Accreditation by
The Association of
Christian Schools International

ASP: ACSI/WASC
TEAM MEMBERS' MANUAL
for the
ACCREDITATION PROGRAM

"But they measuring themselves by themselves,
and comparing themselves among themselves, are not wise."
II Corinthians 10:12b

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Dear Team Member,

Thank you for accepting our invitation to serve on an accreditation team. We are very pleased to have you representing ACSI and are confident the school and team members will greatly benefit from your education experience and expertise.

Soon you will receive the school’s self-study. By becoming thoroughly familiar with the school program, the school’s assessment of its strengths and weaknesses, and the ACSI standards for accreditation, you will be well prepared for the campus visit.

This manual has been prepared to acquaint you with some of the forms you will receive from the ACSI Regional Office. The team members’ checklist will give you an overview of your responsibilities, and the sample schedule will acquaint you with the approximate daily timetable for the visit. Most important, you will find information relative to the ACSI standards for accreditation, and the guidelines for writing the team report.

Take careful notice of the Visiting Committee Report for Quality Commendations and Recommendations. Commendations and Recommendations are now required to contain four parts. These changes have been made to improve the report so it may be of greater value to the school.

Commendations: Identifying Outstanding Strengths
- who is responsible for this strength;
- a clear, specific strength;
- the impact of the strength on the curricular and instructional program for students
- accurate, specific documentation (minimum: two references)

Recommendations: Identifying Specific Areas for Improvement
- who will facilitate addressing the area for improvement;
- a clear, specific area for improvement;
- the positive outcome of dealing with the area for improvement;
- accurate, specific documentation (minimum: two references).

Since you will not need to actually use the forms included in this handbook, you should save the handbook for future accreditation assignments. Simply photocopy the pages you need.

It is our prayer that you will be greatly used of the Lord and that you will be an encouragement to your colleagues and to the school. We trust that your professional and spiritual life will be enriched and strengthened through serving on an accreditation team.

Please feel free to call the ACSI regional office if you have any questions or discover needed materials missing.
ACSI ACCREDITATION OVERVIEW

I. How ACSI Accreditation is LIKE Other Accrediting Associations:

A. The purpose of the team visit is to verify the accuracy of the school’s self-study.
B. The chairperson and team confirms that the school is meeting all of the ACSI standards for accreditation or is worthy of being accredited even though one or more of the standards are not being fully met at the time of the team visit.
C. The team is comprised of experienced, professional colleagues who are able to evaluate the school’s effectiveness, make judgments, and prepare commendations and recommendations which will assist the school in its quest for excellence.
D. The team prepares a written report which is presented to the accreditation Commission.
E. The team submits its recommendation as to whether the school is worthy of accreditation or why it is not.

II. How ACSI May DIFFER From Most Other Accrediting Associations:

A. The ACSI team is comprised of professional educators who have been called by God into the ministry of Christian education and, by virtue of rebirth, are all brothers and sisters in God’s family. Also, we share this same relationship with the administration, faculty and staff of the school being visited. ("heirs of God and joint heirs with Jesus Christ" Romans 8:17 and “Therefore, as we have opportunity, let us do good to all people, especially to those who belong to the family of believers” Galatians 6:10)

B. ACSI team members understand the Biblical teaching of being servants and having a servant’s heart. Thusly, our purpose is to serve the host school. Included in this Biblical teaching is the need to encourage, affirm, offer praise and, as much as possible, give a good report. ("Finally, brethren, whatsoever things are true,...are just,...are of good report,...think on these things" Philippians 4:8 and “Therefore, encourage one another and build each other up...” 1 Thessalonians 5:11)

C. ACSI team members are not given to criticism or being critical, and do not view their task as seeing how many problems they can find with the school. Team members do not come with an attitude of superiority but come with humility, realizing that whatever we know or whatever experiences or successes we have had are all by God’s grace and mercy. ("...but in lowliness of mind let each esteem other better than themselves” Philippians 2:3 and “...clothe yourselves with humility toward one another because God opposes the proud but gives grace to the humble” 1 Peter 5:5)

D. ACSI team members spend much time in prayer as they prepare for the visit, relying heavily on the Holy Spirit for His leading, teaching and wisdom in conducting the visit. ("If any of you lack wisdom, let him ask of God, that giveth to all men liberally...and it shall be given him” James 1:5 and “Christ, in whom are hidden all the treasures of wisdom and knowledge” Colossians 2:3)

E. The ACSI Accreditation Commission has a conviction about practicing Biblical ethics and stewardship. Your chairperson has been working closely with the school’s administration for at least a year and, in most cases, two or three years to bring the school to this point of being ready for the team visit. In doing so, he/she has already determined that this school is meeting a majority, if not all, of the standards for accreditation. This is very important because it is our Biblical responsibility to assemble a team and have the school incur considerable expense only if it has a reasonable chance of being accredited. (Now it is required that those who have been given a trust must prove faithful” 1 Corinthians 4:2)
III. **Major Objectives** of the Team Visit:

A. To verify that the self-study accurately reflects the school’s program, it’s strengths as well as it’s weaknesses.
B. To examine the school’s plan for addressing it’s identified weaknesses.
C. To prepare a written report to be submitted to the Accreditation Commission (portions of this report are also presented verbally at the Exit Report, which is the concluding activity of the team visit).
D. To commend the school in those areas in which it excels.
E. To make recommendations (suggestions) for improvement within the various disciplines, as well as the overall management of the school.
F. To identify those areas which the school must address before it can be accredited, or what it must do before it can be reaccredited.
G. To make a recommendation to the Accreditation Commission relative to the school being accredited and the number of years the school should be accredited (maximum, 6 years).
H. To serve as an encouragement to brother and sister Christian educators.

IV. **Inappropriate Objectives** of the Team Visit:

A. We are not there to be critical or find fault with the school, its management, or its programs.
B. We should not be party to developing long lists of recommendations (within the body of each section or as major recommendations).
C. We must not dwell on minor issues (must not be picky).
D. We have not been invited to “fix” the school’s programs (recommendations should not be prescriptive, should not tell “how” to do it).
E. We should avoid saying or implying “at our school . . we do it this way.”
F. We must not “ride” personal hobbies or push our own agendas (do it “my way”).
G. We must not debate or insist on having our own way, or at any time monopolize the team discussions.
H. We must not use the limited visitation time to gather good information to bring back to our own school. (Upon discovering a good idea it is appropriate to make an appointment to return to the school for further discussion with the teachers or administrators).

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“With this in mind, we constantly pray for your, that our God may count your worthy of his calling, and that by his power he may fulfill every good purpose of yours and every act prompted by your faith. We pray this so that the name of our Lord Jesus may be glorified in you, and you in him, according to the grace of our God and the Lord Jesus Christ,” II Thessalonians 1:11 & 12
A DECALOGUE FOR THE ACCREDITATION TEAM MEMBERS

By Hector Lee
Professor Emeritus, Sonoma State University

1. **DON'T SNITCH.** A committee member often learns private matters about an institution that an outsider has no business knowing; he is privy to “classified” information. Don’t “tell tales” or talk about the weaknesses of an institution after the visit.

2. **DON'T STEAL APPLES.** A committee member often discovers promising personnel that he would like to recruit for his own institution. Don’t take advantage of the opportunity afforded by your position on the team to lure good teachers away from the institution you are visiting.

3. **DON'T BE ON THE TAKE.** A committee member is often tempted to accept small favors, services, or gifts from the institution being visited. Don’t accept, or even suggest, that you would like to have a sample of the wares of an institution - a book it published, a product produced, or a service performed by the institution visited.

4. **DON'T BE A CANDIDATE.** A committee member might see an opportunity to suggest himself for a consultants role, a temporary job, or a permanent position with the institution he is visiting. Don’t apply or suggest your availability until after your report has been filed.

5. **DON'T BE A NIT-PICKER.** A committee member often sees small problems that can be solved by attention to minor details. Don’t use the accreditation report, which should deal with major or serious policy-level matters, as the means of affecting minor reforms.

6. **DON'T SHOOT SMALL GAME WITH A BIG GUN.** A committee member often finds that a small, weak, or marginal institution is completely at his mercy. Don’t be sadistic or use the power of accreditation to deal heavily with or injure an institution that may need help more than punishment.

7. **DON'T BE A BLEEDING HEART.** A committee member with “do-good” impulses may be blinded by good intentions and try to play the role of Savior for an institution that may not deserve to be saved. Don’t compound weakness by sentimental generosity in the hope that a school’s problems will go away if ignored or treated with unwarranted optimism.

8. **DON'T PUSH DOPE.** A committee member often sees an opportunity to recommend his own personal theories, philosophies, or techniques as the solution to an institution’s problems. Don’t force an institution to adopt measures that are likely to be altered or reversed by a subsequent committee.

9. **DON'T SHOOT POISON DARTS.** A committee member may be tempted to “tip off” the administration to suspected treachery or to warn one faction on a campus of hidden enemies. Don’t poison the minds of the staff or reveal suspicions to the administration; there are more wholesome ways to alert an administration to hidden tensions.

10. **DON'T WORSHIP SACRED COWS.** A committee member in awe of a large and powerful institution may be reluctant to criticize an obvious problem in some department. Don’t overlook weakness because the institution has a great reputation.
An Overview of the A.C.S.I. Accreditation Process

I. PRELIMINARY ACTION

A. The administrator becomes familiar with the standards and guidelines as noted in the The School Accreditation Manual to determine whether there are any major areas of weakness. The School Accreditation Manual should be ordered from ACSI at 1(800) 531-0716. The manuals are available on computer disk (MacIntosh and IBM).

B. The administrator and chairman of the steering committee (individual with a strong curriculum background) attends an ACSI accreditation training session (fall of each year).

C. The administrator introduces the faculty and board to the project and explains the process.

D. The school board approves the accreditation process and budgets the money.

E. The application is submitted to the ACSI regional director.

F. The regional director visits the school to determine whether or not candidacy status is to be granted. (If candidacy status is granted, the following steps are taken.)

G. The regional director appoints the visiting committee chairman /consultant to work with the school on the accreditation process.

H. The visiting committee chairman visits the campus for a progress analysis 5-7 months prior to the visit of the visiting committee.

I. The regional director appoints the members of the visiting committee (4-6 months in advance of the visit.)

II. MAIN PROCESS - (SELF STUDY)

A. The administrator appoints the steering committee. (The steering committee should be made up of faculty and administration primarily.) The chairman of the steering committee may or may not be the chief administrator.

1. The steering committee needs to fulfill the following functions:
   a. Review the standards to determine major projects that might need to be worked on as part of the self-study process.
   b. Establish all other subcommittees (these subcommittees should be made up of faculty and could include non faculty such as parents, or in some cases, a board member.
   c. Establish the time schedule to do the self-study.

2. The chairman of the steering committee has the following responsibilities:
   a. Works closely with the school leaders and is basically in charge of the self-study process.
   b. Works closely with subcommittee chairman to make sure that the time schedule is fulfilled.
   c. Receives reports from the subcommittee chairman as they are completed.
   d. Reviews the reports with the steering committee.
   e. Reports any problem areas to the appropriate school leader.

B. A meeting of the subcommittee chairmen is held. The chairman of the steering committee and the administrator explain their responsibilities and the process to be used. It is valuable to print a “procedure sheet” for them.

C. The subcommittees meet and fulfill their studies.

D. All reports should be reviewed by the total faculty.

E. The reports are typed and put in the final form.

F. Mail copies of self-study to each visiting team member at least three week prior to the visit. (If a renewal, also mail a copy of the last visiting team report to the chairman.

III. FINAL PHASE

A. The visiting committee visits the school. Suggestions for their accommodations are as follows:

1. Nearby motel and a conference room at the motel.
2. List of suggested restaurants.
3. At the school provide a well-lighted, spacious private workroom with tables and refreshments.
4. Provide:
   a. A daily schedule of each teacher for each committee member (Include a bell schedule, chapel, etc.).
   b. An excellent typist who has no other duties while the visiting team is on campus other than typing for the team.
5. Pertinent information in the workroom: (Items listed in The School Accreditation Manual.
6. Lunch served in the workroom.

B. Report of the visiting committee is submitted to the regional director by the chairman and final action on accreditation taken by the regional accreditation commission at its next scheduled spring meeting.

C. The regional director informs the school of the decision of the regional accreditation commission.
CHECKLIST FOR COMMITTEE MEMBERS

A. BEFORE THE COMMITTEE VISIT
   1. Respond promptly to communication received from the chairman of the committee to which you have been assigned.
      a. The Section Preference Form sent to you by the chairman gives opportunity to tell him/her your choice of sections for your primary emphasis.
      b. The Section Assignment Form will be sent to you in order that you may be ready to do your preliminary work when the school’s instrument is in your hands.
   2. Expect to receive the school’s instrument 4 weeks prior to the scheduled visitation dates.
      a. Study the instrument in its entirety. It is important that you are familiar with the school’s entire operation.
      b. Give attention to those sections assigned to you by the chairman.
         1) Note the school’s strengths and weaknesses in assigned sections.
         2) Prepare 3 Commendations and 3 Recommendations for each assigned section. Have them ready to hand to the chairman upon arrival at the school on the first day of the visit. Refer to the letter of introduction for the correct format.
   3. Keep in mind:
      a. The host school will assume the cost for your accommodations during the visit and will reimburse you for travel.
      b. The school you are visiting is on a limited budget, much like your own school.
      c. You will be a guest of the school.
      d. Do all you can to economize during the visit.
         1) Share rides with committee members who live near you.
         2) The cost of personal phone calls to your school or home should be assumed by you.

