement Plans</i>	X
<i>Summary of budget planning process</i>	X
<i>Job descriptions for business management personnel and institutional advancement staff</i>	X

## C. THE VISITING TEAM’S OBSERVATIONS AND RECOMMENDATIONS

### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

#### The Visiting Team observed that:

- Delbarton meets its financial responsibilities and generously provides for the development and growth of the school.
- Since the mid-1990’s, the school consistently has full enrollment to maximum capacity, often with a waiting list. The school turns away approximately 2 students for every one student accepted.
- Tuition accounts for about 79.2% of the school’s income.
- Delbarton develops an annual budget to establish short and long-term financial plans while taking into consideration the educational programs and services the school wishes to offer.
- The school has a \$37 million endowment.
- Delbarton also has an Athletic Booster Organization which provides additional financial support for the athletic department thus allowing other funds for needs throughout the school.
- A CPA firm performs an annual external audit.
- All financial data, including the audited financial statements, testify to the school’s financial stability and fiscal management.
- Qualified individuals conduct the school’s financial operations.
- On numerous occasions during the visit, parents, board members, and faculty have all complimented the development office, calling it superior and outstanding.
- The school has an extremely high level of alumni and annual giving – almost 10% of the school’s total income comes from the annual appeal. Over 40% of the alumni give to the school every year.
- The school communicates openly with families concerning the financial obligations for attending the school, including tuition, fees, and expected family giving.
- The school’s leadership, staff, parents, board members, and alumni support Delbarton’s development efforts.
- The current parents enthusiastically engage themselves in the school’s fundraising efforts.
- The school generously provides \$2.5 million every year in financial aid to meet family financial need.

- The school, in the summer of 2017, will complete the second and final phase the renovation and updating of Trinity Hall. Careful financial planning has allowed the school to undertake this ambitious project.
- The school plans a new construction of a Learning Commons in the foreseeable future.
- Because of the work done for the self-study, Delbarton has engaged an outside professional to review and reexamine their existing insurance coverage to assure that it continues to be adequate and appropriate for the school.
- The Visiting Team noted that the school has already begun to address the areas of their self-study that were listed as “in need of improvement.”

**The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- Since the last Middle States visit, Delbarton has energetically achieved growth and improvement in its financial situation. With the help and support from the knowledgeable and dedicated trustees, the school has renewed and enhanced financial policies and procedures, established a better cash flow, engaged a new business manager, and reorganized the business office. The school switched auditors and worked on improving internal controls and accounting procedures. This year the school received a completely clean audit without any recommendations in a management letter. Since the last Middle States visit, the school has become more cost-conscious without negatively impacting the school’s operation. The school has also begun to develop a multi-year (5-year) budget, as was recommended by the last accreditation team.

## Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

**The Visiting Team recommends:**

- None

## Recommended Monitoring Issues

**In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
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	NONE
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### Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## FACILITIES STANDARD FOR ACCREDITATION

**The Standard:** School facilities are safe, clean, and well maintained. The physical environment supports delivery of the educational program/services as well as optimal student development and achievement. Facilities are appropriate and adequate to implement the philosophy/mission of the school. They are regularly inspected for effective operation and meet all applicable laws including health and safety code requirements.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Floor plan of facilities	X
Long-range facilities plan	X
Maintenance/repair schedules	X
Plans for any facilities improvements	X
Policies related to facilities	X

### C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

#### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

**The Visiting Team observed that:**

- An outside company conducted a Facilities Condition Assessment in 2013.
- Lockdown procedures are in place.
- The Buildings and Grounds and Maintenance Departments work very closely as a team to deliver exemplary service to the school.
- The Buildings and Grounds Department clearly supports the school's mission and the beliefs as well as the Benedictine charism that permeates this department.
- The Buildings and Grounds Department works very closely with the architects and outside contractors on all projects including the upcoming Trinity Hall renovation.
- With justifiable pride, the Buildings and Grounds staff complete many of the smaller projects, such as the renovation of the Old Main pantry.
- Projects large and small are cataloged and kept on file for reference and future use.
- Inspections are up to date and certificates are on display.
- Code certificates are all up to date with supporting documentation on file.
- Clear and updated signage throughout campus is visually pleasing and most helpful to guests. The consistency in signage throughout campus evokes the atmosphere of a college campus.
- The cafeteria resembles what one would experience on a college campus.
- The updated restrooms in Trinity Hall and the cafeteria are refined and elegant.

**The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- The addition of a Fine Arts Center has not only enhanced the physical campus, but has broadened the academic program. Fine Arts and Performing Arts are valued equally with science, math, athletics, etc. The investment in the arts has dramatically impacted student learning by expanding the offerings and tapping into their talents and passions. Three productions a year, several choral and instrumental groups, a nationally ranked forensics team all point to a definite emphasis on the arts.
- The ambitious proposal to build a Learning Commons has the support of the Lay Board of Trustees and will further propel the school's plan to provide cutting edge technology.
- The science wing, the updating of labs, the rocks and minerals collection on display clearly demonstrate a commitment to the study of science and the pursuit of learning.
- Even after hours, the buildings and grounds team keeps in contact with one another about the physical plant via text, FaceTime and email. Weekly meetings keep all team members informed about upcoming events and facilities usage.

## Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

**The Visiting Team recommends:**

- None

### Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

### Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## SCHOOL ORGANIZATION AND STAFF STANDARD FOR ACCREDITATION

**The Standard:** The school’s organizational structure and climate facilitate achievement of its core values as expressed in the philosophy/mission. The school culture supports successful implementation of age- and developmentally appropriate educational programs and services. Roles, responsibilities, expectations, and reporting relationships are clearly defined. Administrative, instructional, and support staff are qualified, competent, and sufficient in number to effectively provide quality educational experiences. The school regularly conducts staff performance appraisals and offers professional development opportunities informed by its philosophy/mission. Relationships among the staff and leadership are collegial and collaborative.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

x	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Organizational chart for the school and school system	X
List of members of the professional and support staffs	X
Salary schedules and descriptions of benefits packages for teachers, specialists, and support staff	X
Contracts (e.g. union, collective bargaining agreements)	X
Results of any climate survey	X
Instruments used for evaluating the performance of the staff	X
Professional development plan	X
Policies related to school climate and organization	X
Job Descriptions	X

Central Office/Staff Handbook	X
Professional Improvement Plans	X

## C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

**The Visiting Team observed that:**

- The school regularly administers a Climate Survey to the faculty.
- The Climate Survey indicates that the faculty are satisfied.
- Faculty share their passion about their areas of expertise with the students.
- Faculty desired an increase in in-service opportunities.
- A collegial relationship exists between administration and faculty.
- Faculty exhibit their school pride and consistently affirm their support of one another.
- The school has a regular and appropriate evaluation and observation system for faculty.
- The faculty regularly report that the administrative staff is excellent and an integral part of the community.
- No evaluation tool exists for the administrative staff.

**The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- The parents acknowledge the faculty's dedication and wholehearted commitment.
- The faculty and students consistently affirm the school's strong loving community.

### Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

**The Visiting Team recommends:**

- The School should consider a scheduled program of regular systematic professional training.
- The School should continue to develop and implement a more consistent method of evaluation among the departments and the administrative staff.

## Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## HEALTH AND SAFETY STANDARD FOR ACCREDITATION

**The Standard:** A safe, orderly, and healthy environment for teaching and learning is provided. The school adheres to local, state, and federal government health and safety requirements. Health, safety, preventive/emergency procedures, and crisis management policies are clearly written, well documented, implemented, and updated regularly.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Emergency and crisis plans	X
Records of most recent health and safety inspections	X
Record of emergency drills	X
Emergency Procedures section of Faculty Handbook	X
Code compliance system and records	X
Policies for Student Behavior on Violence and Abuse	X

### C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

#### Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

**The Visiting Team observed that:**

- The School has no effective system to control access to the main building by visitors and other non-school personnel.
- In the survey, the faculty expressed a concern about student whereabouts during the school day.
- In a lock down situation a panic button will close and lock all doors of all buildings.
- A new overseer for field trips implements policies for students and faculty that include risk management and improved field trip safety.
- Students are not allowed to leave the campus during the day.
- The housekeeping staff locks the school buildings at night.
- The school has made good progress in community training in health and safety with an increased awareness of mental health.
- All evacuation plans are visible and clearly marked in each classroom.

**The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- Increased coaches’ training and the addition of two full-time athletic trainers have improved the quality of care and safety for the students.

### Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

**The Visiting Team recommends:**

- The school continues to move forward with the current plans for a reception area in Trinity Hall and the installation of a campus wide security.
- The School should revisit its campus security procedures.

### Recommended Monitoring Issues

**In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

### Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

**The Standard:** An effective educational program for a school consists of both carefully planned and well executed curriculum programs and solid instructional pedagogy. Also fundamental to a successful educational program are the means to assess student performance and growth as well as programmatic evaluation. Thus, curriculum, instruction, and assessment are often considered to be the “heart” of any school since these three components have such an impact on the total school experience of students. The curriculum outlines what students should know and be able to do. Instruction identifies effective ways for teachers to ensure student learning takes place. Assessment indicates at what level students are able to demonstrate knowledge, skills, and attitudes.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Program of studies or other overview of the components of the educational program	X
Scope and sequence charts	X
Written curriculum guides for each component of the educational program	X
Master schedule	X
Policies related to educational program	X
<i>Educational Programs Budget</i>	X
<i>Curriculum Review Cycle</i>	X
<i>Department Meeting Minutes</i>	X
<i>Memberships and Awards in Curriculum Organizations</i>	X

<i>Instructional Materials Used</i>	X
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## C. THE VISITING TEAM’S OBSERVATIONS AND RECOMMENDATIONS

### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

#### **The Visiting Team observed that:**

- Examples of student work indicate grade-level appropriateness.
- Example assignments show their level of challenge. Many assignments also allow for student creativity.
- Even with many course requirements, students can also pursue other academic interests due to the flexibility of the educational program.
- Students actively engage themselves in classroom learning as well as on their own.
- Delbarton’s well-spoken students clearly and concisely express their opinions and concerns.
- A variety of clubs and activities encourage students to pursue interests outside of their academic courses.
- Students speak very highly of the faculty, their mastery and passion for their subjects, and their ability to communicate effectively the course content.
- Schoology organizes and makes accessible all courses, materials, clubs, and school-wide information.
- All students are exposed to a strong visual and performing arts program.
- An established schedule directs departments to review curricula for each department every 5-8 years.
- The updated classroom furniture in Trinity Hall provides ample opportunities for students and teachers to reconfigure the classroom and to allow for privacy, group work, and discussion.
- Most faculty members integrate group work into their daily class periods. In interviews, students related the strengths and benefits of peer collaboration for subjects such as English, history, and mathematics.
- The Academic Council meets regularly to discuss curriculum changes and student and faculty performance. All teachers have access to online copies of the minutes from these meetings.
- Delbarton is a 1:1 laptop school with the use of technology integrated and used in various ways throughout the educational program.
- Through Delbarton’s approach, students are encouraged to take charge of their learning and become independent, self-sufficient young men.

