DIOCESE OF GRAND RAPIDS
CATHOLIC SCHOOL IDENTITY INVENTORY (CSII)

ALL SAINTS ACADEMY, GRAND RAPIDS

April 2014

ACE Consulting
ACE RISE (Renewing Identity, Strengthening Evangelization)
The University of Notre Dame
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THE STATEMENTS MADE AND VIEWS EXPRESSED ARE SOLELY THE RESPONSIBILITY OF THE AUTHORS.
Mr. David Faber, Superintendent of Catholic Schools for the Catholic Diocese of Grand Rapids, initially contacted the Catholic School Identity Inventory (CSII) team in summer of 2013 to help identify, assess, and enhance the constitutive elements of Catholic identity manifested at select schools within the diocese. In a letter accompanying the diocesan vision statement for Catholic schools, Faber wrote:

“Investing in our mission, “An alliance of Catholic schools where Christ illuminates learning and life”, is a choice for MORE! This mission is our purpose and promise, and it gives students the timeless treasures of strong faith and quality education. This choice for MORE is a true advantage for students as they face a future of great change and challenge. I encourage you to strengthen your resolve and trust in the Lord that a commitment to Catholic schools is the very best investment possible for the education of today’s students."

To that end, plans were made to begin the CSII assessment process at four schools during the 2013-2014 academic year.

A one-day school visit provided ample opportunity to conduct the facility tour, classroom observations, and stakeholder interviews that comprise the CSII on-site assessments. Additional visitation days for specific classroom observations, special events, or follow-up questions and interviews were conducted as needs arose. A stakeholder survey was administered electronically following the site visits, and relevant materials were provided to conduct a thorough document analysis (see Figure 1 for an overview of data sources). On-site activities and provided print materials comprise the primary sources considered for this final report. Relevant methodological information, an overview of the complete CSII framework, and specific findings generated through the CSII instrumentation and process are included in this report.

Since the four schools engaged in the CSII process are separate juridic persons or a part of four separate juridic persons, this report addresses each school independently without reference or comparison to another school. Because the schools were invited to participate in the CSII process and do not represent any randomized or purposive sampling of all schools, data are reported for each school as an individual unit of analysis.

The four schools engaged in the CSII process include two diocesan high schools-West Catholic and Catholic Central-and two elementary schools-St. Thomas the Apostle, a single-parish school and All Saints Academy, a school supported by four parishes (Blessed Sacrament, St. Alphonsus, St. Isidore, and St. Jude) and comprised of an elementary campus and a middle school campus.
BACKGROUND AND OVERVIEW

Purpose
The purpose of the Catholic School Identity Inventory (CSII) is to provide schools and systems of schools with a systematic and empirically sound set of tools to identify, assess, and enhance the Catholic identity of Catholic schools. We believe that the Catholic school is the “privileged environment in which a Christian education is carried out” (Congregation for Catholic Education, 1998, §11). As such, every dimension of Catholic school life actively contributes to establishing, building, strengthening, sustaining and celebrating a Catholic worldview through the educational process common to all schools.

The CSII provides an empirical, data-driven assessment of school-based indicators of Catholic identity founded on the rich tradition of Church teaching and informed by decades of research on the distinctiveness of Catholic schools that values all aspects of school life as integral to Catholic identity. The CSII is designed around seven (7) core, constitutive elements. These elements are rooted in official Church documents and teaching on education, The Code of Canon Law, Christian formation principles, National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools, and The Catechism of the Catholic Church and affirm the Catholic identity of the Catholic school as: 1. Christian (+Incarnational), 2. Trinitarian, 3. Sacramental, 4. Ecclesiological, 5. Canonical, 6. Evangelical (+Paschal), and 7. Educational (+Catechetical) (see Appendix A for a full list and explanation of the constitutive elements).

Approach
The CSII employs a combination of quantitative and qualitative instruments and procedures to achieve a balanced, mixed-method approach to the assessment of Catholic school identity. This simultaneous and parallel application of mixed methods is appropriate and even preferred when the topic of study “is present in a complex educational or social context” (Mertens, 2010, p. 294). Given the complexity of the definition and manifestation of Catholic identity in school communities, a mixed-method approach provides the most effective means for identifying and assessing the constitutive elements of Catholic identity. This final report, the primary deliverable of the CSII process, includes data gathered from these varied methods to provide a formative assessment, commendations, and recommendations for overall improvement and growth (Fitzpatrick, Sanders, & Worthen, 2004).