B. DURING THE ON-CAMPUS VISIT
   1. Plan your schedule so that you are on time.
   2. Follow specifically all directives given to you by your chairman.
   3. Be an appreciative, friendly guest of the school you are visiting.
   4. Remember, you are on campus primarily to verify the evaluative work of the school staff.
      a. Avoid telling the school staff how to solve their problems.
      b. Avoid statements like “at my school we do it this way.”
      c. Be a good listener, rather than a “teller.”
      d. Your task is to identify strengths and weaknesses - the “what” rather than the “how.”
   5. Leave your school in good hands, thus allowing you to give full attention to your assigned task. Your school should be contacting you only in the event of an emergency.
   6. The work of your committee will include the work of each member, but decisions will be made by the “committee as a whole.” It is important that you attend all sessions.
   7. Plan to remain at the school until the task of the committee is completed, including the reading of the report to the faculty.
   8. All communications pertaining to this visit should be made to the chairman of your committee. He/she serves as liaison between the committee and the school.
   9. Remember that the chairman of the committee is the spokesperson for your committee when ever meeting with faculty, administration, or the board in a group situation.
The purpose of this checklist is to enable the accreditation consultant, school administrator and steering committee chairman to assess the status of the school in relationship to the major components outlined in School Accreditation Manual. This checklist should be used near the completion of the self-study as a "final checklist", assuring that everything is ready for the visiting team.

### PREFACE

- **Schools going through initial dual ACSI/WASC** need to address the following: School Action Plan from the WASC candidate visit. (Accreditation will not be granted without it.)
- **Schools going through renewal** need to address the School Action Plan (recommendations from the previous visiting committee and the school's major improvement plans. (Accreditation will not be granted without it.)
- List the different committees with the names of those serving on the committees with their title. Include the *entire school community on appropriate committees*: board, administration, faculty, staff, student, parent, etc. (May reduce length of term without it.)
- One or two page description of the school profile (May reduce length of term without it.)
- Student Community Profile for ACSI/WASC dual accreditation. (WASC will not grant accreditation without it.)

### 1. PHILOSOPHY and FOUNDATIONS

- Committee: board member, administrator, faculty member, parent, pastor, mission representative
- Rubrics marked for each standard
- Narrative
- Data/Documentation Provided (See Appendix)
- Strengths
- Areas for Continuous School Improvement

### 2. GOVERNANCE and LEADERSHIP

- Committee: board, administrator, faculty member, secretary, admissions director, community member, financial officer
- Rubrics marked for each standard
- Narrative
- Data/Documentation Provided (See Appendix)
- Strengths
- Areas for Continuous School Improvement

### 3. HOME and COMMUNITY RELATIONS and STUDENT SERVICES

- Committee: faculty, guidance counselor, parent, student leader, parent-teacher organization representative member, community member, coach, student organization leader, administrator, nurse, secretary

*Home, Guidance, Student Activities, Personal Care, Support, and Advocacy for Children*

- Rubrics marked for each standard
- Narrative
- Data/Documentation Provided (See Appendix)
- Strengths
- Areas for Continuous School Improvement
4. PERSONNEL

_____ Committee: board, administrator, faculty member
_____ Rubrics marked for each standard
_____ Narrative
_____ Data/Documentation Provided (See Appendix)
_____ Strengths
_____ Areas for Continuous School Improvement

5. INSTRUCTIONAL PROGRAM

_____ Committee: faculty members representing departments and/or grade levels
_____ Rubrics marked for each standard
_____ Narrative
_____ Data/Documentation Provided (See Appendix)
_____ Strengths
_____ Areas for Continuous School Improvement

6. LIBRARY/TECHNOLOGY MEDIA SERVICES

_____ Committee: administrator, faculty members from all school levels, librarian, community member, technology coordinator
_____ Rubrics marked for each standard
_____ Narrative
_____ Data/Documentation Provided (See Appendix)
_____ Strengths
_____ Areas for Continuous School Improvement

7. CRISIS PLANNING, SAFETY, HEALTH, and FOOD SERVICES/ NUTRITION

_____ Committee: administrator, faculty member, cafeteria employee, community member, sponsor, driver, nurse
_____ Rubrics marked for each standard
_____ Narrative
_____ Data/Documentation Provided (See Appendix)
_____ Strengths
_____ Areas for Continuous School Improvement

8. FACILITIES, ENVIRONMENT, and TRANSPORTATION

_____ Committee: administrator, faculty, coach, activity coordinator, bus driver
_____ Rubrics marked for each standard
_____ Narrative
_____ Data/Documentation Provided (See Appendix)
_____ Strengths
_____ Areas for Continuous School Improvement

9. CHARACTER, VALUES, and SPIRITUAL DEVELOPMENT OF STUDENTS

_____ Committee: board, administrator, faculty, parent, student
_____ Rubrics marked for each standard
_____ Narrative
_____ Data/Documentation Provided (See Appendix)
_____ Strengths
_____ Areas for Continuous School Improvement
10. CONTINUOUS SCHOOL IMPROVEMENT PLAN

_____ Board, administrator, faculty member
_____ Rubrics marked for each standard
_____ Narrative
_____ Data/Documentation Provided (See Appendix)
_____ Strengths
_____ Areas for Continuous School Improvement

SPECIFIC ITEMS

_____ Curriculum Guide

Scope and Sequence for each subject area at each grade level.
Indicates breadth of the content and the order (grade level).

Course Objectives for all subjects at all grade levels
Introduction and educational philosophy, including biblical basis for each course
Time Frame
Overall instructional goals
Resources, including textbooks
Specific instructional objectives
Instructional Methods
Evaluation/assessment techniques
ACSI Schoolwide Student Goals/WASC Expected Schoolwide Learning Results (ESLRs) with Rubrics

_____ Policy Manuals
Board Policy
Administrative Regulations and Procedures
Financial
Human Resources
Student
Instructional

_____ Certification Report (Sent to ACSI regional office four weeks before the visit)

_____ Financial Review performed by independent CPA
DOCUMENTATION AND SUPPORTING EVIDENCE

Standard 1: Philosophy & Foundations
Examples of Documentation & Supporting Evidence

Documentation
- Philosophy, vision, mission statements
- List of beliefs and/or core values
- Surveys/evaluation instruments and results
- Annual and long-range goals
- Handbooks, policy manuals
- School profile
- Newsletters containing information about vision and purpose
- Other

Supporting Evidence
- Involvement by parents, staff, students, and community members in formation and/or processing of the vision, philosophy, foundations, and goals
- Indication by parents, staff, students, and community members that they are familiar with the mission, vision, philosophy, foundations, and goals
- Wide distribution of the mission, vision, philosophy statements and goals throughout the school community
- Leadership actions that develop commitment to the mission & vision
- Linkage established in curriculum guides and teacher lesson plans to the stated mission, vision, philosophy, and goals of the school
- Current and trend data relating to student achievement and engagement, student characteristics, and relevant community information are available to constituents
- Faculty familiarity with appropriate data regarding student achievement and engagement, student characteristics, and relevant community information
- Constituent understanding of how the allocation of resources with the in the school reflect the stated vision, philosophy, and goals
- Perceptions among the constituents regarding the extent to which the articulated vision, purpose, and goals characterize the operation of the school.

Standard 2: Governance and Leadership
Examples of Documentation & Supporting Evidence

Documentation
- Board policy manual
- Handbooks
- Surveys/evaluation instruments on school effectiveness
- Organizational chart
- Information (agenda/minutes) on constituency meetings offered by the school
- Budget allocation documents
- Budget
- Program and/or project descriptions
- Financial audits
- Board and leadership evaluation instruments
- Other

Supporting Evidence
- Understanding among constituency of the specific and general policies and procedures established within the school
- Indications of compliance with local, state, and federal laws
- An evaluation of instructional and organizational effectiveness
• Meaningful leadership roles assigned throughout the school community
• Accomplishments of subordinate leaders within the school community
• Faculty involvement in mentoring of new staff
• Understanding among the constituency of the decision-making procedures with the school
• Leadership opportunities provided by parent and community groups to school operations
• Avenues for two-way communication for constituency

Standard 3: Home & Community Relations & Student Services
Examples of Documentation, Data, & Supporting Evidence

Documentation
• Constituent surveys
• Agendas/minutes of constituent meetings, trainings, or presentations
• Schedules of parent conferences
• Student progress reports
• Reports to the community about the school and its students
• Media reports on the school
• Course selection and/or student planning guides
• Student orientation programs
• Communication plans
• School and/or teacher web sites
• Newsletters
• Letters
• Emails
• Automated phone messages
• Access to online reporting of student achievement results
• Student planning for transition to the next level
• Career planning programs
• Advisory programs for students
• Student referral process
• Inclusion policy for students with special needs
• Other

Supporting Evidence
• Perception data from constituents regarding their feeling of affiliation with the school and being well-informed regarding school issues and events
• A variety of methods in which the school communicates with constituents
• The use of focus groups to process issues
• The inclusion of dialog with constituents in the communications process
• Evidence that the school responds to constituent input
• The range of engagement by constituents in the work of the school
• Individuals and groups representative of the community that participate in the work of the school
• A wide variety of forums at which expectations for students and for school improvement are presented
• Parent and student knowledge of expectations regarding student behavior and learning and of school improvement initiatives
• A variety of avenues to connect with parents
• Examples of “two-way” communication between constituency and the school
• Degree of consultative assistance available to teachers
• Planning and implementation of inclusion plans for students with special needs
• Depth of assignment of counselors within the building
• Perception data regarding student feeling of acceptance within the school and readiness for success at the next level
Standard 4: Personnel
Examples of Documentation & Supporting Evidence

Documentation
• Documentation of teacher credentials, including certification, licensure, highly qualified status, or baccalaureate degree in area of assignment
• Schedules & teaching assignments
• Handbooks
• Staff orientation plans
• Professional development plan and/or opportunities
• Data regarding faculty and staff retention and recruitment
• Data or reports of student disciplinary violations
• Classroom management plan
• Agendas/minutes of staff meetings
• Evaluation plans and forms for new and continuing staff
• Other

Supporting Evidence
• Trends in staff recruitment and resignation
• Level of staff preparation in specific content area of assignment
• Staff that are certified or licensed by the state
• Level of pedagogical preparation for assigned responsibilities
• Engagement of new and veteran staff in mentoring programs
• The extent to which staff are involved in personal plans of professional development
• The engagement of all school employees in appropriate professional growth
• A variety of ways in which staff are evaluated in their areas of responsibility
• Indication that class size is conducive to student learning
• Alignment of resource allocation to educational programs and school improvement plan requirements
• Classroom management policy

Standard 5: Instructional Program
Examples of Documentation & Supporting Evidence

Documentation
• Curriculum guides
• Instructional guides, including curriculum mapping and/or scope and sequence charts
• Instructions for alignment of lesson plans to learning expectations for students
• Calendars for curriculum renewal or review cycle
• Agendas/minutes of grade-level and/or department meetings
• Master class schedule
• Program and/or project descriptions
• Evaluation criteria for improvement or change
• Student achievement results from formative and summative assessments
• Textbooks used
• Handbooks
• Other

Supporting Evidence
• Steps taken within the school to link student learning to a set of standards
• Student engagement in the classroom and classroom strategies that encourage active involvement of students in their own learning
• Academic and career planning
• Research and use of data on the effectiveness of improvement strategies
• Faculty use of various instructional strategies & methods
• Willingness of the school leadership to support strategies for improved instruction
• The degree to which students of all performance levels are included in strategies for improvement
• Differentiated instruction provided to students with specific needs
• Various means employed to protect student learning time
• Consistency of learning and sequence across grade levels
• Continuing efforts within the school to articulate learning both horizontally and vertically
• Ways in which the school provides for the re-teaching of students who have not met expectations
• A variety of learning opportunities provided to students
• The curriculum is monitored and revised
• Indication that school climate is important and is used to help guide school decisions
• Instructional activities include support and interaction with information and media services
• Indication that students and staff have access to instructional technology
• A variety of ways of reporting on student achievement

**Standard 6: Library, Technology, Media Services**

**Examples of Documentation & Supporting Evidence**

**Documentation**

• Comprehensive library materials collection
• Circulation data for media materials
• Policy for utilizing library
• Instructional technology plan

**Supporting Evidence**

**Standard 7: Crisis Planning, Safety, Health, & Food/Nutrition Services**

**Examples of Documentation & Supporting Evidence**

**Documentation**

• Crisis management plan
• Building evacuation plan

**Supporting Evidence**

• Regular updates to evacuation and crisis management plans

**Standard 8: Facilities, Environment, Transportation**

**Examples of Documentation & Supporting Evidence**

**Documentation**

• Plans for continual updating of facilities
• Budget allocation for maintenance and facility development
• Written process describing how facilities are regularly inspected and maintained and data demonstrating the quality of these processes
• Long range facility plans
• Facility maintenance history
• Transportation policy/plan

**Supporting Evidence**

• Indications of a safe and orderly environment
• Indication that facilities are regularly inspected and maintained
Standard 9: Character, Values, & Spiritual Formation
Examples of Documentation & Supporting Evidence

Documentation

Supporting Evidence

Standard 10: Continuous School Improvement
Examples of Documentation & Supporting Evidence

Documentation
• Actual written school improvement plan & process
• School profile information
• Inclusion of team report recommendations from accreditation visit
• A school improvement plan that focuses on increased student achievement
• A plan that includes components that provide specific goals, a set of appropriate assessments, a set of interventions expected to cause student growth to occur, and a plan for ensuring that the staff have the skills to implement the plan
• Student performance and achievement data
• Agendas/minutes of meetings regarding school improvement activities and results
• Communications to constituency regarding school improvement activities and results
• Other

Supporting Evidence
• The degree to which staff have analyzed student results in the context of school improvement plan interventions and programs
• A broad range of involvement by constituency in the design of the school improvement plan
• Alignment of the school improvement goals with needs identified in the profile and supported by data analysis
• Professional development activities are aligned with and a part of the school improvement plan
• A variety of baseline and interval data to describe progress toward the goals
• The extent to which the improvement agenda has been widely discussed among constituents
• A variety of communication techniques used to inform constituency regarding school improvement efforts and successes
• A continuous review process to ensure ongoing monitoring and adjustment of the improvement plan
• A rigorous data analysis process to evaluate the degree of success in goal attainment
• Success demonstrated in reaching goals of the school improvement plan
ACCREDITATION STANDARDS CHECKLIST

(Please mark with a "C" if item is complete, "P" if item is in "in process" of completion; "N" if item has "not been addressed", "N/A" if items is "not applicable".)