**The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- As an institution consisting of both a middle and secondary school, Delbarton exhibits a strong and successful consistency of expectations throughout the grade levels. The school actively supports and prepares the early adolescent students (commonly referred to as “Lifers”) for the rigors of high school education from the moment they step onto campus. This encourages their development and ensures smooth and successful transition to the secondary school setting, and eventually from the high school to the college setting.
- In addition to their diverse 7-12<sup>th</sup> grade course offerings, the school offers 26 AP courses, providing a variety of challenging experiences for students and bolstering their college preparatory education.
- Delbarton implements a “Deanery System” in which students from all grade levels are placed in small groups which meet many times throughout the year. This system breaks grade level barriers by creating friendships and support systems, encouraging student discussion and leadership, and helps students learn how to improve their study skills, while also inspiring healthy competition.

## Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

### The Visiting Team recommends:

- The self-study revealed that there is a need for a greater integration of faith into ordinary curricular activities. The Visiting Team hopes that Delbarton will give this further consideration since it would implement to a higher degree the school’s Mission and Beliefs.

## Recommended Monitoring Issues

**In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## Recommended Stipulations

**In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.**

<b>No.</b>	<b>Requirement of the Standard or Indicator</b>	<b>Recommended Action</b>
	NONE	

## ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION

**The Standard:** The school systematically collects and rigorously analyzes quantifiable and observable evidence of individual learning and growth from multiple valid and reliable sources. Evidence of student learning is used to evaluate and improve curriculum effectiveness, instructional practices, professional development, and support services. Progress in student learning and performance is expected and is accurately, clearly, and systematically reported to the school community.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Example of student transcript	X
Example student report card	X
Reports of the results of assessments administered to students	X
Policies related to assessment of student learning	X
<i>Examples of Assessment Tools</i>	X
<i>Assessment Rubrics</i>	X
<i>Post-Graduate Survey</i>	X
<i>Sample of Individualized Education Plan</i>	X

### C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

## Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

**The Visiting Team observed that:**

- Various assessments in many forms show that they are grade-level appropriate and allow students to demonstrate creatively their knowledge.
- The school implements written policies addressing the assessment of student learning and performance.
- Faculty members meet with the guidance department at each midterm to share information about student performance and achievement.
- The school encourages project-based learning and assessment allowing students to work in teams and seeking research data to find solutions to problems.
- The communications policy informs parents and students about students' assessment results and school performance.
- Department chairs examine grade reports from the registrar at the end of each grading period and analyze the performance of each student. Faculty call this an ongoing process, as it helps students and teachers establish goals for the coming years.
- The school utilizes grade-level standardized tests such as the ACT Aspire and the PSAT to measure student performance in academic subjects.
- Standardized test results are examined and used in various ways by the guidance department. The junior guidance counselors use the PSAT assessment to help guide 10<sup>th</sup> grade students in their decision about whether to take the SAT or ACT or both. Department chairs use these results to help decide AP course placement. College guidance counselors also use the SAT and ACT to help students apply to appropriate colleges.
- Every midterm, guidance counselors meet with individual teachers to have conversations about individual student assessment and performance. This process allows the school to capture the needs of all the students and assure that they are enhancing the education of each student every year.

**The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- The Freshman Project Portfolio is a year-long, heavily-weighted summative assessment given to freshmen at Delbarton. This student-chosen project has benchmarks throughout the year. With the assistance of faculty mentors, freshmen learn quickly in their Delbarton career to manage their time and develop a process to document and complete the project.
- The school has added a Technology Integration Specialist position to increase the use of technology in the classroom thus providing multiple formats and delivering instruction in creative and effective ways.

## Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- The Visiting Team recommends that the school clarify its position concerning the use of the Parent Portal in Power School so that families will understand better why it has not been opened to them.

## Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## STUDENT SERVICES STANDARD FOR ACCREDITATION

**The Standard:** The school implements written policies and procedures, in partnership with families and the community, that provide all students with, or refer them to, services that are age- and developmentally appropriate to optimize opportunities for life-long success. Student services are systematic and integral to the educational program. They are provided by qualified personnel, sufficiently financed, periodically evaluated, and philosophy/mission appropriate.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Guidance and counseling plan	X
Examples of student schedules	X
Results of follow-up studies of graduates	X
Policies related to student services, including guidance and counseling, admissions, transportation, food services, and special education	X
Admissions criteria (if applicable)	X
Student and Parent Handbooks	X

### C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

#### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

**The Visiting Team observed that:**

- The school offers a detailed description of its admissions policy. The headmaster has the final say on admissions, but others are engaged in the admissions process through their involvement on the admissions committee.
- The Delbarton Viewbook, in print or online as a slideshow, offers a sophisticated college style overview of the school that is attractive and informative to prospective families.
- A student produced a film, *A Day in the Life of Delbarton*, also available on the school's website, has become an integral part of the admissions materials.
- Written job descriptions clearly outline the roles and responsibilities for the school psychologist, the guidance counselors and the college counselors.
- Counselors play a key role in the course selection and recommendations for college search based on scores and GPA as well as through individual meetings with each student and parental meetings throughout the year.
- Students are aware of the counseling resources, both academic and personal.
- Individual Education Plans are reviewed by guidance and further developed to meet the needs of students with varying learning styles.
- The M block and the Flex Block in the schedule allow for individual student meetings with teachers and school-wide morning meetings.
- Sage Dining provides a variety of options for students, focusing on healthy choices. Panini sandwiches appear to be the most popular choice. Ice cream is available on Fridays. Lunch is included in the cost of tuition and free to faculty and staff. Faculty and staff eat in the same cafeteria as the students.
- The cafeteria is hygienic, well-maintained, clean and well lit.
- Transportation services are provided for an additional fee. Late transportation is available for students who stay after school for activities and sports.