Most existing measures of Catholic identity rely on self-report surveys or general checklists, and have limited contact with the actual school context and community. The CSII avoids these limitations through an extensive suite of instruments and activities that allow for a comprehensive understanding of the Catholic identity of the school community. These instruments and activities include: general demographic information about the school community; document analysis of school mission, philosophy, and handbook; a review of the religion curriculum; observations of multiple classrooms; a tour and evaluation of the school building and grounds; individual interviews with school and school committee leaders; separate focus group interviews with an array of faculty and students; and additional meetings and interviews with school stakeholders at the discretion of the school principal or president.
Data Sources and Procedures

Figure 1. Data Sources: Catholic School Identity Inventory (CSII)
SECTION 1: ALL SAINTS ACADEMY, GRAND RAPIDS

METHOD

Semi-structured Interviews and Focus Groups
Semi-structured interviews were conducted with four (4) school leaders. Separate focus groups were conducted with faculty (n = 4), parents (n=5), and student (n = 5) groups. Faculty participants were representatives from varying grade levels within the school who were able to meet after school, and were therefore available to meet for an extended interview. All students were selected to participate by the school administration and selected from grades 7 and 8.

Survey of School Stakeholders
All school faculty and staff at All Saints Academy were invited to complete an online survey once the school visit was complete. A total of 23 out of 59 faculty and staff completed the survey instrument, yielding a 39% response rate.

Overview
A school visit plan was developed in collaboration with Mr. Michael Debri to facilitate the interview and observational components of the CSII process. Dr. Mary McDonald and Father Ronald Nuzzi visited All Saints Academy on Monday, November 18, 2013 as the CSII school visit team. It should be noted that the school visit was initially planned and scheduled for Tuesday, November 19 but a power outage at Saint Thomas the Apostle School precipitated a last minute change on the morning of November 18.

Below is a description of the specific activities and assessment protocols implemented during the school visit. All data gathered through the instruments and procedures described below were analyzed for inclusion in the final report; no stakeholders are ever directly associated with a specific response or quote to protect their anonymity, except with their explicit permission.

Tour of Facility
Mr. Debri provided a tour of the elementary campus that included all primary sections of the school facility: administrative offices, individual classrooms, the cafeteria, Church, and outdoor areas. The facility tour provided a general sense of the school grounds and an opportunity to examine the visible, physical symbols and environmental elements that communicate the Catholic character of the school community. The team also traveled to the middle school campus for a tour and additional interviews.

Individual Interviews
Individual interviews were conducted separately with the principal and canonical administrator, Father George Darling, in the principal's office. Additional interviews were held with members of the Board of Directors (n = 2), including Sister Rosita Schiller, chair of the Mission Effectiveness Committee, and Jim O'Donnell, chair of the Board of Directors and former superintendent of Catholic Schools for the Diocese of Grand Rapids. Each interview lasted between 45 and 60 minutes, and followed a semi-structured
interview protocol. Interviewees were asked question such as “Where is the Catholic identity of your school most evident?” and “Where could the Catholic identity of your school be improved?” Additional questions were asked of each interviewee relative to their professional responsibilities within the school. All interviews were recorded with the permission of the participants and transcribed for analysis.

**Focus Group Interviews**
Three (3) focus group interviews were conducted with faculty \((n = 4)\), parents \((n = 5)\), and student \((n = 5)\) groups. The focus group interview of teachers lasted approximately 45 minutes and began with the prompting question “What makes your school a Catholic school?” Teachers spoke openly with the interviewer and one another discussing a wide range of topics related to the Catholic identity of All Saints Academy. Follow-up questions were asked of participants based on their original statements or responses to statements made by others. The focus group interview of students lasted approximately 30 minutes and began with the prompting question “What is it about this school that makes it a great Catholic school?” Students were encouraged to speak freely and respond directly to the statements or questions of their peers. Additional focus group interviews were conducted with select parents and parishioners identified by the administration, and lasted approximately 30 to 45 minutes. All interviews were recorded with the permission of the participants and transcribed for analysis.

**Classroom Observations**
Because of the modified schedule, casual “drop-in” observations were conducted in several self-contained and elective classrooms. The beginning of the day opening prayer, reading, and song in the gymnasium at the elementary campus was also observed.

**Stakeholder Survey**
After the completion of the school visit on November 18, 2013, Mr. Debri provided the school visit team with a complete list of faculty and staff Emails, and informed all school stakeholders via Email that they would be receiving an invitation to complete an electronic survey to further assess individual dispositions and perceptions of Catholic identity at All Saints Academy. An invitation to participate was sent to all stakeholders on November 19, 2013 via SurveyMonkey. The survey instrument consisted of twenty (20) questions across three primary categories: general demographic information, multiple-choice survey items, and open-ended survey items. Participants were asked to respond on a four-point scale ranging from *Strongly Agree* to *Strongly Disagree* to questions such as “The Catholic school is an essential ministry of the Catholic church?” and “My school is characterized by respect and cooperation even when there are differences of opinion?” The survey concluded with three (3) open-ended questions that allowed participants to respond in greater depth to the areas of strength and areas for improvement regarding the Catholic identity of their school. The deadline for completing the survey was November 28, 2013.