1.0 Philosophy and Foundations

_____1.1 Establishes and reviews regularly & systematically the vision, mission, and core values statements for the school in a collaborative manner. (C)
_____1.2 Communicates the philosophy, mission, vision, and purpose to its constituents and school community for understanding and support. (C)
_____1.3 Has a clear written statement of faith that identifies the beliefs to which the school adheres and is consistent with the school’s written statement of philosophy. (C)
_____1.4 The philosophy statement consistently applies as an integrative, coordinating, and examining device throughout all aspects of the school’s programs, operations, and curriculum. (C)
_____1.5 The organization and the individuals within the organization continually identify plans/goals to advance the mission, vision, and philosophy of the school. (C)
_____1.6 Demonstrates its commitment to the development of the whole child (Luke 2:52) – spiritually, intellectually, physically, socially from a distinctly Christian perspective. (C)

2.0 Governance & Leadership

_____2.1 The educational needs of all the students who are admitted are being met based on the pattern of biblical principles, professional ethics, and high standards; meeting the needs of the whole child. Staff members are sensitive to the culture, gender, language, and special needs of children and their families. (C)
_____2.2 Established written policies and procedures promote effective school operations in admissions, governance, and finance and are consistent with the school’s purpose and schoolwide student goals. The board is involved in the regular review and refinement of the school’s purpose and schoolwide student goals and uses a variety of strategies to remain current in research-based knowledge about effective schools. Appropriate legal documents, and clearly articulated bylaws are established and available for review. (C)
_____2.3 The school has a governing body whose primary responsibilities include: development of general school governance policy, hiring of school administrator, direction and strategic planning, financial stability of institution, defining the role of the governing body and defining the role(s) of those who will interact directly with them. (C)
_____2.4 The governance and leadership of the school reflect a clear testimony of faith in Jesus Christ. According to their role, they provide spiritual leadership to the staff, students, and other stakeholders in fulfilling the Christ-centered mission of the school/program. (C)
_____2.5 The school demonstrates that it has the financial resources to fulfill its mission and programs and that financial operations and decisions are conducted with integrity and in accordance with biblical principles. (C)
_____2.6 The budget is constructed carefully, including participation by department heads, and managed properly in accordance with the school’s stated goals including the schoolwide student goals, and reflects an accurate assessment for educating a student. There are procedures for acquiring and maintaining adequate instructional materials, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, laboratory materials and library/media resources. The school appropriately finances its stated student outcomes. (C)
_____2.7 Ensures compliance with applicable local, state, & federal laws, as well as licensure requirements, standards, regulations and documentation. A financial review is conducted by an outside source. (C)
_____2.8 Recognizes and preserves the administrative leadership prerogatives of the head of the school and provides for an appropriate evaluation system of leadership. (C)
_____2.9 Provides constituents and stakeholders appropriate input in the decision making process that promotes a culture of participation, responsibility, and ownership. (C)
_____2.10 Compensation packages for all employees are commensurate with the training and services rendered. (C)
_____2.11 Income received from tuition is appropriately used for education related expenses within the school. (C)

3.0 Home & Community Relations & Student Services

_____3.1 Conducts regular demographic assessments of its constituents in light of the stated mission. (C)
_____3.2 Systematically seeks input/feedback from current and past students and their families to provide insight and information with regard to the learning process. (C)
  _____3.2a Conferences with each child’s parents are offered at least twice per year and at other times as needed to discuss the child’s growth and developmental progress. (EE)
_____3.3 Enrollment must be sufficient to establish the school’s viability. (C)
3.4 The length of the school day and year, as well as the number of instructional hours and days, should comply with state or provincial laws, if applicable. (E/S)
3.5 Regular, established, effective two-way means of communication occur between the school and its constituents; the age of the child influences the frequency and specificity of communication. (C)
3.6 The nondiscrimination statement of the school must be demonstrated in the actions, relationships, and programs of the school. (C)

Guidance Services
3.7 The guidance services include these minimum services: 1) for early education families and children – assessment, screenings, community services, resources, and referrals are provided to support the success of the child and families 2) for elementary and middle school/junior high – standardized testing, counseling, and referrals 3) for high school – assessment, counseling, referrals, post-high school planning. (C)
3.8 The school has a process in place to identify and address students with special needs. (C)
3.8a Modifications in program and facilities are made for children with previously identified special needs (EE)
3.9 The school provides training, support, and ongoing professional development opportunities for personnel. (C)
3.10 The school fosters a working relationship with parents by: 1) communicating guidance services and information, 2) maintaining standards of professional confidentiality, 3) having a written policy regarding the transfer and acceptance of credits. (C)
3.11 Confidential student records shall be: complete, organized, current, and accessible only to appropriate personnel, and kept in a safe location. (C)
3.12 Children in attendance are in compliance with the requirements of civil authorities regarding immunizations, physical examinations, and communicable diseases. (C)

Student Activities
3.13 The activities program includes the following components: 1) activities for both genders that are comparable in number, 2) activities that reflect the gender mix of the student population, 3) activities that are balanced among athletics, fine arts, academics, and other interest-based activities, 4) sponsors, advisors, and coaches who understand and agree with the philosophy of the school and demonstrate their background and training. (E/S)
3.14 The school provides sufficient facilities, appropriate personnel, and financial support for each component of the student activities program. (E/S)

Personal Care, Support, and Advocacy for Children
3.15 The director ensures where applicable, daily transitions and the regrouping of children are minimized through organization and staffing. (EE)
3.16 In order to help ensure the care, bonding, and nurturing of the individual child, each group of children has one primary teacher/caregiver (EE)
3.17 Staff members intentionally prepare and maintain an emotionally healthy environment that includes the following: (EE)
   1) Personal and peer respect,
   2) Emotions expressed with words (both positive and negative),
   3) Predictable routines, reactions, and responses,
   4) Conflict resolution introduced and supported,
   5) Immediate intervention for bullying and/or physical aggression,
   6) Social skills introduced, developed, and supported (friendships, manners, and other social interactions), and
   7) Self-competence encouraged

4.0 Personnel
4.1 School personnel must be Christians with clear testimonies of their faith in Christ which reflect the school’s code of ethics/lifestyle statement affirmed upon hiring by the administrative team. (C)
4.2 The leadership of the school ensures staff members know and understand the ethical considerations of their respective positions. Considerations include, but are not limited to: (C)
   1) confidentiality,
   2) professionalism,
   3) appropriate relationships with staff, parents, and children,
   4) personal development,
   5) professional reading and contributions to the field,
   6) flexibility, and
   7) attitude
4.3 School personnel, including volunteers, must clearly indicate their calling to the mission of the school and give evidence that their relationships with the entire school community are biblically based. (C)
4.4 The school has clearly defined responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. The chief administrator has processes and procedures for involving staff in shared responsibility,
collaborative structures and actions, and accountability to focus ongoing improvement on teaching and learning. The chief administrator and/or director shall report to or work directly with a governing body or committee. (C)

4.5 The K-12 chief administrator and all K-12 principals must hold an ACSI administrative certificate. (E/S)

EE Director: The director of the early education program has professional training as evidenced by having obtained a minimum of a bachelor’s degree in early childhood education/child development (or its equivalent) from an accredited institution. The director also has a working understanding of business practices as evidenced by nine credit hours of college course work in administration/business (or its equivalent). The coursework includes training in leadership development and supervision of adults.

4.6 All K-12 teachers must hold at minimum a bachelor’s degree from an accredited college/university or ACSI recognized institution. The school assigns staff members to maximize the use of their expertise in accomplishing quality student learning. (E/S)

EE Teachers: A minimum of an associate’s degree in early childhood education/child development from an accredited institution.

EE Assistant Teachers: A minimum of a state/nationally recognized competency credential

4.7 At least eighty percent of the K-12 faculty (including FTE’s) must hold current ACSI certification. (E/S)

4.8 Professional development in specific subject/grade areas, as well as the philosophy of Christian school education, is ongoing and integral to the school and is aligned with specific goals and instructional programs. A performance assessment includes a self-evaluation component and informs a personal professional development plan of each staff member. The school leadership and staff develop processes to determine the measurable effect of professional development on student performance. The school leadership support professional development with time, personnel and fiscal resources. (C)

4.8a All staff responsible for the care and education of the children in the program participate annually in a minimum of twelve documented clock hours (or meet the state mandated clock hours) of continuing education or professional development relating to early education specific topics. (Refer to the required list of training topics in appendix.) The training may be provided by both internal and/or external qualified presenters. (EE)

4.9 Teachers, staff, and administrators receive training in technology appropriate to their work assignments. (C)

4.10 Procedures, instruments, and files for annual, effective, performance-based evaluation, hiring, rehiring, and separation of employment for all personnel must be organized and systematically stored. (C)

4.10a The director ensures a formal evaluation of new employees takes place no more than six months into the orientation period. (EE)

4.11 The number of instructional staff and support staff is sufficient for the scope of the program. (C)

4.12 All school personnel, including volunteers and substitutes, must have on file the appropriate screening, background checks and be supervised by qualified staff. Orientation for new staff members is thorough and is conducted prior to working with the students. (C)

4.13 Hourly staff are provided a schedule that allows for appropriate breaks (10 to 15 minutes for each four hours of work). (C)

5.0 Instructional Program

5.1 The school has a curriculum guide/plan that is based on biblical truth, sound educational practice, research and appropriate state or national standards that informs the instructional program for each age and grade level and each program. (C)

5.2 The curriculum guide includes the following components: (1) school wide expected student outcomes, (2) educational philosophy which includes a biblical basis for each course, (3) mapping or scope and sequence of instruction for each subject area at each grade level, (4) time frame for each instructional unit, (5) overall instructional goals for each course, (6) instructional resources and textbooks, (7) specific instructional objectives for each unit of study, (8) instructional methods, and (9) evaluation and assessment strategies. (C)

5.2a The director ensures the program has developed a curriculum plan that flows out of the philosophy and foundational statements and is based on child development principles. The curriculum plan includes: (EE)

(1) Written philosophy of teaching and learning
(2) Student expected outcomes
(3) Goals for each age group reflecting the following domains: spiritual, physical, social/emotional, and cognitive
(4) Building blocks to achieve the age group goals
(5) Sequence of focus on identified building blocks
(6) Assessment of a child’s progress toward age group goals
(7) Context in which learning will occur: environment, instructional strategies, and the daily schedule

5.3 The school collaboratively formally evaluates the curriculum and instructional program on a systematic basis including the monitoring of the school climate to ensure that it is conducive to student learning and development. This includes the examination of student work and snapshots of student engagement in learning to determine the degree of implementation of a standards-based curriculum. (C)

5.4 The school uses instructional strategies, learning activities, and technology that are research-based and reflective of sound educational practices. The planning processes, including the use of formative assessment results, focus on the engagement of all students actively at a high level of learning consistent with the curricular standards and schoolwide student goals. Administrators and teachers use various collaborative strategies to examine curricular design and student work to improve
learning and teaching, including demonstrating critical thinking, knowledge and application. (C)

5.4a Lesson plans reflect the goals of program and the teachers understand how each activity connects with the overall expected student outcomes (both the final result for the year and entire program). (EE)

The lesson plan includes:
- Active learning center times for:
  - Dramatic play
  - Musical experiences
  - Creative experiences
  - Building experiences
  - Discovery experiences
  - Pre-reading and pre-writing experiences
  - Transition activities
- Modifications for children with special needs.

5.4b The classroom schedule includes a balance of activities that are age-appropriate in length: (EE)

- Large group (teacher-directed)
- Small group (teacher/child interactive)
- Individual choice (child-initiated)
- Indoor and outdoor play opportunities

The daily schedule provides for stability and security, yet teachers are free to be flexible, to capitalize on children’s interests and to respond to children’s waning attention in adapting the daily schedule to the group’s needs.

5.5 Instructional strategies and learning activities focus on active learning, the achievement of essential knowledge and skills, and higher order thinking skills. All students are actively involved in the learning based on the schoolwide student goals and curricular objectives. Through dialogue with teachers, student share their level of understanding of the expected level of performance based on the curricular objectives and schoolwide student goals and their perception of their learning experiences. (E/S)

Social and Emotional Component

5.5a Staff members love and respect each child and interact often with children by showing interest, warmth, consideration, and affection. Their interactions foster the social, emotional, spiritual, intellectual, and physical development of the child. (EE)

- Staff speak to children in a courteous tone.
- Staff are available to individual children and responsive to their needs.
- Staff encourage an age-appropriate degree of independence in children.
- Staff encourage the initiation of skill development by recognizing the work, accomplishments, and interests of children.