**The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- After school and before school meals are available to students in the cafeteria for an additional fee.
- College counselors invite every family to meet with them individually to advise on the college search. Meetings take place during and after school and in the evening.
- Adding the school psychologist to the staff has been transformative for the other counselors who now have an in-house staff member for that level of counseling.
- On-site athletic trainers provide an advantageous service to students in preventing injuries and in assisting with recovery. The trainers are available to assist all students, not just the student-athletes.

## Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- The school should continue to explore opportunities to promote diversity among the student population.

## Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION

**The Standard:** A healthy atmosphere exists for all students. At all levels, non-discriminatory, appropriate student activities that supplement classroom experiences or community life are provided. An appropriate student activities program fosters a positive intellectual, cultural, and social climate, promotes growth in student leadership and social interaction skills, and encourages students' special interests.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Samples of student publications—e.g., yearbook, student newspaper, literary magazine	X
Budget for all athletic activities	X
Budget for all non-athletic activities	X
Policies on academic eligibility	X
Policies related to student life and student activities	X

### C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

#### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

**The Visiting Team observed that:**

- Clear and timely budgets and policies support all aspects of student life.
- Surveys and interviews indicate strong parent and student satisfaction with the depth and breadth of opportunities available to students to take initiative and to strengthen leadership skills.
- Students actively participate in the many extracurricular activities offered at the school.
- The school day ends at 2:41, but most students remain on campus for practice, rehearsals and clubs.
- The library is staffed after school for students to study and do homework quietly before they begin practice.
- Students learn to manage actively their time and to take responsibility for their work.
- An abundance of campus ministry service projects allows all students to find a way to participate in several meaningful service opportunities each year.
- Teachers, coaches and moderators willingly work together to allow for student participation in more than one activity if there is a conflict.
- Students contact their teachers if they need an extension for an assignment. Teachers allow for extensions, but students learn not to take advantage of the privilege.

**The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- Delbarton offers an exceptional number of high quality extracurricular opportunities in service, athletics, clubs and the arts. All students have the opportunity to develop their talents and pursue their passions at Delbarton under the guidance of highly qualified and extremely dedicated coaches and moderators.
- The Deaneries offer a unique opportunity for upperclassmen to develop leadership skills by working in small groups with students across grade levels.

## Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

**The Visiting Team recommends:**

- None

## Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

**Recommended Stipulations**

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## INFORMATION RESOURCES STANDARD FOR ACCREDITATION

**The Standard:** Information resources, materials, and technology are accessible and of adequate scope, quantity, and quality to facilitate the school’s pursuit of its total educational program. These resources encourage all students and staff to broaden and extend their knowledge and skills. Access to appropriate information resources and technology is provided for students and staff. Appropriate instruction is offered to develop student and staff inquiry, research, and information literacy skills. Information technology equipment is functional and well maintained.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
The information resources and technology plan(s)	X
Budget for information resources and technology	X
Information skills curriculum	X
Inventory of information resources	X
Inventory of information technology equipment	X
Policies related to information resources and technology	X

### C. THE VISITING TEAM’S OBSERVATIONS AND RECOMMENDATIONS

#### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

**The Visiting Team observed that:**

- The school has a three-year technology plan that is reviewed on a regular basis.
- The school publishes clear, acceptable use policies in its handbooks.
- The school has orientation programs for new students and faculty that include technology sessions.
- Faculty has been afforded opportunities to choose meaningful professional development opportunities offered.
- The high school currently teaches digital literacy skills by relying on teachers to embed these skills in their regular teaching assignments.
- Students learn the importance of avoiding technological distractions.
- The school has thoughtfully culled its collection of print sources and solicited input from the various academic departments to ensure that the remaining and future materials meet curricular needs.
- Students and teachers have access to technological devices and programs needed for their work at school.
- Adequate funding is provided for operational expenses and new initiatives.
- Teachers express their comfort level with certain technologies through repeated surveys. The results are tracked to help create professional development decisions.
- Students and teachers have access to library resources throughout the day and remotely from home.
- Students and teachers use Schoology extensively for communication, assessment, and learning.
- The Technology Department is considering a shift from school-based email to Gmail.

**The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- Delbarton has shown a dedication to ensure that the digital behavior of Delbarton graduates is aligned with the mission and profile of graduates by offering teacher-led workshops for faculty, creating the position of Technology Integration Specialist to support teachers, and selecting digital citizenship as one of the school's objectives.
- Delbarton has developed a robust action plan to achieve its digital citizenship objective, which includes extensive staff training, facilities improvements, curriculum explorations, additional staffing, and resource improvements.
- The technology department is well staffed and readily available to support teachers and students.

## Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

**The Visiting Team recommends:**

- The school could explore ways to build on the 7<sup>th</sup> grade Information Skills curriculum to more clearly articulate the specific information literacy skills desired in subsequent grades.
- The school may wish to search for methods to ensure that all students learn about the print and digital resources available to them and that students learn the research skills required to use them effectively.

**Recommended Monitoring Issues**

**In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

**Recommended Stipulations**

**In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## PLAN FOR GROWTH AND IMPROVEMENT

The purpose of the self-study and accreditation process is first and foremost to establish whether the school meets the Standards for Accreditation, the fundamental requirement to be accredited. However, establishing that the school has in place the building blocks for a quality school is largely an exercise of looking backward to see what has been accomplished.

The *Excellence by Design* protocol is based in the principles and concepts of strategic planning. Therefore, the protocol requires the school to be forward thinking, not focusing so much on the past and past accomplishments but, instead, focusing on the future—what does the school have to do differently or do better to further its mission and to ensure that all of its students are able to achieve the knowledge, skills, and characteristics the school has defined in its Profile of Graduates.