**Document Review**
A request for pertinent school documents and policies was made of the school principal during the planning phase of the CSII process. Mr. Debri provided the CSII team copies of all requested documents including: a) CSII Self-Study Questionnaire; b) school mission and vision statement; c) the religion curriculum; d) school calendar; and e) a complete copy of the 2013 faculty/staff
handbook. The documents were reviewed individually and as a whole to discern how school policies and procedures evince and support the constitutive elements of Catholic identity at All Saints Academy.

ALL SAINTS ACADEMY VISIT SCHEDULE

November 18, 2012

7:45-8:10  Welcome
Elementary Campus
2233 Diamond Ave.
Grand Rapids, MI 49505

8:10-8:20  Prayer
Elementary Gym
Led by Kindergarten teachers Colleen Anderson and Wendy Bowman

8:20-9:00  Elementary Campus Tour
Michael Debri

9:00-9:15  Break

9:15-9:45  Board of Directors Focus Group
Elementary Principal’s Office
Jim O’Donnell (Board of Directors Chair)
Sr. Rosita Schiller (B.O.D. Member and Mission Effectiveness Committee Chair)

9:45-10:15  Principal Interview
Elementary Principal’s Office
Michael Debri
10:15-10:45
**Parent Focus Group**
*Elementary Library*
Dan Armock (Dean-K Morgan-3rd Andrew-5th)
Tammy Corona (Francis-4th Sophie-6th)
Mary Koss (Matthew-8th)
Cara Ontiveros (Olivia-1st Brooklyn-1st)
Joe Schuler (Jack-3rd Andrew-6th)

10:45-11:15
**Elementary Classroom Observation**
*Atrium-Room 201*
Colleen Anderson-Kindergarten

11:15-11:45
**Lunch**
*Elementary Library*

11:45-12:15
**Pastor Focus Group**
*Elementary Library*
Fr. George Darling (Canonical Administrator)-Blessed Sacrament Parish
Fr. Tom Page-St. Jude Parish
Fr. Pat Grile-St. Alphonsus Parish
Fr. Don Lomasiewicz-St. Isidore Parish

12:15-12:30
**Commute to Middle School Campus**
*1110 Four Mile Rd.*
*Grand Rapids, MI 49525*
12:30-1:00  
**Middle School Tour**  
Michael Debri

1:00-1:30  
**Student Focus Group**  
*Middle School Library*  
Claire Anderson-8th  
Sam Pedler-8th  
Cal Shea-8th  
Dana Wila-7th  
Allison Jensen-7th

1:30-2:00  
**Middle School Classroom Observation**  
*Room S-5*  
Louise Davidson-5/6 Science
FINDINGS

The findings section of the report is organized around the seven (7) constitutive elements of Catholic identity that comprise the framework of the Catholic School Identity Inventory (CSII) (see Appendix A). The narrative and data presented in each of the following categories are drawn from each of the major data sources discussed above (see Figure 1) and are designed to highlight some of the ways in which the school community manifests indicators for each of the seven (7) constitutive elements. Therefore, the following findings section provides a general overview and an objective assessment of extant Catholic school identity at All Saints Academy, and supports both the commendations and recommendations for continued growth.

Christian (+Incarnational)

The mission of All Saints Academy states “All Saints Academy (ASA) is a Catholic School inspired by the Holy Spirit and dedicated to teaching and living as Jesus did. Our mission is to serve and partner with our families, parishes and communities as we focus on the spiritual, intellectual, moral, social and physical development of our children.” This mission statement is accompanied and supported by four core values that are featured prominently on the school website and in various places throughout the two campuses. The four core values are: Faith, Learning, Loving, and Serving. The CSII analysis revealed strong evidence to support institutional and individual commitment to the Gospel and a personal relationship with Christ among school stakeholders and throughout the school environment. Stakeholders spoke openly about their personal faith and the connection between their faith in Christ and their teaching and work at the school. This sentiment was summarized succinctly in the words of one stakeholder who, when asked where Catholic identity is most evident at All Saints Academy, stated “I can see faith even in their conflict resolution skills.”

Interview and document analysis data indicated frequent opportunities for faculty, staff and students to deepen their faith through Mass, a newly instituted faculty retreat, and communal and personal prayer services either in the Church or in individual classrooms. Stakeholders shared that faith in Christ is part of their growth and development as teachers: “every year, as a teacher, I grow...in knowledge and in faith.” Another teacher stated that the Christian foundation is evident “all throughout the day. It’s interwoven throughout our curriculum...whether it's behavioral or academic or social...I think it's who we are and what we are...it's just built into the day here.”