The curriculum plan includes opportunities to foster children’s social competence through planned activities and purposeful daily routines; teachers and caregivers maximize these opportunities.

Language and Literacy Components

5.5b The program provides rich receptive and expressive language experiences for all children throughout the day. (EE)

5.5c The staff engage children in activities to: (EE)

- Experience language and literacy across interest centers and across the curriculum
- Listen to stories read aloud
- Explore books independently
- Respond to conversations about elements of the story, to predict outcomes, to retell the sequence of the story, to connect happenings in the story with prior experiences,
- Develop phonological awareness.

Mathematical Components

5.5d The staff engage children in experiences to: (EE)

- Manipulate, name, match, describe, and sort basic geometric shapes
- Explore positional concepts such as:
- Explore of numbers, their names and the correlation between numbers and quantity, and the relationships of numbers to one another on the number line
- Gain competency in rote counting and counting quantities.
- Use concepts of quantity
- Compare and order objects in graduated order
- Explore measurement concepts
- Recognize and continue patterns
- Sort and classify concrete objects
- Compare likenesses and differences
- Collect, describe, and represent information on charts and graphs
Discovery (Science) Components

_____ 5.5e The staff engage children in experiences to: (EE)
  o pose questions
  o perform simple investigations
  o use their senses for learning about objects, events and organisms
  o describe observations
  o analyze and discuss data
  o connect the wonder of discoveries in the natural world with God’s role as creator
  o learn about healthy nutrition

_____ 5.6 The school has a written classroom management policy that is developmentally appropriate, biblically based, implemented effectively, and communicated to the school community. (C)

_____ 5.6a The child guidance policies and procedures are published for parents and staff and supports staff in maintaining effective, orderly classrooms. Physical (shaking, hitting, paddling) and emotional punishment (demeaning tactics and intimidation) are not allowed. The child guidance policies and procedures are consistent with the program’s Christian philosophy and viewed as components for developing children’s social, emotional, and character development. Staff members implement the guidance policies and procedures with gentleness, consistency, and firmness. (EE)

_____ 5.7 The school has a systematic program for the assessment of student learning and development. The teachers regularly use appropriate assessment strategies to measure student progress toward acquiring understanding of a specific body of knowledge or skills, such as critical thinking skills. The teachers correlate assessment to schoolwide student goals, curricular objectives, and instructional approaches used. (C)

_____ 5.8 The school gathers, analyzes, and uses data and research in making educationally-sound decisions regarding curriculum, instruction, professional development, and resource allocation. Student work and other assessments demonstrate proficiency in the knowledge and skills necessary to be successful learners of the curriculum. Teachers monitor student progress over time and use student feedback as appropriate to determine whether course objectives have been met. (E/S)

_____ 5.9 The school uses comparison and trend data of student performance from comparable schools in evaluating the school’s effectiveness. (E/S)

_____ 5.10 Instructional materials, adequate and appropriate for the programs offered, are systematically selected and evaluated, informed by appropriate stakeholder input. (C)

_____ 5.10a Ample developmentally appropriate materials and equipment are provided to: (EE)
  o support the learning objectives of the program’s curriculum plan
  o develop cognitive skills through exploration and experimentation
  o develop fine motor skills through handling objects and using tools

_____ 5.11 Written policies and procedures should be in place to allocate and protect instructional time and learning opportunities to support student learning and graduation requirements. (E/S)

_____ 5.12 The school instructs teachers and students in ethical and moral use and evaluation of materials from any source, including the Internet, consistent with the school’s biblical philosophy of education. (E/S)

6.0 Library/Technology Media Services

_____ 6.1 The school has an appropriate, usable, acceptable, and balanced variety of inventoried library books and other media and technology that support the learning objectives of the instructional program of the school and various program divisions; and represents the Christian distinctive of the school. (C)

_____ 6.2 The collection of books and other media is culturally sensitive, representing the school and surrounding communities seeking to include resources originating from the students’ countries of citizenship or from the perspective of their gender, race, or ethnicity. (C)

_____ 6.3 Faculty members, students, and other relevant constituents provide input into the selection of those books and materials that make up the library/media collection so that the collection supports the attainment of schoolwide expected student outcomes. (C)

_____ 6.4 Library/media center and technology staff are qualified to provide effective service to students, staff, and faculty. (C) (not applicable for standalone EE programs)

_____ 6.5 The school implements an ongoing plan for professional growth in library science, information technology, and information literacy for the Library/Media Center and technology personnel. (C) (not applicable for standalone EE programs)

_____ 6.6 The location of the library/media/technology center is convenient for access by students, staff, and faculty, and is open sufficient hours to meet needs of all constituents, and is large enough to accommodate both individual and group research and instruction. (C) (not applicable for standalone EE programs)
Library/media and technology are appropriately supported through adequate funds provided in an annual budget. (C)

Technology

The school follows a technology plan that includes the following components: philosophy, schoolwide student goals, demographics, acceptable use policies, division-level scope and sequence, professional development plan, future development, and the acquisition, inventory, and maintenance of software and hardware. Teachers integrate technology with the school’s instructional program so students develop a wide range of technological skills. (C) (not applicable for standalone EE programs)

Passive media (TV, DVDs, audio tapes), when used:

- are appropriate to the age and attention span
- enhance the effectiveness and the values of the program
- are previewed by the staff for overall content and age-appropriateness
- serves as an occasional supplement to rather than a significant part of daily activities.
- include appropriate teacher involvement in introducing and following up the viewing with questions and activities that elicit children’s active involvement. (Must apply to 3 and 4 year-old classes attached to a K-12 program – and would apply to before/after school programs)

If program includes computers for children’s use, program guidelines have been developed for classroom use, ensuring children’s active involvement. Guidelines address strategies to ensure interactive involvement, and consider the needs of the young learner. (Must apply to 3 and 4 year-old classes attached to a K-12 program – and would apply to before/after school programs)

7.0 Safety & Health

The school complies with applicable local, state and federal laws regarding safety and health issues. (C)

The school keeps record of health services rendered to students. (C)

The school has written policies and procedures for all areas of health and safety services. (C)

Specific written policies for early education guide the consistent implementation of:

- Illness management and prevention
  - Robust hand-washing guidelines
  - Attendance policies for ill and injured children
  - Communicating with parents (information about illness or injury and consent for care)
  - Isolation area
- Staff training, preparation and responsibilities
  - First aid certification, which includes management of blocked airways and rescue breathing for infants and children
  - Responding to medical and dental emergencies
  - Universal and standard precautions
  - Children with special health concerns
  - Medication administration
  - Child supervision
  - Field trips (supervision, transportation, continuous count)
  - Identifying and reporting child abuse and neglect

Crisis Plan

The school implements a written security and crisis management plan, and provides appropriate training for all staff and students. (C)

The school communicates with legal authorities, parents, media, and community. (C)

Food Services & Nutrition

The school complies with local, state, and federal regulations regarding preparation, delivery, handling, and storage. (C)

The school provides suitable space for staff and student eating area. (C)

The school establishes nutritional standards for meals and snacks. (C)

The children’s needs and nutrition are addressed in the following ways: (EE)

Programming components:
- Tables and chairs used for snack/mealtimes are appropriate for the sizes of the children.
- The children are encouraged to serve themselves and assist with cleanup, within age-appropriate levels of ability.
- Adults sit with children during mealtimes.
- Drinking water is always available to each child and is served in a safe and sanitary manner.

Nutritional components:
- Meals and/or snacks meet children’s nutritional needs.
- Menus reflect menu pattern requirements published by the USDA Child and Adult Care Food Program.
Parents have access to written menus that meet nutritional guidelines.

8.1 Required local, state, provincial, and federal legal standards for fire protection, safety, sanitation, and transportation are met where applicable. (C)

8.2 The school maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly. (C)

8.2a The administrative team provides these components in the early education environment: (EE)
- Sufficient lighting (including natural light within the classroom)
- Good ventilation
- Comfortable temperature
- Smoke-free environment

The maintenance plan addresses:
- Daily routines: cleaning classrooms, sanitization of bathrooms, trash removal
- Scheduled routines: cleaning for every component of the facility
- Mold and offensive odors
- Inspection and correction of potential hazards
- Response to the needs of those with environmental allergies
- Removal of insects, rodents, unwanted/ poisonous vegetation
- Storage of chemicals and potentially dangerous products
- Installation and inspection of fire extinguishers, fire alarms, carbon monoxide detectors, and smoke detectors

8.3 The facilities are suitable for the size of the school and its programs and enhance the quality instructional programs for the students. (C)

8.3a Sinks and toilets are readily accessible to children. (EE)

8.4 Recreation/playground, common, and athletic areas are safe and large enough for the number of students. (C)

8.4a The playground supports the developmental growth of children within a context of safety. The program has addressed the needs of children and the priority of safety through: (EE)
- Encouraging teachers to view the playground as an extension of the classroom
- Providing varied and sufficient equipment (including loose parts)
- Enhancing the playground with natural elements
- Including these safety measures: fencing, a balance of sun and shade
- Ensuring that cushioning materials are provided (type and depth) that meet state and/or national playground safety standards
- Providing 75 square feet per child (those on the playground at any given time)
- Assigning individuals the responsibility to monitor, maintain, and inspect the playground and equipment
- Creating guidelines for extreme weather and air quality advisories

8.5 A written facilities plan to address future programs, enrollment changes, staff, facility, and technical needs as well as future capital improvements are in place. (C)

8.6 Vehicles and drivers used to transport students for any school activities follow the school’s policies as well as any governmental and insurance regulations that are appropriate. (C)

8.7 Written transportation rules, regulations, and adequate training for students is provided.

8.8 Adequate insurance for liability, vehicle, and property-damage is in place. (C)

8.9 Written policies and procedures are in place for routine safety inspections, servicing, and repair of school owned vehicles and for reporting vehicle accidents – including communications with parents, media, and the constituency. (C)

9.0 Character, Values, and Spiritual Development of Students

9.1 Expected student outcomes include character development, the acquisition of Christian values, and spiritual formation. (C)

9.2 Respect, compassion and caring are taught and demonstrated for self and all others consistent with biblical teachings. (C)

9.3 Large and small group experiences follow a scheduled and planned sequence of spiritual formation, character development, discipleship and instilling Christian values. (C)

9.4 Disciplines of the Christian life (e.g., Bible reading, prayer, Bible memorization, Bible study, devotional reading etc.) are modeled by staff; taught to students, and scheduled or systematically practiced. (C)

9.5 Ethical and moral behaviors, based on biblical character and values, are routinely taught and modeled by the staff, students and throughout the organization. (C)

9.5a Staff/child interaction reflects the attitude of Christ toward children. Staff is accessible, warm, sensitive, attuned, attentive, responsive, and engaged. Communication is unhurried and tailored to the individual needs, aptitudes, and temperaments of the child. (EE)

9.6 Application of a biblical worldview and a “Great Commission” perspective of the world is evident, in a natural and unforced manner, in all curriculum and activities of the school. (C)
10.0 Continuous School Improvement Plan

10.1 The ongoing planning process is broad-based, collaborative, and is committed to serving all stakeholders. (C)

10.2 The improvement plan has its foundation and basis in student achievement & development, school improvement/ effectiveness, and the schoolwide expected student outcomes. (C)

10.3 The improvement plan is developed through an assessment of the self-study and strategic planning (long & short range) for ongoing school improvement in all areas of school life (e.g., professional development, evaluation, assessment, and school effectiveness). (C)

10.4 Each action item in the improvement plan addresses the fiscal, personnel, resources, and time implications in relationship to the school’s mission, vision, philosophy, and the schoolwide expected student outcomes. (C)

10.5 The school evaluates and documents the effectiveness and impact of its continuous school improvement plan and communicates to all stakeholders the results and plans. (C)
ACSI ACCREDITATION SECTION PREFERENCE FORM
Elementary, Junior High, High Schools

COMMITTEE MEMBER

SCHOOL PHONE ( ) HOME PHONE ( )

Since you may have certain preferences of topics, please indicate to your Visiting Committee Chairman. Check choices in each of the three boxes. RETURN PROMPTLY TO VISITING COMMITTEE CHAIRMAN.

Indicate your first, second, third, fourth choices of topics for which you are willing to assume major responsibility.

Section 1  Philosophy & Foundations
Section 2  Governance & Leadership
Section 3  Home and Community Relations and Student Services
Section 4  Personnel

Indicate your first, second, third, fourth choices of topics for which you are willing to assume major responsibility.

Section 5  Instructional Program

Elementary Curriculum Program

Secondary Curriculum Program

________ Kindergarten Program
________ Fine Arts: Art, Music
________ Language Arts: Spelling Reading, Penmanship
________ Bible
________ History (Social Studies/Geography)
________ Physical Education
________ Mathematics
________ Science
________ Computer Science

________ Business Education
________ Fine Arts: Art, Music, Drama
________ Language Arts: English, Journalism
________ Bible
________ History (Social Studies)
________ Physical Education
________ Mathematics
________ Science
________ Computer Science

Indicate your first, second, third, fourth choices of topics for which you are willing to assume major responsibility.