Therefore, the culminating activity of the self-study and accreditation process is the developing of a Plan for Growth and Improvement in Student Performance.

Developing a Plan for Growth and Improvement involves:

- Establishing a vision for the school by creating or reaffirming a statement of mission.
- Identifying a set of beliefs that will serve as the school's ethical code.
- Developing a profile of the knowledge, skills, and qualities the school expects of its graduates.
- Identifying the areas of student performance that are the priorities for growth and improvement.
- Developing action plans to achieve the performance objectives.
- Monitoring implementation of the action plans.
- Conducting periodic reviews of the progress being made toward achievement of its objectives.

Following are the required components of the Plan for Growth and Improvement:

- A Mission
- Beliefs
- A Profile of Graduates
- Three, four, or five objectives measurable student performance/organizational capacity objectives; at least two must be focused on growing and improving student performance
- One or more assessments for each objective
- Baseline data for at least one assessment for each objective
- Technical approval of the objectives
- Comprehensive action plans to achieve the objectives
- A plan for regular monitoring and review of the Plan (at least once annually)

### A. STUDENT PERFORMANCE/ORGANIZATIONAL CAPACITY OBJECTIVES AND ACTION PLANS

The centerpiece of the school's Plan for Growth and Improvement is formed by the three, four, or five areas of measurable objectives the school has identified as being the highest priorities for growth and improvement if the school is to move closer to achieving its Mission. At least two of the objectives must

focus on areas of student performance that have been determined to be priorities for growth and improvement. The remaining one, two, or three objectives may be either student performance objectives and/or objectives focused on growing and improving the school's organizational capacity to produce the levels of student performance desired and expected by the school's community of stakeholders. Space is provided below to evaluate the maximum number of objectives. This limited number of objectives is suggested so the school can focus on the most critical aspects of student performance without diverting its energies in too many directions.

To identify these priority areas, the Planning Team asked itself:

- *What are the gaps between what we say in our Profile of Graduates regarding what we want our graduates to know, be able to do, and/or what qualities we want them to demonstrate and our students' actual performance in those areas?*
- *Which of these gaps constitute the highest priorities for narrowing if we are to move closer over the next seven years to achieving our mission?*
- *Are there area of our organization's capacity the must be improved in order to improve our students' performance to the levels we desire and expect*

Specifying clear and measurable student performance objectives identifies the school's commitment to achieve specific end results and thus, is tied directly to accountability. The objectives must be written in such a way that they outline growth in student performance for the next seven years and represent a major focus for growth and improvement in student performance in the school. The objectives should be consistent with the mission and should extend and define the *aim* portion of the mission in more specific detail. Objectives explicate in measurable terms the key end results that the school seeks to realize from its mission, as expressed in its Profile of Graduates. Not only should the objectives be related to the school's mission, but where there is also a district or system plan, the objectives should be linked to one or more of the district's or system's objectives.

The term "student performance" is intended to be defined in the broadest possible terms. The objectives submitted for accreditation may be focused on *any* of the outcomes expected of students as stated in the Profile of Graduates.

Action plans describe the methods the school will use to accomplish its mission and its performance/capacity objectives. Action plans provide detailed descriptions of the specific actions required to achieve desired results outlined in the student performance improvement and organizational capacity objectives. This is the "doing" part of the plan. Action plans can and should include multiple activities that will engage the school in improvement activities for the next seven years. Action plans should be specific and tell in detail how the school will accomplish its objectives. Action plans should relate directly to the objectives, but they also should be related to the mission.

The Visiting Team examined the action plan(s) for the performance/capacity objectives in the school's Plan for Growth and Improvement according to the criteria for effective action plans.

## A.1. Objective #1:

X	This is a student performance objective
	This is an organizational capacity objective

By the year 2023, Delbarton students will develop competence in internet research and publishing content to online communities while identifying and practicing healthy online behavior.

	YES	NO
<b>Is the objective:</b>		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school's students?	X	
Reflective of the school's mission, and supportive of the strategic plan of the larger organization?	X	
<b>Does the objective:</b>		
Include baseline data, and are they logically organized and presented in an easily understood format?		X
Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
<b>Does the school:</b>		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?	X	
Is the objective reasonable and achievable?	X	

**What recommendations can the Team offer to the school for any areas evaluated No and/or to improve the clarity and focus of this objective?**

- The objective states that some of the data will be collected in the fall of 2016. This did not happen. Therefore, the Visiting Team believes that the school should gather its data soon and that the future schedules dates may have to be modified.

## A.2. Action Plan for Objective #1:

In the table below, evaluate the degree to which this action plan meets the criteria for an effective action plan.

Does this action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?	X	
Include a logical sequence of strategies and/or action steps?	X	
Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?	X	
Include enough activities to ensure that the objective will be achieved?	X	
Address as many aspects of the institution’s programs, activities, and services as appropriate?	X	
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution’s self-assessment of how well it meets the Standards?	X	
Identify the resources required to implement the action steps?	X	
Identify the persons/groups responsible for implementing each action step?	X	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	X	
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	X	
Establish reasonable timelines for implementing the action steps?	X	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?	X	

What recommendations can the Team offer to the school for any areas evaluated “No” to improve the clarity and focus of this action plan?

- None

A.3. Objective #2:

X	This is a student performance objective
	This is an organizational capacity objective

By the year 2023, Delbarton students will exhibit improved resilience by demonstrating an ability to cope more competently with academic, extracurricular and personal stressors.