When asked about the Christian foundation and focus of the school community on the survey instrument, school stakeholders tended to ‘strongly agree’ ($M = 3.87/4.0$) that Christ is the model for all who work in Catholic schools. The same stakeholders also responded between ‘agree’ and ‘strongly agree’ ($M = 3.32/4.0$) when asked if they frequently reference Jesus and the Gospels in their interactions with students. The high overall rating of this question by school stakeholders indicates that they value the Christian foundation of the school community, and regularly uphold and advance this mission with frequent reference to Jesus and his teachings. Two respondents (8.7%) indicated that they do not frequently reference Jesus and the Gospels in their interactions with students.
Trinitarian

The doctrine of the Trinity is the theological foundation for the notion of community in Catholic schools, and this constitutive element was abundantly evident across multiple stakeholder groups and data points at All Saints Academy. Teachers, board members, school leaders, the canonical administrator, and students all mentioned the strong sense of community that permeates the school. One student noted that “kids are kind and teachers know me personally,” indicating in a special way the relationship between students and faculty and the quality of student relationships across grades. This strong sense of community was also characterized as a sense of “warmth” and “welcome.” The annual theme captures this sentiment and it is also well expressed in a widely distributed school T-shirt. The theme: We Are One.

Stakeholders also noted that as an inter-parish school, All Saints Academy is lacking a strong and clear relationship to every constituent parish. As one parent stated, “what belongs to everybody belongs to nobody,” indicating a lack of clarity about school ownership. The canonical administrator reported that participation in the school was weakest from St. Isidore Church, though many families there of school-age children were homeschooled. The principal confirmed this and indicated that a current research project is underway to understand and ameliorate this situation.

When asked about Christian community on the survey instrument, participant responded between ‘agree’ and ‘strongly agree’ that the Christian faith is developed most effectively in community ($M = 3.61/4.0$). When participants were asked if their school community is characterized by respect and cooperation, they responded on average between ‘strongly agree’ and ‘agree’ ($M = 3.43/4.0$). This rating indicates a relatively stable sense of community, one that endures the challenges associated with the ordinary conflicts and disagreements of daily school life.

One survey respondent explicitly mentioned the Trinitarian nature of the school community, stating,

“The strongest component of Catholic identity at All Saints Academy is our Trinitarian atmosphere. We have put a strong emphasis on the importance of community and relationships over the course of the past few years. We have tried to be as inclusive as possible and we are committed to a working partnership with various stakeholders such as parents, parishioners and community members. Because of the difficulty of connecting an interparish school on two separate campuses, we are especially proud of the atmosphere we have created.”

Sacramental

The All Saints Academy general academic calendar and Mass schedule reflect the liturgical seasons of the Church and indicate that all-school Masses are celebrated weekly throughout the school year. In addition to these regular opportunities to participate in and celebrate Mass, there was also evidence of feast day celebrations, Alleluia Days, and other special liturgical celebrations (e.g., a special Mass at St. Alphonsus Church on November 1, the school’s patronal feast day). The sacramental and prayer life of the school
community was further strengthened through regular all-school prayers (e.g., morning assembly and afternoon announcements, weekly Rosary, Eucharistic Adoration) and frequent classroom-level prayer opportunities. Students are encouraged to actively participate in and help to plan the regular all-school Masses. Fourth graders are afforded the opportunity to learn how to serve Mass. One parent stated that they “really enjoyed coming to the school Mass when I can just watch all the kids...the music and singing are inspiring...the kids are really involved and interacting.” Another said of the weekly school Mass that it is “a foundation for them to hold on to...bringing them back to their faith, their responsibilities, their call to action.”

Participant responses ranged between ‘agree’ and ‘strongly agree’ when asked if regular and frequent prayer is an important component of the Catholic school experience (M = 3.91/4.0) and if members of the school community frequently participate in the sacraments (M = 3.7/4.0). The CSII Team did not have the opportunity to experience the celebration of a school Mass due to the last minute schedule change.

Ecclesiological
All Saints Academy demonstrates a strong connection to the mission of the Church through a variety of service-learning and volunteer opportunities within the school and local community. During the focus group interview, students noted that in addition to praying regularly for special intentions throughout the year, various grade levels have been involved in service projects. These included rosary-making for the missions and painting bowls for God’s Kitchen. Students are also involved in raising funds and awareness for the Special Olympics of Western Michigan.

Document analysis and interview data confirmed that while there are several developmentally appropriate service learning opportunities at All Saints Academy, there is not a comprehensive approach to service that is scheduled throughout the year. The school calendar displays episodic, rather than consistent attention to student service. This appears to be incongruent with four stated core values.

Stakeholder responses to the statement “Catholic schools have a responsibility to promote justice and the common good” were between ‘agree’ and ‘strongly agree’ (M = 3.83/4.0). The high valuation of this statement was complemented by a softer agreement with the statement that “students have regular opportunities to contribute to the common good through volunteer, service learning, and other church-related activities” (M = 3.39/4.0). These quantitative survey findings affirm the interview and document analysis data that highlighted the importance of these activities to the All Saints Academy community and the need to provide a more systematic approach to inviting students into service and engaging the faculty to connect this service to the school’s mission and core values as a learning opportunity.