Section 6  Library/Technology Media Services
Section 7  Crisis Planning, Safety, Health, and Food Services/Nutrition
Section 8  Facilities, Environment, and Transportation
Section 9  Character, Values, and Spiritual Development of Students
Section 10  Continuous School Improvement Plan
### SAMPLE VISITATION TIME SCHEDULE

#### DAY BEFORE VISITATION

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:00</td>
<td>Check in at the hotel</td>
</tr>
<tr>
<td>3:20</td>
<td>Meet in the hotel lobby</td>
</tr>
<tr>
<td>4:00</td>
<td>Tour of campus facilities</td>
</tr>
<tr>
<td>6:00</td>
<td>Dinner and Conference with School Board and Administration</td>
</tr>
<tr>
<td>7:00</td>
<td>Training and orientation at hotel conference room</td>
</tr>
<tr>
<td></td>
<td>Hand out travel vouchers, C.E.U.'s, firming up assignments, handling</td>
</tr>
<tr>
<td></td>
<td>questions of committee members, first reading of commendations &amp;</td>
</tr>
<tr>
<td></td>
<td>recommendations</td>
</tr>
</tbody>
</table>

#### FIRST DAY

Breakfast in hotel restaurant according to individual preferences

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00</td>
<td>Meet in hotel lobby</td>
</tr>
<tr>
<td>7:30</td>
<td>Meet faculty and devotions</td>
</tr>
<tr>
<td>8:00</td>
<td>School Begins</td>
</tr>
<tr>
<td>9:00</td>
<td>Conference with Parents</td>
</tr>
<tr>
<td>8:00</td>
<td>Interviewing, observing, data gathering and writing</td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00</td>
<td>Interviewing, observing, data gathering and writing</td>
</tr>
<tr>
<td>3:00</td>
<td>Interviewing schoolwide committee, teachers or department heads, data</td>
</tr>
<tr>
<td></td>
<td>gathering and writing</td>
</tr>
<tr>
<td>5:00</td>
<td>Dinner for committee alone</td>
</tr>
<tr>
<td>7:00</td>
<td>Report writing at hotel conference room</td>
</tr>
</tbody>
</table>

#### SECOND DAY

Breakfast in hotel restaurant according to individual preferences

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30</td>
<td>Depart for School</td>
</tr>
<tr>
<td>8:00</td>
<td>School Begins</td>
</tr>
<tr>
<td>9:00</td>
<td>Interviewing, observing, data gathering and writing</td>
</tr>
<tr>
<td>12:00</td>
<td>Conference with Students</td>
</tr>
<tr>
<td>1:00</td>
<td>Interviewing, observing, data gathering and writing</td>
</tr>
<tr>
<td>3:00</td>
<td>Interviewing schoolwide committee, teachers or department heads, data</td>
</tr>
<tr>
<td></td>
<td>gathering and writing</td>
</tr>
<tr>
<td>5:00</td>
<td>Dinner for committee alone</td>
</tr>
<tr>
<td>7:00</td>
<td>Report writing at hotel conference room</td>
</tr>
</tbody>
</table>

#### THIRD DAY

Breakfast in hotel restaurant according to individual preferences

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30</td>
<td>Check out of hotel and depart for School</td>
</tr>
<tr>
<td>8:00</td>
<td>Final observations, report writing in school work room, collect travel</td>
</tr>
<tr>
<td></td>
<td>vouchers, work on justification document, ballot, standards list</td>
</tr>
<tr>
<td>11:00</td>
<td>Report to school administration</td>
</tr>
<tr>
<td>12:00</td>
<td>Working lunch in workroom</td>
</tr>
<tr>
<td>1:00</td>
<td>Proof final report, justification document, ballot, standards list</td>
</tr>
<tr>
<td>3:15</td>
<td>Report read (major commendations and recommendations) to School Community</td>
</tr>
<tr>
<td></td>
<td>(board, administration, faculty, staff, parents, students)</td>
</tr>
<tr>
<td>4:00</td>
<td>Depart</td>
</tr>
</tbody>
</table>
HELPFUL GRAMMATICAL REMINDERS

Follow standardized rules of written English unless some deviation has been requested by ACSI for a special reason.

Rules for capitalization:
1. Capitalize school subjects if they are names of languages, specific numbered courses, or specific courses. (French, Algebra I, algebra classes, World History, history class, mathematics curriculum, etc.)

2. Capitalize the names of particular departments. (Language Arts Department, Social Studies Department, the department head, etc.)

3. The administration, the faculty, the school board, the pastor, the visiting team, are not capitalized. If these nouns are used as part of a title, they are to be capitalized. (Pastor Brown, Administrator Doe, etc.)

4. Names of academic classes are not capitalized.
   a. The administration include freshmen on the student planning committee. (Sec. 7, Student ad hoc committee)

Abbreviations & Numbers
1. Use few abbreviations. Use the full name of a course or program before referring to it by use of an acronym or initials. Not all readers of the report may know what they mean.

2. Numbers that can be expressed in one or two words are usually spelled out; other numbers are written figures. (ten, fifteen, one-hundred, 708, 1,550)

3. A number at the beginning of a sentence is written out. If it is a long number or if writing it out is awkward, rephrase the sentence, changing the position of the number.

4. Use a comma to separate words, phrases, and clauses in a series. Some grammarians omit the comma before “and”, but in some instances this confuses the meaning.

5. Use a hyphen:
   a. between a prefix and a proper noun or adjective as in “pre-Columbian”.
   b. between a prefix ending in “i" and a root word beginning with “i” as in “semi-independent”.
   c. There is no simple rule for hyphenating most compound nouns. Usage varies widely. In three different publications one may find the same word written with a hyphen, as two words, and written together with no hyphen. Consult a dictionary. If the dictionary does not list the compound word you need (either as one word or with a hyphen), write it as two words, without a hyphen. This is a rule generally accepted by grammarians.

6. A verb agrees with its subject in number and person. Phrases or clauses coming between the subject and the verb do not affect the subject-verb agreement.

7. Rules governing compound subjects and collective nouns are too many to list here. The Reference Handbook of Grammar Usage gives detailed examples listed under “Agreement” and “Collective Nouns”. 
ACSI ACCREDITATION

COMMENDATION FORM

Prepare 3 commendations per assigned section prior to the visitation.
Please give one commendation per page.

SECTION TITLE:
(i.e., Philosophy & Objectives, School, Home & Community, etc.)

Elements of high quality commendations are:
Who (position) is responsible for this specific strength?
What is the specific strength?
What is the outcome of the strength on the curricular and instructional program for the students?

ie. The administration and staff of the school for recognizing the value of thematic presentation of subject matter to make it more practical and useful to the students resulting in higher motivation to learn and increased retention.
(School Report, p. 73, II, 1, c; Curriculum, Thematic Units section; Staff Conference; Classroom Observation)

Identify two exact locations of commendation: in instrument, policy manual, interview, observation, etc.
*(i.e., Page 48, Roman Numeral II, Number 1, Letter a) (i.e., interview with administrator)

Page ___________ Roman Numeral _______________ Number _____________ Letter ___________

Page ___________ Roman Numeral _______________ Number _____________ Letter ___________

Standard __________________________________________

Prepared by: ______________________________________

(While on campus your major task is to verify the strengths and weaknesses as noted in the school report. The most acceptable way of documenting is as listed above.* In isolated cases when the item cannot be located, please use “Observation” (class), “Conference” (position) or etc.).

PLEASE RETURN THIS FORM TO YOUR VISITING COMMITTEE CHAIRMAN.
(Form may be duplicated.)
ACSI ACCREDITATION
RECOMMENDATION FORM

Prepare 3 commendations per assigned section prior to the visitation.
Please give one commendation per page.

SECTION TITLE:
(i.e., Philosophy & Objectives, School, Home & Community, etc.)

Who (position) will facilitate addressing the area of improvement?
What is the clear, specific area for improvement.
What is the positive outcome of the improvement on the curricular and instructional program for the students?

ie. That the math staff encourage the use of calculators in all classes, except when computation skills are the focus of the lesson, which will increase the awareness and the use of technology as a lifelong skill.
(School Report, p. 90; IV, 2, B; Staff Conference; Classroom Conference)

Identify two exact locations of commendation: in instrument, policy manual, interview, observation, etc.

*(i.e., Page 48, Roman Numeral II, Number 1, Letter a) (i.e., interview with administrator)

Page ____________ Roman Numeral ______________ Number ______________ Letter ____________

Page ____________ Roman Numeral ______________ Number ______________ Letter ____________

Standard __________________________________________

Prepared by: ______________________________________

(While on campus your major task is to verify the strengths and weaknesses as noted in the school report. The most acceptable way of documenting is as listed above.* In isolated cases when the item cannot be located, please use “Observation” (class), “Conference” (position) or etc.).

PLEASE RETURN THIS FORM TO YOUR VISITING COMMITTEE CHAIRMAN.
(Form may be duplicated.)
VISITING COMMITTEE REPORT QUALITY COMMENDATIONS

Identifying Outstanding Strengths

The elements of high quality commendations are:
Who - who is responsible for this strength;
What - a clear, specific strength;
Outcome - the impact of the strength on the curricular and instructional program for students;
Documentation - accurate, specific documentation (minimum: two references)

Samples are given below:

The Committee commends:

1. The school staff, students and parents for working cooperatively to create an effective educational/environment which is reflected by a low dropout rate, a high daily attendance rate, strong parent and community support, increased test scores, a safe and orderly campus, and a clear academic focus coupled with high expectations.
   School Report pp. 115-117; administration and staff interview; classroom observations; WASC Criteria: Student Support

2. The school and administration and staff for restructuring the school organization to develop a middle school with attendant curriculum, facilities and staff thereby better meeting the special needs of this age group.
   School Report, p 78-81; administration, staff, and parent conferences; WASC Criterion: Organization

3. The district administration, school administration, certificated and classified staffs for their interest and effort in establishing sheltered ESL classes which provide the core curriculum and electives for limited English speaking students.
   School Report, pp. 31, 40-41; conferences with counselors; observation in classrooms;

4. The school administration and faculty for the development of a clearly defined “Mission Statement” which incorporates a shared responsibility for student achievement and recognition of the need for a positive learning environment that will facilitate student achievement.
   School Report, pp. 3,5; conference with Process Committee; observation of classes

5. The department and students for using collaborative grouping in which students explore their understanding of literature through visual interpretations, discussions and extended writing activities.
   School Report p. 191; student interview; classroom observation; WASC Criterion: Curricular Program

6. The administration and staff for implementing staff development activities that provide for improving student achievement, instructional strategies, curriculum development and school safety.
   School Report p. 26; administration and staff interview; WASC Criterion: Philosophy, Goals and Objective

7. The administration and school team for the many and varied religious experiences offered to the students to encourage their spiritual development.
   School Report, pp. 47-49; conferences with administration and faculty

8. The Religion Department staff for its creation of a chapel curriculum which provides for follow-up learning experiences in the classroom setting.
   School Report, pp. 47-49; conferences with administration and faculty

9. The Religion Department staff for a “life-style”-oriented religion program which encourages students to live out their religious experiences and beliefs.
   School Report, pp. 86-89; conferences with departmental staff, students and parents; observation of classes;
10. The faculty for using a variety of instructional strategies such as computer/laser technology, calculators, projects manipulatives, cooperative learning experiences, portfolios, etc. to accommodate the varied learning styles of the students.  
*School Report, p. 42; classroom observation; faculty and student interview*

11. The students for the rapport they have with the teachers whom they describe as caring and personable producing an atmosphere conducive to effective collaboration in learning.  
*School Report p. 90; student and teacher conferences; WASC Criteria: Student Support Services*

12. The school administration and the instructional staff for the scope and sequence of the course offerings which appropriately cover the breadth of a basic study of the Bible.  
*School Report, pp. 87, 90; examination of the course offerings; conference with instructional staff*

13. The instructional staff members for their commitment to excellence in Christian education and effective, close student/teacher relationships that impact all areas of students’ lives.  
*School Report p.29; observations of school activities and instruction; student and parent interviews*

14. The instructional staff for developing strong personal relations with the students thereby being available to listen and discuss any problems with which the students may need assistance.  
*School Report pp. 38, 43; observation of classes; conferences with staff and students*

15. The students for their involvement with chapels to allow them an opportunity for application of Biblical themes and instruction.  
*School Report, p. 68; conferences with student; observation of chapels*

16. The instructional staff for integrating the music, drama and art into other curricular areas, e.g., Bible, science, language arts, to provide an integrated instructional approach.  
*School Report, pp. 79-80; observation of classes and chapel program; conferences with instructional staff*

17. The school administration and faculty for providing a wide variety of witnessing/service activities that have enhanced student understanding of their social and spiritual responsibility.  
*School Report, pp. 152-154; conferences with school administration*

18. The administration and staff of the school for recognizing the value of thematic presentation of subject matter to make it more practical and useful to the students resulting in higher motivation to learn and increased retention.  
*School Report p. 73; Curriculum Guide, conferences with staff; classroom observation*

19. The teachers for modeling the value of being lifelong learners through their own ongoing education and professional development and for bringing innovative, creative ideas to the classroom, in order to enrich the learning environment of the students.  
*School Report: pp. 5-7; observation; interviews with faculty, students, and parents; WASC Criterion: Staff*

20. The administration for providing a library which has a significant non-print collection, and technology-based information retrieval resources available to enrich the learning options for students.  
*School Report p. 90; conference with Resource Committee; observation of library*
The elements of high quality recommendations are:
Who - who will facilitate addressing the area for improvement;
What - a clear, specific area for improvement;
Outcome - the positive outcome of dealing with the area for improvement;
Documentation - accurate, specific documentation (minimum: two references).