	YES	NO
<b>Is the objective:</b>		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school's students?	X	
Reflective of the school's mission, and supportive of the strategic plan of the larger organization?	X	
<b>Does the objective:</b>	X	
Include baseline data, and are they logically organized and presented in an easily understood format?	X	
Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
<b>Does the school:</b>		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?	X	
Is the objective reasonable and achievable?	X	

**What recommendations can the Team offer to the school for any areas evaluated No and/or to improve the clarity and focus of this objective?**

- None

#### A.4. Action Plan for Objective #2:

**In the table below, evaluate the degree to which this action plan meets the criteria for an effective action plan.**

Does this action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?	X	

Include a logical sequence of strategies and/or action steps?	X	
Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?	X	
Include enough activities to ensure that the objective will be achieved?	X	
Address as many aspects of the institution's programs, activities, and services as appropriate?	X	
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?	X	
Identify the resources required to implement the action steps?	X	
Identify the persons/groups responsible for implementing each action step?	X	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	X	
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	X	
Establish reasonable timelines for implementing the action steps?	X	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?		X

**What recommendations can the Team offer to the school for any areas evaluated "No" to improve the clarity and focus of this action plan?**

- Though the action plans are comprehensive and pertinent to the objective, the school may wish to reconsider the timing of the steps so that the initiative endures beyond the first and second year.

**A.5. Objective #3:**

	This is a student performance objective
X	This is an organizational capacity objective

By 2023, Delbarton School will cultivate within our community a moral responsibility for our common home by acting as stewards for God's creation and promoting conscientious use of resources.

	YES	NO
<b>Is the objective:</b>		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school's students?	X	
Reflective of the school's mission, and supportive of the strategic plan of the larger organization?	X	
<b>Does the objective:</b>		
Include baseline data, and are they logically organized and presented in an easily understood format?	X	
Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
<b>Does the school:</b>		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?	X	
Is the objective reasonable and achievable?	X	

**What recommendations can the Team offer to the school for any areas evaluated No and/or to improve the clarity and focus of this objective?**

- None

#### A.6. Action Plan for Objective #3:

**In the table below, evaluate the degree to which this action plan meets the criteria for an effective action plan.**

Does this action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?	X	
Include a logical sequence of strategies and/or action steps?	X	
Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?	X	

Include enough activities to ensure that the objective will be achieved?	X	
Address as many aspects of the institution's programs, activities, and services as appropriate?	X	
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?	X	
Identify the resources required to implement the action steps?	X	
Identify the persons/groups responsible for implementing each action step?	X	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	X	
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	X	
Establish reasonable timelines for implementing the action steps?	X	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?	X	

**What recommendations can the Team offer to the school for any areas evaluated "No" to improve the clarity and focus of this action plan?**

- None

## **B. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS**

**In this section, the Team reports its observation and recommendations regarding the degree to which the school's Plan for Growth and Improvement meets the requirements of the protocol.**

### **The Requirements of the Protocol for the Plan for Growth and Improvement**

**In this section, the Visiting Team reports whether the school's Plan for Growth and Improvement meets the requirements of the protocol.**

<b>Requirement of the Protocol</b>	<b>Met</b>	<b>Not Met</b>
Three, four, or five objectives measurable student performance/organizational capacity objectives; at least two must be focused on growing and improving student performance.	X	

• One or more assessments for each objective	X	
• Baseline data for at least one assessment for each objective		X
• Technical approval of the objectives	X	
Comprehensive action plans for each objective	X	
Plan for regular monitoring and review of the Plan (at least once annually)	X	

## Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets the requirements of the protocol for the Plan for Growth and Improvement (objectives and action plans) and 2) any areas in which the school exceeds the requirements of the requirements of the protocol.**

- No baseline data was submitted for Student Performance Objective #1, but there is an extensive Action Plan.
- The school community clearly understands the three objectives and has made a commitment to ensure the implementation of the action plans.
- A clear and deliberate effort endeavors to educate students about Care of the Common Home in such a way that they are empowered to take meaningful steps that will not only enhance the campus, but impact the planet in a positive way.
- Several steps have been taken to gather as a school community to address the Sustainability Objective. This includes an inspiring faculty presentation at a Lauds service in the fall of 2016.
- Delbarton's Plan for Growth aligns with the school's mission and the beliefs.
- The school community will work toward the Green Flag Award, seeking to earn a status in the Eco-Schools program higher than the current Bronze Award.
- The school schedule reflects the theme of Eco-Schools by naming the days and deaneries after National Parks and endangered species.
- Students are currently incorporating energy audits into their Environmental Studies and Biology classes.
- Several steps have been taken to gather as a school community to address this Plan. The Lauds meeting has started the conversation.

## Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of the protocol for the Plan for Growth and Improvement. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

**The Visiting Team recommends:**

- Through interviews and conversations, the team learned that Phase Two of a construction project is planned for this summer. The Visiting Team hopes that the construction project address the third objective.
- Someone charged with oversight of sustainability could help advance the plan by coordinating the effort within the community.
- The Internal Planning Committee should consider making a report at the beginning or end of each year to communicate to the faculty the results of the measurements for the first objective.
- The school should consider reevaluating the scheduling of activities for Objectives #1 and #2 to give more time and to encourage long term growth.

### Recommended Monitoring Issues

In this section, the Team lists any requirements of the protocol for the Plan for Growth and Improvement—Student Performance Objectives and Action Plans—that require monitoring. Monitoring issues refer to elements of Student Performance Objectives and Action Plans required by the protocol that are not completely absent but are met only partially and are either in need of completion or improvement. Monitoring issues must be corrected by mid-term in the school’s accreditation.