Canonical
All Saints Academy was founded as ministry of four distinct parishes nearly five and half years ago. Blessed Sacrament, St. Alphonsus, St. Isidore, and St. Jude parishes joined to establish one school, organized on two campuses. All Saints Academy is
recognized as a Catholic school in good standing within the Diocese of Grand Rapids. The pastor of one of the founding parishes serves as the canonical administrator of the school.

The document analysis of relevant school materials revealed that diocesan policies and procedures are referenced and included in key school documents. Relevant school materials—including the physical environment, website, and correspondence materials—also clearly demark All Saints Academy as a school with four constituent parishes. All Saints Academy’s website contains links to all four parishes, though the link to St. Jude is not functional. All four parishes have a direct link to All Saints Academy’s website on their parish’s homepage, though none of the four clearly indicate All Saints Academy to be the parish school. It is simply listed as an available school, typically under the heading of faith formation. The link to All Saints Academy’s website on the St. Isidore homepage is not functional.

Data from the survey indicated strong agreement with the premise that the Catholic school is an essential ministry of the Catholic Church ($M = 3.78/4.0$), but considerably less agreement that there was a strong relationship between the school and local parishes ($M = 3.2/4.0$). Further analysis revealed that there is an imbalance of participation between the four parishes, with many families from St. Isidore opting to home school rather than enroll children at All Saints Academy. School leaders reported that this situation was largely the product of differing ecclesiologies and theologies, with many local families preferring a more rigorous, doctrinally focused approach to Catholicism than is currently instantiated in the school.

**Evangelical (+Paschal)**

Belief statements included in online and print material affirm that the spiritual growth and development of faculty, staff, and students is paramount at All Saints Academy. A striking example of the commitment to prayer and worship among the students surfaced during a focus group with middle school students. When asked if they were able “to change one thing about their school to make it better,” one student responded “more time for adoration.” When drawn into deeper conversation about that wish, several students agreed that they found this quiet time of adoration comforting and settling, allowing them to return to their daily activities in a more focused and energetic way.

Faculty and staff responded between ‘agree’ and ‘strongly agree’ that Catholic schools are places where the Good News of Jesus is proclaimed ($M = 3.65/4.0$), and expressed slightly higher agreement in their response to the statement “I am a witness of the Catholic faith to the students in my school” ($M = 3.74/4.0$). Faculty and staff confirmed their personal participation in the evangelical mission of the schools when they talked about “getting to know the students and families...and sharing my faith with them.” Faculty and staff were also clear that the school as a whole seemed to be “doing a better job” at welcoming students and families into the school community. Students reported enjoying the combined school format as it allowed them to have more friends and availed them of more opportunities to get involved.

One concern voiced in this area addressed the responsibility of faculty to give consistent and regular witness to the faith, in their teaching, presence, speech, dress, and overall professional demeanor. Because several specials (Art, Music, Physical Education, and
This arrangement, while clearly a benefit to the budget of All Saints Academy, is experienced by stakeholders as a weakness in the religious mission of the school. Even the specials teacher himself, manifestly a devout Christian, voiced his personal disappointment to the CSII regarding his inability to share his faith with his students. Given that both Art and Music are high leverage areas for instantiating Catholic identity, this is a regrettable lacuna.

**Educational (+Catechetical)**

When asked questions about the quality and rigor of the education provided in Catholic schools, stakeholders tended to ‘strongly agree’ ($M = 3.70/4.0$) that Catholic schools must provide academic programs that are as distinguished as other schools in the area. They also tended to ‘agree’ on average that All Saints Academy provides a rigorous academic program for students ($M = 3.61/4.0$).

This commitment to high quality academics was evident in several stakeholder comments. Adult stakeholders, including faculty and administration, were unanimous in their conviction regarding the quality of the overall academic program, and reported being pleased, though not content, with standardized test scores. The Mission Effectiveness Committee is currently working on expected outcomes for all graduates of All Saints Academy, an exercise commonly labeled “grad at grad,” i.e. a graduate at graduation. While not yet fully articulated, the grad at grad outcomes are likely to be organized around the four core values of faith, learning, loving, and serving.

Parents reported a concern about the knowledge of teachers in the area of theology and how sometimes the elementary level teachers have religion class thrust upon them without the needed academic background that one might expect. Several parents felt that this need was experienced strongly in the areas of church history and Scripture. One parent indicated that a child from their family was in a class this year with a teacher who has never taught religion. This particular class has also received three new students this year from another school, none of whom have had any religious education or formation. The parent believes that the teacher is struggling to answer the questions of the newcomers without an adequate foundation in the faith, and the learning and advancement of the rest of the class is somewhat stalled.