The Committee recommends:

1. That the faculty utilize a greater variety of instructional strategies appropriate to students’ learning styles that will keep them actively engaged in their learning.
   School Report p. 43; classroom observation; faculty and student interviews; WASC Criteria: Curricular

2. That the site administration and staff expand the existing curriculum so that students with special needs are provided with instructional methods, assignments, and curriculum materials that are appropriate to the students’ needs and language abilities in order to enhance academic success.
   School Report p.43; counselor, teacher, student & parent conferences; WASC Criterion:Curricular Program

3. That the administration and staff develop an ongoing process for improving the educational program for students. The process should include: 1) identification of the person(s) responsible for leadership in curriculum and instruction; 2) development and ongoing review of core concepts and skills learned by all students; and 3) implementation of appropriate instructional practices and assessment strategies. The process should be the object of ongoing evaluation involving the community, administration, staff, students and the governing body.
   School Report, pp. 206-208; conference with Process Committee; WASC Criterion: Curricular Program

4. That the site administration and faculty focus attention and services on the “average” students in order to raise their expectations, increase their motivations and maximize their potential.
   School Report, pp. 42-43; Student and faculty interview; WASC Criteria: Student Support Services, Curricular Program;

5. That the school administration and instructional staff revise the development of specific curricular outlines that show how the agreed upon concepts, skills and values should be taught in each subject area to ensure a continuity of instruction throughout the four years of education. The staff should refer to references and describe current secondary curricular ideas, instructional practices and assessment techniques.
   School Report p. 19; administration and faculty interviews; classroom observation; WASC Criterion: Curricular Program

6. The school administration increase participation of the local business community in the planning and implementation of curriculum to ensure an appropriate range of courses and programs that provide job-entry skills and to create new opportunities for gaining resources.
   School Report p. 91; faculty and counselor interviews; WASC Criterion: Student Support Services.

7. That the math staff members encourage the use of calculators in all classes, except when computation skills are the focus of the lesson, which will increase the awareness and the use of technology as a lifelong skill.
   School Report, pp. 90, 91, 92; conferences with math staff and students; WASC Criterion: Curricular

8. That the site administration and staff provide staff development activities that focus on teaching strategies to meet the needs of a changing, multicultural school population.
   School Report, p. 52; observation of classes; student interviews; WASC Criterion: Curricular Program;

9. That the site administration and the staff collaborate in developing strategies that encourage parents and community to become involved in the school program to support student activities and progress.
   School Report p. 43; administration, staff, and parent interviews, WASC Criteria: Student Support Services,
10. That the school administration and instructional staff complete a written curriculum that provides continuity of the instruction regardless of staff turnover.

_School Report, pp. 88, 90; conferences with administration and instructional staff; curriculum guides_

11. That the school administration facilitate regular and ongoing K-8 subject area discussions based upon the developed curricular outlines, suggested instructional strategies, means of assessment, and the materials and resources used. This dialogue will support and assist the instructional staff as they improve the student-centered instructional programs.

_School Report p. 53; faculty interview; classroom observation; instructional; draft curricular outlines.

12. That the administration and teachers work together to update the student handbook in order to provide clear descriptions of program organization, school policies and procedures, and other pertinent information for parents and students.

_School Report, pp. 38, 43, 191, conferences with parents, administration and instructional staff_

13. That the school administration prepare a staff information and procedures manual to provide orientation of staff in all aspects of the school program.

_School Report pp. 148-149, 152; conferences with administration and instructional staff_

14. That the school board, the school administration, the staff, parents and students expand the philosophy statement through a more specific delineation of the goals and objective. This will provide a meaningful instructional rationale for daily operations of the school.

_School Report, Candidacy Report, pp. 5, 54; administration interview; philosophy statement_

15. That the administration, the instructional staff, the parents and the students restructure the communication process in order to provide adequate time and opportunity to discuss and clarify the school program instructional concerns that impact the daily program for students.

_School Report, pp. 30, 32; administration, parent, student and faculty interview; classroom observation_

16. That the administration and staff develop and implement a plan to expand the schoolwide use of authentic, performance-based assessment to appropriately measure the progress of all students toward the achievement of clearly defined student learning outcomes, in a rapidly changing, culturally diverse, student population.

_School Report, pp. 60-62; administration interview; course descriptions; WASC Criterion: Curricular_

17. That the administration, counseling staff, and faculty develop and implement a plan to expand staff and student awareness and understanding of career/vocational options to assist all students in developing realistic career goals and plans.

_School Report, pp. 66-68, 75-79; conferences with, administration, staff, students and parents_

18. That the school administration, faculty, and library staff develop a schoolwide plan to ensure that the library’s services and materials encourage students to utilize the library for assigned work as well as for their own interests.

_School Report p. 77-78, conferences with library staff; observation of library, WASC Criterion: Library_

19. That the administration implement a highly visible decision-making and appropriately communicated planning process that identifies clear outcomes, expected timeliness, assignments of responsibility, and evaluation measures to accomplish the school’s vision. This planning should be proactive and anticipate future needs and desired results.

_School Report, pp. 29, 33; conferences with staff_

20. That the district and site administrations more clearly define and clarify the roles and responsibilities of all persons involved in the school’s decision-making process to facilitate effective working relationships and communication.

_School Report p. 14; administration, staff, student and parent conferences; WASC Criterion: Organization_
SAMPLES OF INCOMPLETE COMMENDATIONS

The committee commends:

1. The school on providing large, well-lighted, attractive classrooms. (Observation)
2. The board for having the insight to provide a fine physical plant.
3. An Objectives Statement which touches on the spiritual, academic, social, and physical needs of students. (II, II, 1)
4. That consideration be given to the development of a community (parents) resource file (talent bank) to enrich curriculum offerings in the fine arts. (Observation/Interview)
5. The continued efforts toward consistency in admissions policy through to established guidelines. (Appendix, Page 21)
6. The involvement of the PTF through fund-raising to make available materials and equipment not provided through budget. (Interview)
7. Bible: The school for using two Bible texts for: (1) developing Godly character and (2) developing biblical knowledge. (Page 108, I, 5)
8. The excellent use of community resources for chapel. (Page 112, II, 9)
9. The variety of teaching methods and language experiences in grades 1-6 used to facilitate and enhance learning. (Page 117, 118, I, 6)
8. To the board for developing philosophy and objectives that strive to maintain a high academic standard through teaching the student the ability to discern truth from error. (Page 5, III, 2)
9. To the board for clearly stating the philosophy and objectives which provide a quality Christian education which is Christ-centered to both parents and students. (Page 1, I, 3)

SAMPLES OF INCOMPLETE RECOMMENDATIONS

The committee recommends:

1. To develop a sequence which would serve as a guide for the timely introduction of each subject area.
2. The school require new students submit the most recent report card with conduct grades and a copy of achievement test scores if available. (Page 10, I, 3)
3. Specific areas of art should be covered by each grade. A list of art projects by grade would prevent repetition. (Page 164, II, 1b)
4. The purchase of a Commodore software grading program. (Page 33, V, 3b, 34, V, 4b)
5. The use of more manipulative and practice materials at all grade levels. (Page 50, II, 2a, c)
6. The school for the expressed intent to provide thorough saturation of philosophy with all staff, parents, and students during their time at the school. (Section 2, Page 2, I, 5, 8)
7. The number of part-time teaching staff be reduced as soon as possible. (Eval. comments related to staff turnover.)
8. ACSI directly review the percentage of teachers having ACSI certification and evaluate compliance with required minimum standards. (Observation)
9. That the possibility of providing additional administrative help for the principal be given careful study and consideration. (Section II, Page 2, I, 2)
TO DO AND NOT TO DO

1. Reference every commendation and recommendation.
2. Avoid overuse of terms such as “Conference” and “Observation.”
3. Spell correctly.
4. Match subject and verb.
5. Each commendation and recommendation must read as a complete sentence.
6. Always identify to whom the commendation or recommendation is addressed.
7. Always identify a clear, specific area of strength or need of improvement.
8. Always identify the impact of the strength on the curricular and instructional program for students or the positive outcome of dealing with the area for improvement.
9. No more than 10-12 major recommendations unless a limited term is recommended.
10. Be careful with “continue to” recommendations.
11. Be careful with commendations and recommendations on the same issue.
12. Every ballot must have a justification statement which is consistent with commendations and recommendations. The statement must also relate to standards for accreditation.
   (See Section I of Self-Study)

SUGGESTED VERBAGE FOR COMMENDATIONS AND RECOMMENDATIONS

Accelerate       Concentrate       Increase       Relocate
Accept          Concern          Inform        Report
Achieve         Conduct          Initiate       Retain
Acquire         Construct        Inquire        Replace / repair
Add             Contrast         Install        Require
Adhere          Coordinate       Institute      Restructure
Adjust          Correlate        Integrate      Revise
Administer      Create           Insure        Reveal
Adapt           Define           Involve        Review
Adopt           Demonstrate      Mainstream     Schedule
Agree           Describe         Maintain       Secure
Align           Develop          Manage        Seek
Alleviate       Delineate       Measure        Seek resources
Allocate        Differentiate    Meet          Seek ways
Allows          Discuss         Minimize       Share
Analyze         Distinguish      Participate   Stress
Analyze the impact Emphasize Place emphasis Synthesize
Apply           Employ          Prepare        Take
Appraise        Encourage       Present        Test
Arrange         Ensure          Practice       Translate
Assess          Equip           Probe         Try
Assign          Establish       Progress       Use
Allocation      Estimate        Promote       Upgrade
Assume          Evaluate        Propose       Work
Assume responsibility Examine Place emphasis Work to develop
Begin           Exercise         Prepare        Work
Broaden the scope Expand Present
Build           Express          Practice       Work
Build
Calculate       Focus           Prepare
Choose          Form            Present
Clarity         Formulate       Practice
Collect         Foster          Present
Communicate    Fulfill         Practice
Compare         Implement       Rate
Compose         Incorporate     Recognize

35
The statement should describe what is actually at the school. The heading may be written by the chairman or the team member who is responsible for the section.

The school board acts in an advisory role to the church board. The school board makes recommendations to the church board. The board consists of 9 members. The board members serve three-year terms with one third of the board up for election each year. Nominations are given to the school administrator. Potential board members fill out an application, which is reviewed by the board. Each parent of the school is eligible to vote. The election is held at the May Parent Teacher Fellowship meeting. New board members assume their position July 1. The pastor is the chairman of the school board. The school administrator is also a member of the school board but in a nonvoting role. New board members go through training by reading two required books. The board meets the first Monday of each month. Board members are expected to attend all meetings. A board member is asked to resign if they miss four meetings in one year. The board chairman and the school administrator set the agenda. Board members must let the board chairman and school administrator know items that they would like to discuss ahead of time. New items are not discussed from the floor at the board meetings. Board members have clear defined written roles. The board has a well organized detailed Board Policy Manual.
The methods used to collect information during an accreditation visit are observation, interview, and review of documents. Over 70 percent of the visiting committee’s time will be spent in observations and interviews, both formal and informal.

Observation is a critical step in the multi-method approach of collecting information. You will gain much insight by observing what is happening with children and adults. Afterward, you will be able to ask about what you observation formal and informal interviews. Observing is an active process that includes talking to children; looking at their work and records of their work, as available; and talking to adults who work with the children – teachers, assistants, and aids – in addition to observing them at work. Generally, observation in classrooms will center on total classrooms and the activities of children. Some committee members may plan to shadow a sampling of children throughout their day.

The information you need in order to apply each criterion will determine what you should observe in the classroom. However, some initial observations will help committee members focus on the important elements common to all areas of a program for children.

**General classroom observations**

- How the classroom is being managed? What happens when disturbances occur?
- Are the children engaged in their activities and projects?
- Range of activities taking place. How well do the activities allow for accommodation and assimilation?
- The children’s assignments. What sort of assignment or tasks are the children given? Do they know what to do?
- How are the children challenged to communicate? To think and solve problems?
- Meeting special needs. Are children with special needs participating in the classroom activities? If so, how?
- Arrangement of the environment. Does the classroom environment encourage children to learn in a variety of ways according to their own learning styles?

**Observations around the school:**

As with observation in the classroom, observation in other places (offices, campus grounds, etc.) is guided by what the committee member needs to know and has been asked to validate. The following are some general observations you can make in order to gain a sense of the school culture:

- The interaction among adults; the interaction among children.
- How children are supported and how they support others.
- The extent to which adults and children value learning.
- The interaction between adults and children.
- How parents and community members contribute to the program.
- What the program’s rules are and how they are enforced.
- Ways students and adults are recognized and rewarded.
General Observations:

The following “Keep in Mind” summarizes important points about observations.

**Keep in Mind**
- Establish rapport with those being observed.
- Let the program unfold to you; don’t jump to conclusions about what the program is like.
- Remember that being observed usually causes people to act differently as anxieties are created regardless of the skills of the observer.
- Structure your observation so that you learn what you need to learn. Then be tactful but assertive about getting the additional information you need.
- In your notes, tell what you see rather than how you react to what you see; any notes should be recorded after leaving the classroom.
- Know when and how to leave a classroom.
- Be aware of biases that can influence observations.