Requirement of the Protocol	Action Recommended
NONE	

### Recommended Stipulations

In this section, the Team lists any requirements for the Plan for Growth and Improvement—Student Performance Objectives and Action Plans—that are absent and, therefore, must be added as a stipulation to the school’s accreditation.

Requirement of the Protocol	Action Recommended
NONE	

## ACCREDITATION RECOMMENDATION

After its visit to the school, and after considering the evidence seen and heard during the visit, the Middle States Visiting Team is charged with making a recommendation to the Middle States Commission(s) regarding the accreditation action the Commission(s) should take.

Based on the evidence presented by the school in its Self-Study Document and supporting documentation, and based on the evidence seen and heard by members of the Team from the school's community of stakeholders, the Team recommends to the Middle States Commission(s) that it take the following accreditation action:

### ACCREDITATION

An "Accredited" institution is an educational organization that meets all MSA Standards for Accreditation, adheres to applicable MSA policies, and meets the requirements of the self-study protocol used. The institution agrees to adhere to the requirements for maintenance of accreditation, and there are no outstanding issues related to the Standards or requirements of the protocol that would require monitoring or onsite visits beyond the normal expected events required by the protocol utilized.

## NEXT STEPS

As Delbarton School proceeds with the implementation of its Plan for Growth and Improvement, there are a number of “next steps” the school will be expected to take in order to maintain accredited status. These include the following:

- **Maintain Adherence to the Middle States Standards for Accreditation.**  
The twelve Standards for Accreditation reflect research-based best practices for quality in schools. The Standards also represent the organizational “building blocks” that need to be in place to produce high levels of student performance. An accredited school is required to maintain its adherence to the Standards for Accreditation throughout its term of accreditation.
- **Implement the Plan for Growth and Improvement.**  
When the Middle States Association grants accreditation to a school using the *Excellence by Design* protocol, it does so with the understanding that the school will make a good faith effort to implement the Plan for Growth and Improvement that served as one of the bases for accreditation.
- **Submit an Annual Profile and Nominations to Serve on Visiting Team.**  
As a requirement to maintain its accreditation, the school is required to submit an Annual Profile in which it either confirms or revises basic data about the school. A second requirement is that the school nominates members of its staff to serve on Visiting Teams to other schools.
- **Conduct Periodic Reviews of the Plan for Growth and Improvement**  
While Middle States does not “collect” evidence of the school’s annual review, the school is expected to conduct periodic reviews of its Plan. The purpose of the periodic reviews is to ensure that progress is being made in implementing the Plan, to update and revise the Plan as needed, and to pause to celebrate successes. The school should keep records of what transpired during each review such as meeting agendas, minutes, documented changes to the Plan, and summaries of results of the assessments being used to measure progress toward achieving the objectives. Documentation will be required for the Mid-Term Report and by the next Visiting Team.
- **Complete a Mid-Term Report**  
At the beginning of the third year in the accreditation term, the school will be required to submit a Mid-Term Report in which it will provide evidence of its implementing its Plan for Growth and Improvement and of progress being made toward achieving its objectives. The Report will be reviewed by the Middle States staff, which may determine that an on-site visit should be conducted to examine any areas of concern.
- **Prepare for Reaccreditation**  
At the beginning of the sixth year of the school’s accreditation term, begin a new self-study in preparation for the visit of the next Visiting Team. It should be noted, however, that if the school has implemented a planning ethic and the *Excellence by Design* school improvement process has been ongoing as expected, and preparing for the next team visit should be an extension of work already underway.

## SUMMARY AND CLOSURE

Delbarton School  
ORAL REPORT  
December 8, 2016

The other members of the Team and I are grateful for your coming here this afternoon. We have shared for a few days what you are privileged to experience on a daily basis. We appreciate all that you have done for us during these days. We have been most comfortable here in school with you as well as in the housing accommodations that you have provided for us.

This oral report is a summary of the major points that will likely be included in the written report, which will follow in approximately six to eight weeks.

After this oral report, the practice of the Visiting Team is that we will leave your school. We do not entertain any questions or enter any discussion. You will have the opportunity to ask questions about our findings after you have received and reviewed the final written report.

At the outset, I want to recognize and thank publicly the other members of our Team for their service to you and to the Middle States Association. These outstanding volunteer educators have given their own professional and personal time to provide this service to you. We were strangers to one another before coming together here on Monday. They have worked hard to conduct as thoroughly as possible a review of your school and your self-study. Their professionalism and expertise allowed us to coalesce as a team quickly and to work in service to your school. We thank them for their service to your school.

Because accreditation is a voluntary activity, we are here because you invited us. You asked us to study the work that you are doing and your plans. Therefore, as outlined in my opening presentation on Monday, we came here with several purposes.

We were charged with ensuring that Delbarton meets the twelve Middle States Standards for Accreditation. In addition to meeting the standards, the protocol you chose - *Excellence by Design* - requires you to have a system of continuous planning for school improvement and to conduct an intensive review of your academic departments. You chose to develop two goals to affect the lives of the student and one goal to improve the overall atmosphere of the school. In addition, you had to develop action plans to achieve those three goals. After the team leaves, you are expected to implement your improvement plan over the next years and make a good faith effort to achieve these goals.

The final written report will recognize your many outstanding accomplishments over the years. I would like to highlight a few that we have observed. Delbarton School has a distinguished history in which all of you should take justifiable pride as you move towards the future. The traditions of the Benedictine Monks of St. Mary's Abbey and the Hallmarks of a Benedictine School are the foundations which have shaped your mission statement, your beliefs, and the profile of your graduates. Each day students, staff, teachers, and administration are given the unique opportunity to take the charism of the Benedictine community and make that charism come alive in your interactions, your words, and your community. We encourage you to take every opportunity to speak, to write, to communicate and to live that

Benedictine heritage.