The facility tour and classroom observations confirmed the high quality education students enjoy at All Saints Academy. The school facility and grounds were found to be in good shape considering the multiple campuses and individual classrooms were organized in a manner that would promote optimal learning and student focus. Extended and drop-in observations of individual classrooms provided the CSII team ample opportunity to experience the high level of student engagement in a variety of learning activities from computer lab work to center activities in the younger grades.

Faculty and staff at All Saints Academy have ample opportunity for ongoing professional development and formation provided by the Catholic Information Center. Teachers reported that all faculty are required to have the diocesan catechetical certification, even those who do not teach religion. A recent Catechetical Day at a local parish was well received. A recent book study and discussion was successful as many teachers reported reading the book, *Letting Go of Perfect*, by Amy Spiegel and Angie Smith. Faculty also
reported that they appreciate common faculty meetings now between the middle school campus and the elementary campus, and enjoy that the meetings rotate between the buildings.
DATA FROM FACULTY AND STAFF SURVEY: ALL SAINTS ACADEMY

Catholic School Identity Inventory (CSII): Grand Rapids
Stakeholder Survey Results: All Saints Academy

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
<th>Mean (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Catholic school is an essential ministry of the Catholic Church.</td>
<td>18 (78.3%)</td>
<td>5 (21.7%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>3.78 (0.42)</td>
</tr>
<tr>
<td>2. Catholic schools are a privileged environment where the Good News</td>
<td>15 (65.2%)</td>
<td>8 (34.8%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>3.65 (0.49)</td>
</tr>
<tr>
<td>of the Gospel is proclaimed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Catholic schools must provide academic programs that are as distinguished as other schools in the area.</td>
<td>16 (69.6%)</td>
<td>7 (30.4%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>3.70 (0.47)</td>
</tr>
<tr>
<td>4. Regular and frequent prayer is an important component of the Catholic school experience.</td>
<td>21 (91.3%)</td>
<td>2 (8.7%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>3.91 (0.29)</td>
</tr>
<tr>
<td>5. The Christian faith is developed most effectively in community.</td>
<td>14 (60.9%)</td>
<td>9 (39.1%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>3.61 (0.50)</td>
</tr>
<tr>
<td>6. Christ is the model of human and spiritual perfection for all who work in Catholic schools.</td>
<td>20 (87.0%)</td>
<td>3 (13.0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>3.87 (0.34)</td>
</tr>
<tr>
<td>7. Catholic schools have a responsibility to promote justice and the common good.</td>
<td>19 (82.6%)</td>
<td>4 (17.4%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>3.83 (0.39)</td>
</tr>
<tr>
<td>8. Students at my school have regular opportunities to build up the Church and the common good.</td>
<td>9 (39.1%)</td>
<td>14 (60.9%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>3.39 (0.50)</td>
</tr>
<tr>
<td>9. Members of my school community frequently participate in the sacraments and liturgical life of the Church.</td>
<td>16 (69.6%)</td>
<td>7 (30.4%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>3.70 (0.47)</td>
</tr>
<tr>
<td>10. I am a witness of the Catholic faith to students at my school.</td>
<td>17 (73.9%)</td>
<td>6 (26.1%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>3.74 (0.45)</td>
</tr>
<tr>
<td>11. My school provides a rigorous academic program for our students.</td>
<td>14 (60.9%)</td>
<td>9 (39.1%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>3.61 (0.50)</td>
</tr>
<tr>
<td>12. There is a strong relationship between my school and local parishes.</td>
<td>8 (34.8%)</td>
<td>12 (52.2%)</td>
<td>3 (13.0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>3.22 (0.67)</td>
</tr>
<tr>
<td>13. My school is characterized by respect and cooperation, even when there are differences of opinion or practice.</td>
<td>10 (43.5%)</td>
<td>13 (56.5%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>3.43 (0.51)</td>
</tr>
<tr>
<td>14. I frequently reference Jesus and the Gospel in my interactions with students.</td>
<td>9 (39.1%)</td>
<td>11 (47.8%)</td>
<td>2 (8.7%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>3.32 (0.65)</td>
</tr>
</tbody>
</table>

*Note. Totals may not equal 100% due to missing responses and rounding for individual questions and responses.*
1. Where is Catholic identity strongest at your school?

Frequent responses included an abundance of prayer opportunities, the unique blending of four parish communities, respect for all, and lots of parent involvement in the school.

Representative Quotes:

“All day awareness in everything we do, that we are Catholic. Prayer before each class, class projects relating to our faith, awareness of the needs of others and kindness to each other, bulletin boards and project displays relating to our faith. We are immersed in our faith here.”

“The mutual love and respect amongst all the students. We have the opportunity to pair middle school students with elementary students throughout the year. The joy on the younger students’ faces when they work side by side with an older student is priceless. The middle school students are very loving and caring towards the younger students.”