**COLLECTING INFORMATION THROUGH INTERVIEWS**

II. Interviews:

Interviews are used as part of the accreditation process to find out information that is not directly observable, such as what has happened and what is planned. They are used to find out people’s beliefs, ideas, and intentions, and to validate and expand prior information gained through observation and the review of documents such as the early education curricular materials, the program’s mission, policies, and so forth.

Interviews not only provide the committee members with opportunities to add to their store of knowledge about the educational program by asking questions; they also provide feedback opportunities. The committee should use part of each interview to share with the interviewees what they are learning about their program and to invite their feedback on the accreditation process as an integral part of their improvement efforts. Interviews should include discussion as well as questions.

Interviews used in accreditation visits consist of two types:

A. **Informal:**

Conversational; usually one to one; for example talking to teachers, aides, and children during classroom observations, or talking to teachers in the faculty lounge and children at various locations on campus; questions tend to be spontaneous.

B. **Formal:**

Scheduled interviews with teachers, support staff, and administrators; major topics to be discussed are usually established prior to the interview.

Techniques for conducting interviews involve careful phrasing of questions that elicit responses based on factual information as well as the interviewee’s personal experiences, opinions, feelings, or beliefs. When asking questions that invite interviewee to address single issues in an unbiased manner, the interviewer should provide time for thought and reflection. Paraphrasing, asking for clarification, and providing feedback can help the interviewer build on information initially shared.
The following “Keep in Mind” summarizes some important points about interviews.

**Keep in Mind**

Important points about interviews.

- Keep initial questions simple and non-threatening.
- Use open-ended questions. Yes/no questions set a feeling of interrogation and provide little information.
- Ask questions that do not imply the answer and do not reflect your own biases.
- Use clear, concise language appropriate to the interviewee.
- Explain purposes of questions.
- Ask questions that will verify what you think you know and will add missing pieces of information.
- Your notes should record what is said – not your reactions, feelings, or interpretations.
- Allow adequate time for responses.
- Do not assume that people understand what you are asking – make sure that they do.
- Do not push for answers at the interviewee’s expense.
- Be mindful of nonverbal feedback, i.e. facial expressions, turning away, and so on.
- Be alert to “clues” of interviewee and follow up on what is not being said.
- Listen to responses; be an active listener.

**When interviewing a group:**

- Make sure the group is arranged so that everyone can see and be seen, i.e., in a circle.
- Elicit responses from everyone. Do not allow a few people to dominate the interview.
- Thank people for attending and contributing.
- Watch your time. Don’t go on and on. Have an end point and stick with it.

**INTERVIEW SAMPLE QUESTIONS**

The following questions allow the interviewee to validate and expand prior information gained through observation and document review.

**FACULTY**

The following questions allow the interviewee to validate and expand prior information gained through observation and document review.

- What do you feel are the strengths of the instructional program? The areas that need improvement?
- Do you feel any additional improvements are needed in the instructional program?
- What things are being done to improve the instructional program?
- Describe the balance, between teacher-directed, structured activities and child-initiated hands-on activities in your program.
- Do you participate in the revision of the curriculum and materials?
- How do you feel the development of a written curriculum has improved your teaching?
- Do your current materials cover what is spelled out in the written curriculum?
- How do you communicate with parents?
- What are our discipline procedures?
- How would you rate the communication between the major groups in the educational program? (board, staff, students and parents)
- How is Scripture integrated with any secular educational materials?
- What so you think of your overall responsibilities?
• Do you have enough paid time to prepare your lessons or fulfill your job description?
• If you were in an administrative position, what changes would you suggest making?
• What are the program’s greatest strengths?
• How is the board sensitive to staff needs?
• Do the in-service activities challenge individual teachers to strive toward excellence?
• Describe how the accreditation self-study process has or has not been beneficial for you.
• How does the board/administration deal with disagreement/conflict?
• How are you involved in the curriculum review (textbook cycle)?
• How does the media center provide adequate materials for classroom instruction?
• How are you involved in the ESLR process (collection of material, assessment, and improvement plans)?
• How are you involved in the budget planning process?
• How are you involved in the planning of professional growth opportunities?
• Please explain the teacher application process?
• How are you involved in the evaluation of the school philosophy, mission, and vision statement?
• What is the school’s overall discipline policy?
• How do you meet the needs of students with learning difficulties?

PARENTS
• Why did you choose this school for your children?
• What is the school’s relationship with the parents?
• How would you describe the spiritual atmosphere in the school?
• How does the school respond to expressed concerns?
• Are parents given an overview of school expectations?
• How adequate is communication about student progress?
• How would you rate discipline procedures in the school?
• How is the home involved in the school’s discipline procedures?
• Are your children happy going to school here?
• Overall, how would you characterize the relationship of students and teachers?
• How does this school seek to promote the spiritual welfare of your child(ren)?
• What are you most proud of in this school?
• What dream do you have for the school?
• What are the greatest strengths of the school? What are some improvements needed in the school?
• How do teachers integrate biblical truth into their teaching?
• Is the school responding adequately to changes in the community?
• Are there any changes needed in the curriculum?
• Are you satisfied with current levels of individual attention given to your child?
• What else do you believe we should know about the school?
• What do you know about the school’s strategic plan?
• How did parents participate in the development of the strategic plan?
• What are your children’s attitudes about school?
• How is the communication between the school and you?
• Do you feel comfortable coming into the school? Speaking with the administration?
• Why did you select this school for your child?
• If you could change anything, what would it be?
• How were the parents involved in the self-study?
• How were the parents involved in the study of the ESLRs?
• How well are the graduates prepared for college?
• Explain the process for due process or chain of command when dealing with school concerns?
STUDENTS
• What do you like best about this school?
• What are some of the things you like least about the school? If you could change one thing, what would it be?
• Are you growing spiritually as a result of being a student at this school?
• Do you have many friends at this school?
• Do the teachers seem to like you and care about what happens to you?
• Do the teachers give you extra help when you need it?
• How often do you have a chance to use the library?
• Are there any activities to participate in outside of the classroom?
• Does the school have service projects?
• Do you like the school chapels? How would you like to see them changed?
• How do your teachers share how God and the Bible relate to each subject area?
• How do you feel about the sports program? Music program? Art program?
• Would you recommend this school to your friends in other schools?
• Is there any leadership training or student government?
• How does the school help students in the college/career process?
• How much homework do you have on an average?
• What place does prayer play at this school?
• What do you know about the school’s future strategic plan?
• Were you aware that the planning process was occurring?
• How did students participate in the development of the strategic plan?
• Did any of you participate in the development of the plan?
• What do you think the school needs most that the school doesn’t have?
• How successful a student are you? If you attended another school before, are you more or less successful here as you were there?

PRINCIPAL/HEAD OF SCHOOL
• How long have you been at this school?
• What are the key elements of the philosophy of the school?
• How is this school distinctively Christian?
• Describe the school and the community.
• What is the organizational pattern of the school?
• What are your priorities as the administrator of this school?
• What is the process for textbook and materials selection?
• What is the philosophy of curriculum development?
• Describe staff development activities.
• Describe the frequency and format of faculty meetings.
• What is the school’s referral process?
• What is your role in preparing the budget?
• What is the projected enrollment for this coming year?
• What is the recruitment process for the school?
• What is your role in public relations?
• How are communications structured within the school and the community?
• Is there an Education Committee on the School Board?
• What kinds of fundraisers do you have and how are they run?
• Explain the role and use of volunteers in the school.
• What is done to provide for the positive spiritual formation of students?
• What are your expected student outcomes? Are these listed anywhere
• What are your goals for the school?
• How do you support the professional and spiritual growth of the teachers?
• What would be helpful to you for the visiting team to include in its report of commendations and recommendations?

SPONSORING CHURCH PASTOR
• How long have you been here?
• What are the key elements of the philosophy of the school?
• How would you characterize your relationship with the administrator?
• How would you characterize the support of your congregation for the school?
• Is the impression of your congregation as a whole that the school adds to or detracts from the overall ministry of the church?
• In your estimation how well does the school provide a positive environment for the spiritual formation of students?
• In what ways does the school complement your vision and desire for your church body?
• How are communications structured between you and the school?
• What are your priorities for the school?
• In what ways are you involved in the school?
• What is your role in public relations?
• What kinds of fundraising do you have for the school and how are they run?
• What are your hopes for the school?

GOVERNING BODY
• What role did the governing body plan in the accreditation process to date? What role will it play in the future?
• What is the level of support by the governing body for the accreditation process?
• What aspects of the accreditation process and self-study were given formal approval by the governing body?
• What aspect of the accreditation process and self-study holds the greatest interest for you?
• Which aspect of the process or plan do you believe will have the greatest impact on the school?
• What are the greatest strengths of the accreditation process? How could the process be improved?
• How does the board deal with disagreement/conflict?
• What is the governing body’s vision of where the school should be in five years? Will the action plans serve to reach that vision?
• What expectations does the governing body have for the Visiting Committee visit that would assist the school in improving student performance?
• Is the school successful in providing for the positive spiritual formation of its students?
• How is the school administrator evaluated?
• How are board members elected?
• Explain the relationship between the board and administrator?
• What type of board training takes place?
• How has God provided for the school?
• How visible is the board with the school community?
• Explain the process for due process or chain of command when dealing with school concerns?
• How is the school mission and philosophy reviewed? When was the last time it was reviewed?
• How is the board reviewed?
• What is the function of the board?
• How are board members elected (nomination, election, spiritual qualifications)?
• Describe the ongoing process for board training.
• Describe the board's orientation in the area of the Christian school philosophy.
**LIBRARIAN/CUSTODIAN/ GUIDANCE**
- What do see as the role of the librarian/custodian/activity advisors/guidance services in improving student performance?
- What involvement did the librarian/activity advisors/guidance services have in the development of the school’s plan?
- Who was involved in the evaluation of the standard related to the library/student activities/guidance services?
- How do you assess the report made on the library/student activities/guidance activities?
- To what extent is the staff aware of the school’s plan?
- Are there areas of concern or areas deserving recognition that the Visiting Committee should know?
- Is your area adequately supported financially? Do you have input into your budget?

**CUSTODIAN/ MAINTENANCE**
- What do see as the role of the custodian services in improving student performance?
- What involvement did the custodian have in the development of the school’s plan?
- Who was involved in the evaluation of the standard related to the facilities services?
- How do you assess the report made on the facilities?
- To what extent is the staff aware of the school’s plan?
- Are there areas of concern or areas deserving recognition that the Visiting Committee should know?
- Is your area adequately supported financially? Do you have input into your budget?
The Visiting Team Report needs to include the following data and the visiting teams analysis of the data to the school/student profile page(s) at the beginning of the team report. The school is required to provide the charts in the beginning part of the school report as part of the school and student profile.

**STUDENT PERFORMANCE DATA**

Provide comments on trends, irregular patterns, and anomalies of the data.

**Norm Referenced Test (NRT)**

**NRT - All Students**
Data reported are the percent of students scoring at or above the 50th percentile.

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**NRT - Racial/Ethnic Groups**
Data reported are the percent of students scoring at or above the 50th percentile.

<table>
<thead>
<tr>
<th>Subject</th>
<th>American Indian or White</th>
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<td>Reading</td>
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<td>Mathematics</td>
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<tr>
<th>Subject</th>
<th>African American</th>
<th>Alaska Native</th>
<th>Asian</th>
<th>Filipino</th>
<th>Hispanic or Latino</th>
<th>Pacific Islander</th>
<th>White (not Hispanic)</th>
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<tbody>
<tr>
<td>Reading</td>
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**NRT - Subgroups**
Data reported are the percent of students scoring at or above the 50th percentile.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Male</th>
<th>Female</th>
<th>English Learners</th>
<th>Economically Students with Disabilities</th>
<th>Migrant Education Services</th>
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<tbody>
<tr>
<td>Reading</td>
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Local Assessment
Data reported are the percent of students meeting or exceeding the school's standard

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Dropout Rate and Graduation Rate

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Number of Entering Freshmen compared to Exiting Seniors

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<tr>
<th>Class of</th>
<th>Entering Freshman</th>
<th>Graduating Seniors</th>
<th>Percent of Class</th>
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<tbody>
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Advanced Placement/International Baccalaureate Courses Offered

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<th>Subject</th>
<th>Number of Courses</th>
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<td>Fine and Performing Arts</td>
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<tr>
<td>Social Science</td>
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Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

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<thead>
<tr>
<th>Number of Students Enrolled in All Courses</th>
<th>Number of Students Enrolled in Courses Required for UC and/or CSU Admission</th>
<th>Percent of Students Enrolled in Courses Required for UC and/or CSU Admission</th>
</tr>
</thead>
</table>
Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

<table>
<thead>
<tr>
<th>Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission</th>
<th>Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission</th>
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SAT I Reasoning Test

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<td>Grade 12 Enrollment</td>
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<td>Percent of Grade 12</td>
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<tr>
<td>Enrollment Taking Test</td>
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<td>Average Verbal Score</td>
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<tr>
<td>Average Math Score</td>
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College Admission Test Preparation Course Program

Narrative to be provided by school

Degree to Which Students are Prepared to Enter Workforce.

Narrative to be provided by school

Other Pertinent Data

Overall Summary of Analysis

Comment on significant findings revealed by the analysis of student performance data and other profile and additional information.
CONFIDENTIAL
Accrediting Commission for Schools
533 Airport Boulevard, Suite 200
Burlingame, California 94010
(650) 696-1060  •  Fax (650) 696-1867
E-mail: mail@acswasc.org  •  Website: www.acswasc.org

Joint WASC/ACSI
Recommendation for a Term of Accreditation

This ballot is a confidential recommendation to the accrediting commissions of the Association of Christian Schools International and the Western Association of Schools and Colleges. Please attach a supplementary sheet with a brief statement if there is an unresolved minority opinion of the committee.

