

The Florida Catholic Conference Accreditation Program is one of the oldest Catholic accrediting programs in the country. In the 1960's, the Florida bishops appointed a committee to explore accreditation. After studying various systems, they established a program unique to Catholic schools which would guarantee constant and continued improvement, accrediting the first schools in 1969.

The standards have been reviewed and revised throughout the years. The most recent changes took place in 2013. During the revision process input is gathered from principals and pastors. The superintendents use this information and present their recommendation to the bishops for final approval.

Continued Improvement Process for Accreditation

- During the self-study year, a school gathers input from all stakeholders.
- Strengths and opportunities for growth are noted and prioritized.
- An action plan with measurable goals is written to give the school direction for the next seven years.



For more information, please contact:

The Florida Catholic Conference



The Florida Catholic Conference Accreditation Program

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The Florida Catholic Conference Accreditation Program



Accrediting Catholic schools in
Florida since 1969

Rubrics for Benchmarks

Standard 7: An excellent Catholic school has a clearly articulated rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Benchmark: 7.7

Faculty collaborate in professional learning communities to develop, implement and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement.

Level 4 Exceeds Benchmark	Faculty collaborate in professional learning communities to develop, implement and continuously improve the effectiveness of curriculum and instruction to result in high levels of student achievement. All or most of the following are present: <ul style="list-style-type: none"> Members of the professional learning communities use current best practice to analyze data from, to include but not be limited by, standardized achievement tests, individualized skill tests, and classroom teacher-made assessments. Data teams and growth/value added data are familiar to the professional learning communities. In addition, professional learning communities are evidenced for art, music, physical education, technology, and/or elementary level foreign language teachers. These may be within a school or among schools and may be face-to-face gatherings or virtual opportunities.
Level 3 Fully Meets Benchmark	Faculty collaborate in professional learning communities to develop, implement and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement.
Level 2	There is some collaboration among faculty members. All or some



The faculty and professional support staff meet diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction.

Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens.

School-wide programs for parents provide opportunities for parents to partner with school leaders, faculty, and other parents to enhance the educational experiences for the school community.

The school's facilities, equipment, and technology management plan includes objectives to support the delivery of the educational program of the school and accessibility for all students.

The school shall be in compliance with diocesan and applicable state and county requirements regarding protection, health, sanitation, and safety.

The Florida Catholic Conference Accreditation Program ...

Accredits over 180 Catholic schools and centers located in Florida. Key facets of the program include:

- The focus is on school improvement and accountability
- The rubrics for the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools are the core of the program
- Each school completes an annual report reviewing the level of compliance with each benchmark
- An online system is used for the annual report, self-study, and visitation
- The standards are divided into four domains: Mission and Catholic Identity, Governance and Leadership, Academic Excellence, and Operational Vitality
- A seven-year cycle is followed
- Schools spend one year doing a self-study through the Continuous Improvement Process for Accreditation



- Schools are visited once every seven years by a visitation team in order to validate the self-study work and validate the level of compliance with standards and benchmarks
- The Third Year Review takes place with various school stakeholders
- The program is under the auspices of the Florida Catholic Conference, the Accreditation Committee, the Superintendents, and the Bishops of Florida
- The FCC is a charter member of the National Council for Private School Accreditation

A Sampling of Some of the 79 Benchmarks:

Catholic culture and faith are expressed in the school through multiple and diverse forms of visual and performing arts music, and architecture.

The leadership team and faculty assist parents in their role as the primary educators of the children in faith.

The leadership team takes responsibility for the development and oversight of personnel, including recruitment, professional growth, faith formation, and formal assessment of faculty and staff in compliance with diocesan policies.