“The personal relationships with Christ that teachers foster in their intimate homeroom communities and classrooms. Conversations, reflections, “mini-retreats,” regular daily prayer, and projects that focus, with the help of the Gospel on others, help to keep Christ central in our daily lives and being like Jesus in our words and actions, the ideal to which we strive.”

“I believe the strongest component of Catholic identity in my school is the way in which all members of the school community (parents, teachers, students, etc.) treat one another. It is in this interaction that the love of Christ is reflected. I know that I am beyond blessed to have the opportunity each day to come and work in an environment where people love God with all their heart, soul, mind, and strength and love their neighbors. This is reflected in the smiles and the laughter, the sounds of prayer and support, the encouragement and positive attitudes. The Christ-like way we treat one another I believe the strongest component.”

“The strongest component of Catholic identity at All Saints Academy is our Trinitarian atmosphere. We have put a strong emphasis on the importance of community and relationships over the course of the past few years. We have tried to be as inclusive as possible and we are committed to a working partnership with various stakeholders such as parents, parishioners and community members. Because of the difficulty of connecting an interparish school on two separate campuses, we are especially proud of the atmosphere we have created.”
2. How could the Catholic identity of your school be improved?

Responses included improved relationships with parishes and increased presence of clergy in the schools, staff spiritual and theological development, increased community service opportunities, developmentally appropriate student retreats, and modeling of Christ-like behavior by all.

Representative Quotes:

“Emphasis on our daily behavior...treat others better. What would Jesus do? We need to think of this and instill this in our children before we act.”

“Perhaps coming from four parishes, having all the traditions from each of the parishes incorporated into All Saints Academy. We are slowly incorporating the catholic traditions among the parishes as the years go by.”

“At our school and everywhere - treating each person with respect and love and compassion. These traits are a life-long work in progress for everyone. We need to model this at all times. The children do learn by example.”

“Our connection to the four parishes and the willingness of those parishes to work together with the school.”

“Our staff could be better educated in theology. It is difficult when most teachers go into their undergraduate experience as "math" or "history" major and end up teaching at a Catholic school without any academic training in the faith. I think we do a decent job of giving ourselves opportunities for spiritual reflection, prayer, etc. but understanding the faith from a sophisticated perspective has been difficult to achieve.”

3. Please provide any additional comments or suggestions regarding the Catholic Identity of your school.

Responses focused on the newness of the school, the blending of parishes, and strength of community.

Representative Quotes:

“Five and a half years ago, 4 parish schools combined to make All Saints Academy. Our students and families from four very different Catholic cultures have melded beautifully. We have "Pack the Pews" Sundays where all school families come to the same parish mass to worship. It is a beautiful thing to see the different parish backgrounds come together and thrive in one community.”
“We are a strong and caring community; We are always looking for ways to better ourselves, our staff and our students. We work well together, WE ARE ONE!”

“Being a new school, everyone had to become accustomed to this new setup. The parishes that no longer have a school at their site sense the loss of having the younger families on campus and are trying to recapture some of the daily involvement that is now missing. We are a young school and being in the sixth year, we are seeing some improvement.”
**Catholic School Identity Inventory (CSII) Rubric: All Saints Academy**
The CSII Rubric rates the presence and effect of the seven (7) constitutive elements of Catholic identity at All Saints Academy

<table>
<thead>
<tr>
<th>Limited</th>
<th>Basic</th>
<th>Proficient</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>The majority of the CSII indicators are not present or are consistently weak in their manifestation.</td>
<td>The majority of the CSII indicators are present, but their strength and power are inconsistently or sporadically manifested.</td>
<td>The majority of the CSII indicators are strongly and consistently manifested.</td>
<td>The majority of CSII indicators consistently exceed standards and are markedly impressive and inspiring in their manifestation.</td>
</tr>
</tbody>
</table>

1. Christian (+ Incarnational)
2. Trinitarian
3. Sacramental
4. Ecclesiological
5. Canonical
6. Evangelical (+ Paschal)
7. Educational (+ Catechetical)
COMMENDATIONS
Commendations highlight the exceptional programs, policies, and experiences across the seven (7) constitutive elements of Catholic identity.

Commendation #1: Caring Catholic Community:
All Saints Academy can be characterized as a strong and caring Catholic community. Data collected through the CSII process revealed that community bonds are strong within the school community and are on a positive trajectory. Without exception, all stakeholder groups identified “community” in some form or fashion as a powerful and prominent indicator of the constitutive elements of Catholic identity at All Saints Academy.

Commendation #2: Strong Leadership:
The principal and canonical administrator were identified as key leaders for a renewed and intentional focus on Catholic identity at All Saints Academy. The Board of Directors also is well versed in leadership issues and seems poised to make significant contributions in the areas of strategic planning and overall effective governance.

