

Annex 1: Evaluation form aimed at obtaining accreditation

AREA	STANDARD	INDICATORS	SELF-ASSESSMENT	Self-evaluation score from 1 to 5	Inspection verification score (min. 4 for accreditation)
1. EDUCATIONAL PROGRAM	1.1 school curriculum: planning and evaluation according to the Guidelines (GL) issued by FGE in 2017, Vol.1	1.1.1 observation and evaluation of classroom lessons across different grades	Has the school curriculum been planned and evaluated according to the GLs?		
		1.1.2 annual plans reviewed across the different grades	-		
		1.1.3 verification of vertical alignment of curriculum across departmental activities	Is the curriculum vertically aligned?		
		1.1.4 school results reviewed (evaluations and grades) of students with reference to assessment scoring and competency certifications	-		
		1.1.5 for Italian schools only, viewing INVALSI results with respect to national, regional, and macro-regional averages	Are INVALSI results above the referenced averages?		

	1.2 learning environment according to GL FGE Vol. 1 in terms of facilities, equipment, timetables, safety, cleanliness, innovation, new technology and in general the climate in the school according to Element Identifier (E.I.) No. 2 Living Tradition (LT)	1.2.1 visual observation of school spaces, equipment, and infrastructure	Do the learning environments meet the requirements of the proposed standards?		
		1.2.2 observation of protocols, permits, projects, procedures, employee training, with particular regard to the protection of minors	Does a protocol exist for the protection of minors?		
		1.2.3 observation of student and family satisfaction surveys regarding the general climate at the school	-		
		1.2.4 talking to students and teaching staff about the general climate in the school and their overall satisfaction	-		
	1.3 comprehensive educational program according to "Ignatian curriculum" guidance in GL 2017 Vol. 1	1.3.1 observation of extra-curricular activities and projects proposed during the year and their evaluation within the outlines of the	Is there an extensive extra-curricular educational proposal? Is it evaluated within the		

		overall judgment of the student	overall framework of the student's assessment?		
	1.4 inclusion and differentiation of school paths including accessibility criteria, E.I. 6 LT	1.4.1 observation of the school's strategies in managing Special Educational Needs	Is inclusion a goal pursued by the school? Are there strategies for those with SEN?		
		1.4.2 documentation available on scholarships and support for families in need	Do scholarships and/or other kinds of support exist?		
		1.4.3 observation of initiatives and projects opening up to the local area	Are there initiatives and projects aimed at opening up to the local area?		
	1.5 training in global citizenship and integral ecology according to FGE GL Vol. 1 and Vol. 3 (2020) and JESEDU documents from Rio 2017 and according to E.I. 3, 4, 7 LT	1.5.1 documents available on specific teacher training around these topics	Are the teachers trained in global citizenship and integral ecology according to the GLs? Are the pupils receiving training on these topics?		
		1.5.2 meeting with the school's "green team"	Does the school have a "green team"?		
		1.5.3 review of the school's Environmental Policy or	Does such a document exist?		

		progress report on the drafting of one			
		1.5.4 documents regarding international exchange initiatives with Jesuit and non-Jesuit network schools	Are there any international exchange initiatives?		
	1.6 pastoral activities in line with GL 2017 Vol. 1 and subsequent updates by CPEI and the network manager and according to E.I. 1 LT	1.6.1 accompanying visits on this matter will currently be carried out separately by the network contact person, and his or her most up-to-date reports on each individual school will be incorporated into the final report that the school will receive after the general accompanying visit outlined in this document	Are any pastoral activities carried out in the school? Are they in line with the GLs?		
	1.7 student profile geared toward human excellence according to E.I. 9 LT	1.7.1 discussions with CDD on the 4 C's (conscious, competent, committed, compassionate)	Is the student's profile geared toward the 4Cs?		
	1.8 lifelong learning according to E.I. 10 LT	1.8.1 alumni awareness regarding careers and life choices	-		
2. ORGANIZATION, LEADERSHIP AND MANAGEMENT	2.1 Catholic school according to Element Identifier n. 1 Living Tradition	2.1.1. observation of school mission, interviews with President of the Board and the CDD	Is the mission of our school consistent with the standard?		

	2.2 organization and governorship model according to FGE Guidelines 2017 Vol.2	2.2.1 verification of the existence and activities at a strategic level (Board of Directors) and an operational level (MD + Management Committee). Verification of the composition and functions of the BoD in accordance with the colleges' bylaws. Assessment of the quality and effectiveness of the relationship between the president and the MD	Do strategic tiers exist according to the standard?		
	2.3 the network vision and general lines of the Society of Jesus are known and shared in the organization according to LT	2.3.1 how they are communicated and how they are received	Are the GLs known and shared in the organization?		
		2.3.2 verification of participation in network activities	-		
		2.3.3 verification of the existence of an office or communications manager: role and responsibilities	Does this management role exist? Does he/she carry out the role stipulated in the GLs?		

		2.3.4 verification of the existence of a local contact person for Fundraising and its functions	Does this role exist? Does he/she carry out the role stipulated in the GLs?		
	2.4 Strategic Planning according to GL FGE 2017 Vol. 2	2.4.1 observation of the school's SP or progress report on planning status. Assessment of OBS, action plan for achieving OBS. Verification sharing with the BOD of the school's annual plan	Is there a Strategic Plan? Has it been formulated according to the Guidelines?		
	2.5 development and valorization of human resources according to criteria for promoting justice according to E.I. 5 LT	2.5.1 observation of documentation regarding staff roles and responsibilities	Does such documentation exist? Does it meet the standard indicated?		
		2.5.2 observation of procedures for evaluating and preparing staff training programs	Do such procedures exist?		
		2.5.3 verification of Ignatian training plans for all staff and teachers in particular, and the presence of a dedicated person responsible for this training	Do such training plans exist?		

		2.5.4 observation of any documentation on the policy regarding staff salaries, with particular attention to salary levels and benefits	Does this document exist?		
		2.5.5 observation of satisfaction surveys given to faculty and non-teaching staff	Does such a document exist?		
	2.6 leadership style of senior roles in the tradition of the Society of Jesus	2.6.1 listening to meaningful personal stories told by senior figures	Does the leadership style reflect the tradition of the Society of Jesus?		
		2.6.2 listening to meaningful personal stories told by teachers and students	-		
	2.7 school networking according to E.I. 8 LT	2.7.1 verification of connections with schools and government agencies, NGOs, student welfare agencies, parish churches, retreats, communities from other faiths	Does our school have such connections?		
		2.7.2 special attention given to connecting with other schools in the Jesuit Education Network	Do we have any relationships with other schools in the network?		
3. APOSTOLIC ECONOMIC MANAGEMENT	3.1 the school's sustainability is achieved by the overall management system	3.1.1 observation and evaluation of the latest available annual and budgeted financial	Is the school's economic, capital, and financial situation healthy?		

	functioning in accordance with GL 2017 Vol. 2	statements, with particular attention to the balance sheet			
		3.1.2 observation and evaluation of the organization and running of the administrative department	Is the administrative office suitably qualified and staffed with respect to the tasks carried out?		
		3.1.3 knowledge of the computer management system used and its efficiency and effectiveness	Is the computer management system efficient and effective?		

Annex 2: Evaluation grid

RATING	EVALUATION	NOTES
0	The indicator is not achieved even in the slightest extent	
1	The indicator is achieved to a limited extent	
2	The indicator is achieved partially but not to a sufficient extent	
3	The indicator is achieved to a sufficient extent	
4	The indicator is achieved to a good extent	
5	The indicator is achieved to an excellent extent	

Annex 3: Accreditation process with time frames