Your Campus Ministry Program through retreats, community service, and other activities fosters strength and unity among all students while helping them to feed their own spiritual development. We engaged in two different meetings with students. We tried very hard to elicit negative comments about the school. I am happy to report that we totally failed in this effort. Instead, we heard words like brotherhood, community, opportunities to succeed, faith development. Without hesitation students voiced their appreciation for their teachers who challenge them to succeed and provide the tools for success. Students recognize that Delbarton has helped them to go beyond their limits and to reach new levels of achievement in areas that they never thought possible.

Parents have witnessed their children become transformed at Delbarton. They believe that Delbarton does not create a pressure cooker mentality, but rather fosters collaboration among students by which students foster the success of one another. Assisting students to develop resilience helps alleviate stress.

The large number of honors classes and the offering of 26 AP courses with over 90% of students achieving 3 or above testify to the school's academic excellence. A plethora of extra-curricular activities and sports enables students to develop greater levels of achievement. A conscious effort to involve students drives students to take ownership of their high school education experience.

You have established three goals to work on over the next few years. In the first goal, you want students to develop competence in online research as well as publishing content to online communities while practicing healthy online behavior. Currently, the self-study has no baseline data that will serve as a basis to determine whether the goal is being met. We strongly encourage the school to develop that data sooner rather than later.

Recognizing that students face academic, extracurricular and personal stress, you wish to alleviate stress in students' lives. Your ambitious Action Plan to achieve this goal will certainly provide needed relief. At the same, the Visiting Team hopes that the school will not stress itself in implementing this plan.

Your third objective concerning respect for God's creation will allow you, while you implement your Action Plan, to take the lead in becoming an Eco-School.

Of course, the successful implementation of these objectives will require the cooperation of the entire Delbarton community.

As a school community, you have reviewed the twelve standards of Middle States to ascertain your compliance with these standards. We hope that this review has helped you to recognize your excellent institution. Perhaps, too, your study of your compliance with the twelve standards has helped you to appreciate even more the treasure known as Delbarton.

In reviewing the twelve standards you have discovered some areas in need of improvement. Your own recommendations for improvements contained in the self-study provide us with direction for what will be contained in the final report.

Likewise, your participation in an intensive self-study of the twelve standards has hopefully revealed to you many areas of strength that may not have been apparent prior to the study. Our written report will contain more commendations for you to ponder and, perhaps, to celebrate.

The addition of a Fine Arts building, the exquisite renovation of Old Main, the construction of a Science Wing, the extensive renovation of half of the Trinity Building with a soon to be implemented renovation of the rest of the building, and the anticipation of a Learning Commons Wing testify to the school's growth and the monks' dedication to its educational mission.

We noted that the school can offer many opportunities because you, the students, are willing to embrace these opportunities. Your outstanding faculty, staff, and administration work with you to assure the continuity and quality of these many opportunities available.

These are just some of the findings that will be included in our written report. We hope that they will help you as you work toward realizing your mission. Our overall impression is that Delbarton should be rightly proud of its past accomplishments as it looks forward to its future growth and improvement.

Now, let me move to the accreditation decision we will make to the Commission on Elementary and Secondary Schools.

As I stated earlier, part of the decision regarding whether to recommend re-accreditation of Delbarton School is based on your meeting the 12 standards for accreditation that address every aspect of the programs, services, and resources you provide for your students. They also address the school's capacity to provide an appropriate education. To meet the standard, a school is not necessarily required to meet each of the indicators of quality, but rather you must be taking all possible steps to assure the achievement of those indicators.

Therefore, we have concluded that Delbarton School meets all 12 of the standards for accreditation.

The second factor we must consider in making our accreditation recommendation is whether Delbarton School meets the requirements of the *Excellence by Design* protocol.

Regarding these requirements, we found that Delbarton School has a school improvement plan focused on improving student performance and action plans to achieve the objectives. We also found that the school has engaged in a thorough comprehensive review of its programs and is ready to make any changes deemed necessary and appropriate.

Therefore, this Visiting Team will recommend to the Middle States Commission on Elementary and Secondary Schools that Delbarton School be re-accredited.

Now that you have participated in the self-study process, we hope that you will take this time between now and the publishing of our final report to engage yourselves fully with the full self-study. This engagement begins by reading and understanding the self-study.

Many thanks go to Mr. Brian Bowers and Mr. Joshua Hartle, your Internal Coordinators, for their hard work in preparing your school for our visit, for organizing our visit, and for being so accommodating and

responsive to our requests and needs. We extend our gratitude also to Brother Paul Diveny, the Lay Board, and the monastic community for their leadership of Delbarton School.

The people who constitute Delbarton School have confirmed the belief that Catholic education can thrive and improve with the good will and perseverance of all in this school. You have a great school. You are now tasked with the responsibility of moving forward to achieve even greater success.

We wish you all success as you live in your spiritual, your real and your virtual worlds. God bless all of you. Thank you and goodbye.

## VISITING TEAM ROSTER

Role	Name	School/Organization
<b>Chair of the Team</b>	Rev. Msgr. Robert H. Aucoin	
<b>Team Member</b>	Ms. Kathryn Jaenicke	Notre Dame Academy High School of Staten Island Staten Island, NY
<b>Team Member</b>	Mrs. Jacqueline Muratore	Mount Saint Mary Academy Watchung, NJ
<b>Team Member</b>	Mrs. Martha Pavao	The Stony Brook School Stony Brook, NY
<b>Team Member</b>	Mr. Richard Volz	The Hun School of Princeton Princeton, NJ