Commendation #3: Intentional Focus on Overt Religious Formation:
An intentional focus on living a life of faith and growth in a personal relationship with Christ were abundantly evident at All Saints Academy and characterized in the many comments from school personnel affirming that we are about God, first and foremost. This core conviction was operationalized in many ways, but most especially in the regularity of personal and communal prayer throughout the daily schedule and monthly calendar. In addition to school-wide morning prayer and classroom-based prayer, students are likely to experience weekly Mass, Rosary, Eucharistic Adoration, and a variety of special seasonal and patronal religious celebrations. Even if this does not contribute positively to educational attainments or is achievement-neutral, it communicates a seriousness of purpose about the centrality of the faith and the importance of religious formation.

“I can see faith even in their conflict resolution skills.”
RECOMMENDATIONS
Recommendations highlight areas for growth and development across the seven (7) constitutive elements of Catholic identity.

Recommendation #1: Broaden and Deepen Community:
A strong sense of community is a hallmark of All Saints Academy. At the same time, interviews throughout the CSII process revealed that the four constituent parishes are not equally invested in the school. This reality is revealed in tangible ways by the numbers of students each parish enrolls in the school and by the non-uniform way that information about the school is communicated by the parishes on their respective websites. We recommend a more focused communications cycle with all four parishes, involving multiples representatives from each parish, including the pastor and various other parish leaders. Regularized and standardized information sharing processes need to be developed, with clear accountability mechanisms.

A balanced approach that honors the historical origin of the school with a clear indication of its current identity is needed. Consider additional signage facing the main entrance to the campus, near the circular drive, that highlights the presence of the school at the parish, and under the school's name, highlights the legacy schools/parishes of All Saints Academy. Consideration could be given to promoting the consolidated schools as legacy schools and parishes, and encouraging legacy alumni and parishioners, thereby strengthening community.

Data collected through the CSII process also indicated that there is also a need to deepen the sense of community between faculty and staff of the two campuses. While stakeholders never named a specific incident or identified specific personnel, several spoke of a need to “be accepting” and “to be a little more understanding and patient.” These sentiments are likely related to changes in school culture and expectations stemming from administrative decisions regarding governance several years ago to more recent leadership transitions. Since this community dynamic is central to the educational mission of the school, the CSII team recommends that school leadership implement a regular and systematic approach to creating, maintaining, and strengthening the spiritual and emotional communion among the adults in the building. This can be accomplished in many ways, including regular prayer, social events, mentoring and induction processes, and seasonal celebrations that have the potential to deepen emotional ties and the overall sense of community.

Recommendation #2: Catechesis for Faculty, Staff, and Students:
Data collected from multiple stakeholders highlighted a need for and interest in structured formation and education in the faith that includes more personal spiritual development, theological education, and retreat opportunities. Stakeholders noted the personal
faith development that happens organically through the process of teaching and sharing their faith with students, but also acknowledged that structured prayer and retreat opportunities would provide energy and focus to their vocation in Catholic education. Ongoing and explicit theological education for those teaching religion is desired and needed.

“Religion ought to be our best subject, taught by our best people in this school.”
REFERENCES


APPENDIX A: CONSTITUTIVE ELEMENTS OF CATHOLIC IDENTITY


2. **TRINITARIAN**: The center of the educative Christian community where relationships among community members and stakeholders reflect the perfect relationship of the Trinity. “Christian faith, in fact, is born and grows inside a community” (*The Catholic School*, 1977, #53).

3. **SACRAMENTAL**: “A new environment, one illumined by the light of faith and having its own unique characteristics, an environment permeated with the Gospel spirit of love and freedom (*Religious Dimension of Education in a Catholic School*, 1988).

4. **ECCLESIOLOGICAL**: An essential ministry of the Church. “The Catholic school finds its true justification in the mission of the Church; it is based on an educational philosophy in which faith, culture and life are brought into harmony…. through it, the local Church evangelizes, educates, and contributes to the formation of a healthy and morally sound life-style among its members” (*Religious Dimension of Education in a Catholic School*, 1988, #34)

5. **CANONICAL**: “Understood as one which a competent ecclesiastical authority or a public ecclesiastical juridic person directs (moderator) or which ecclesiastical authority recognizes as such through a written document (Canon, 806, #1).

6. **EVANGELICAL** (Inclusive of PASchal): One of the most effective means of evangelization – of spreading the Good News of the Gospel – in the history of the Church. “Very few Catholics, then, have the opportunity that the educator has to accomplish the very purpose of evangelization: the incarnation of the Christian message in the lives of men and women” (*Lay Catholics in Schools: Witnesses to Faith*, 1982, #31).

7. **EDUCATIONAL** (Inclusive of CATECHETICAL): Educational institutions that “pursue cultural goals and the human formation of youth. But its proper function is to create for the school community a special atmosphere animated by the Gospel spirit of freedom and charity… so that the knowledge the students gradually acquire of the world, life and man is illumined by faith” (*Gravissimum Educationis*, 1965, #20).