<table>
<thead>
<tr>
<th>Date</th>
<th>Name of School Visited</th>
<th>Visit Dates</th>
<th>Enrollment</th>
<th>Grades Accredited</th>
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<th>City, State, Zip</th>
<th>Street Address of School</th>
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The Visiting Committee’s CONFIDENTIAL recommendation to the Accrediting Commission:

<table>
<thead>
<tr>
<th>A Term of Accreditation for Six Years: A term of six years with a written Progress Report to the school’s governing board on the major recommendations listed in the Visiting Committee Report. Upon review and formal acceptance by the board, the report will be filed with the ACSI and WASC Offices.</th>
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<tbody>
<tr>
<td>A Term of Accreditation for Six Years with a Review: A term of six years with a complete Progress Report on major recommendations and a one-day, on-site review by a three-member committee to be completed in the third year of the six year term. Upon review and formal acceptance by the school’s governing board, the report will be submitted to the members of the one-day review committee.</td>
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<tr>
<td>A Term of Accreditation for Three Years: A term of three years with a Progress Report on major recommendations and action plans, and a two-day visit as a requisite to continued accreditation. Upon review and formal acceptance by the school’s governing board, the report will be submitted to the members of the two-day visiting committee.</td>
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<td>A Term of Accreditation for One or Two Years: A term of one or two years (circle one or two) with a complete Progress Report and revisit to serve as a warning that unless prompt attention is given to the major recommendations, accreditation may be denied. Upon review and formal acceptance by the school’s governing board, the report will be submitted to the members of the one-day review committee.</td>
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Denial of Accreditation: Denial of accreditation based on conditions detailed in the Visiting Committee Report.

NOTE: The Commission reserves the right to grant terms of accreditation other than those above, including a recommendation for a full self-study at any time. Such action will follow a Commission review of the Visiting Committee Report. In the event of a formal appeal, this document will be provided to the school principal.

VISITING COMMITTEE MEMBERS

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<th>Date</th>
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Complete the narrative rationale for each factor. Circle the rating that best fits the results of the self-study and the visit that was selected through visiting committee dialogue and consensus.

- **Highly effective**: The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school’s program and the school’s operation.

- **Effective**: The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school’s program, and the school’s operation.

- **Somewhat effective**: The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school’s program, and the school’s operation.

- **Ineffective**: The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school’s program, and the school’s operation.

An accreditation term will be based upon a school demonstrating the following:

1. **Involvement and collaboration of stakeholders in doing the self-study that accomplishes the five parameters of the self-study.**
   - Visiting Committee Rating: **Highly Effective**  **Effective**  **Somewhat Effective**  **Ineffective**
   - Narrative Rationale:

2. **The defining of the school’s purpose through expected schoolwide learning results and academic standards.**
   - Visiting Committee Rating: **Highly Effective**  **Effective**  **Somewhat Effective**  **Ineffective**
   - Narrative Rationale:
3. The use of a professionally acceptable assessment process to collect, disaggregate, and analyze student performance data.

Visiting Committee Rating: Highly Effective  Effective  Somewhat Effective  Ineffective

Narrative Rationale:

4. The acceptable progress by all students toward clearly defined expected schoolwide learning results, academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating: Highly Effective  Effective  Somewhat Effective  Ineffective

Narrative Rationale:

5. An Organization for Student Learning that supports high achievement for all students.

Visiting Committee Rating: Highly Effective  Effective  Somewhat Effective  Ineffective

Narrative Rationale:

6. Curriculum and Instruction that supports high achievement for all students.

Visiting Committee Rating: Highly Effective  Effective  Somewhat Effective  Ineffective

Narrative Rationale:

7. Support for Student Personal and Academic Growth that supports high achievement for all students.

Visiting Committee Rating: Highly Effective  Effective  Somewhat Effective  Ineffective

Narrative Rationale:

8. Resource Management and Development that supports high achievement for all students.

Visiting Committee Rating: Highly Effective  Effective  Somewhat Effective  Ineffective

Narrative Rationale:
9. The alignment of a long-range schoolwide action plan to the school’s areas of greatest need to support high achievement of all students.

Visiting Committee Rating: Highly Effective  Effective  Somewhat Effective  Ineffective

Narrative Rationale:

10. The capacity to implement and monitor the schoolwide action plan.

Visiting Committee Rating: Highly Effective  Effective  Somewhat Effective  Ineffective

Narrative Rationale:

11. The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating: Highly Effective  Effective  Somewhat Effective  Ineffective

Narrative Rationale:

Provide a brief narrative, which summarizes the Visiting Committee’s rationale for the recommended term, (If there is an unresolved minority opinion please indicate and explain.)

- term options seriously considered
- reasons for the term recommended

In the comments reflect upon the following:
- the degree to which students are learning
- the strength of the school in all areas of the program and the operation
- the capacity of the school to implement and monitor the action plan
ACSI/WASC DUAL DOCUMENTATION AND JUSTIFICATION STATEMENT

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Complete the narrative rationale for each factor. Circle the rating that best fits the results of the self-study and the visit that was selected through visiting committee dialogue and consensus.

- **highly effective**: The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school’s program and the school’s operation.

- **effective**: The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school’s program, and the school’s operation.

- **somewhat effective**: The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school’s program, and the school’s operation.

- **ineffective**: The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school’s program, and the school’s operation.

An accreditation term will be based upon a school demonstrating the following:

1. **Involvement and collaboration of stakeholders in doing the self-study that accomplishes the five parameters of the self-study.**

   Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

   Narrative Rationale:
   (Involvement and surveys. Self-study occurs in an environment of ongoing systematic analysis of school effectiveness. All instructional staff and other stakeholders involved in data review, analysis and dialogue about perceived strengths and areas of need)

   Five Parameters:
   1. Involvement and collaboration of stakeholders in the self-study
   2. Clarification of the school’s purpose and the expected schoolwide learning results
   3. Assessment of the actual student program and its impact on student learning with respect to the criteria and the expected schoolwide learning results
   4. Development of a schoolwide action plan that integrates subject area/program and support plans to address identified growth areas.
   5. Develop and implementation of an accountability system for monitoring the accomplishment of the action plan
2. The defining of the school’s purpose through expected schoolwide learning results and academic standards.

Visiting Committee Rating: Highly Effective  Effective  Somewhat Effective  Ineffective

Narrative Rationale:
Well defined mission, philosophy, objectives, ESLR’s which drive the program. ESLR’s found in curriculum guides. ESLR’s tied to classroom instruction, and academic standards. All stakeholders involved in determining ESLR’s. Indicators of quality developed that assist in the measurability of the expected ESLR’s. Staff understands the importance of the ESLR’s and their integral relationship to the academic standards.

3. The use of a professionally acceptable assessment process to collect, disaggregate, and analyze student performance data.

Visiting Committee Rating: Highly Effective  Effective  Somewhat Effective  Ineffective

Narrative Rationale:
PSAT, SAT, other tests, Appropriate disaggregation of all data with clear supporting interpretations. Trends and possible issues identified. Data used by the instructional staff and stakeholders as part of the self-study process.

4. The acceptable progress by all students toward clearly defined expected schoolwide learning results, academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating: Highly Effective  Effective  Somewhat Effective  Ineffective

Narrative Rationale:

5. An Organization for Student Learning that supports high achievement for all students.

Visiting Committee Rating: Highly Effective  Effective  Somewhat Effective  Ineffective

Narrative Rationale:

6. Curriculum and Instruction that supports high achievement for all students.

Visiting Committee Rating: Highly Effective  Effective  Somewhat Effective  Ineffective

Narrative Rationale:
7. **Support for Student Personal and Academic Growth** that supports high achievement for all students.

Visiting Committee Rating: Highly Effective  Effective  Somewhat Effective  Ineffective

Narrative Rationale:
(Both guidance department and staff. 
ACSI Sections: Student Activities; Guidance; School, Home, Community)

8. **Resource Management and Development** that supports high achievement for all students.

Visiting Committee Rating: Highly Effective  Effective  Somewhat Effective  Ineffective

Narrative Rationale:
(Budget, Facilities. Adequate for all programs. Financially solvent. Plans for the future. 
ACSI Sections: Finances, Library, Facilities, Governance)

9. The alignment of a long-range schoolwide action plan to the school’s areas of greatest need to support high achievement of all students.

Visiting Committee Rating: Highly Effective  Effective  Somewhat Effective  Ineffective

Narrative Rationale:
(Long range plans. Strategic plan. Analysis of all appropriate data/information about student achievement, school operation and program supports the identified prioritized growth areas.)

10. The capacity to implement and monitor the schoolwide action plan.

Visiting Committee Rating: Highly Effective  Effective  Somewhat Effective  Ineffective

Narrative Rationale:
(Capacity to implement and monitor. Evidence of success in planning, implementing and monitoring. Developed collaboratively by stakeholders. Actions will be evaluated in terms of impact on student achievement and results shared regularly with all stakeholders.)

11. The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating: Highly Effective  Effective  Somewhat Effective  Ineffective

Narrative Rationale:
(Evidence to support. Ongoing systematic improvement integral to school’s culture. Success in implementing previous recommendations. Evidence of other successful implementations.)

Provide a brief narrative, which summarizes the Visiting Committee’s rationale for the recommended term, (If there is an unresolved minority opinion please indicate and explain.)

- term options seriously considered
- reasons for the term recommended

In the comments reflect upon the following:
- the degree to which students are learning
- the strength of the school in all areas of the program and the operation
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<td>Chair Name</td>
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Complete the narrative rationale for each factor. Circle the rating that best fits the results of the self-study and the visit that was selected through visiting committee dialogue and consensus. In addition, list by number the schoolwide areas of strength and the critical areas for follow-up, if any apply to that factor.

- **Highly effective**: The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school’s program and the school’s operation.

- **Effective**: The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school’s program, and the school’s operation.

- **Somewhat effective**: The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school’s program, and the school’s operation.

- **Ineffective**: The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school’s program, and the school’s operation.

An accreditation term will be based upon a school demonstrating the following:

1. Involvement and collaboration of stakeholders in doing the self-study that accomplishes the five parameters of the self-study.

   Visiting Committee Rating: Highly Effective  Effective  Somewhat Effective  Ineffective

   Narrative Rationale:
   All indicators are that there was wide participation by all segments of the school community in preparing the school's self-study. While fewer parents and students were involved than anticipated, those who contributed to the steering committee/focus groups and the parent and student surveys were involved throughout the school's self-study process. The school did an exceptional job of involving virtually all staff members in the self-study process. Para-educators, support staff, administrators, students, parents, and teachers all contributed.
2. The defining of the school’s purpose through expected schoolwide learning results and academic standards.

Visiting Committee Rating:  **Highly Effective**  Effective  Somewhat Effective  Ineffective

Narrative Rationale:

Development of the school's statement of expected schoolwide learning results was specifically under taken in conjunction with the accreditation process. The process was used by the school insured that staff, parents and members of the community had the opportunity to participate in developing these results. The leadership and the instructional staff are committed to further integration of the expected schoolwide learning results and development of student performance assessment strategies that measure the degree to which students are accomplishing the expected schoolwide learning results and the academic standards in each subject.

3. The use of a professionally acceptable assessment process to collect, disaggregate, and analyze student performance data.

Visiting Committee Rating:  **Highly Effective**  Effective  Somewhat Effective  Ineffective

Narrative Rationale:

The schools is transitioning from a norm-reference standardized test approach to a stronger multiple approach of student assessment and school accountability. The school recognizes the need to further refine its process for disaggregating and analyzing a student performance data by major characteristics of its student population and then have all stakeholders use that data.

4. The acceptable progress by all students toward clearly defined expected schoolwide learning results, academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating:  **Highly Effective**  Effective  Somewhat Effective  Ineffective

Narrative Rationale:

The school leadership, instructional staff and other stakeholders need to continue the development of clearly articulated benchmarks for student performance that are linked to the expected schoolwide learning results and academic standards. Acceptable progress is still a need for certain student groups, especially the limited English proficient, in the area of reading comprehension and math.
5. **An Organization for Student Learning** that supports high achievement for all students.

Visiting Committee Rating: Highly Effective  Effective  Somewhat Effective  Ineffective

Narrative Rationale:

The leadership and staff must systematically address the school's expected schoolwide learning results in the normal course of instruction and instructional support. Insuring that these are so addressed will require a supportive environment for staff to analyze the curriculum and incorporate instructional activities designed to cultivate the skills, knowledge and habits that the school seeks to promote in its graduates; equally, a nurturing environment for students will be required if these high expectations for performance are to be met. In addition, there is the need to provide an ongoing opportunity for staff members to increase their understanding of curricular path and instructional issues via professional development. Finally, the leadership must engage parental support for the school's goals which will facilitate the achievement of the expected schoolwide learning results. The action plan is appropriately directed toward improvement of the school's performance with respect to the concepts contained in the criteria categories. The general themes of the action plan correlate to the growth areas identified by the school committees/focus groups. The school understand the importance of strengthening the schoolwide review and reporting of student progress.

6. **Curriculum and Instruction** that supports high achievement for all students.

Visiting Committee Rating: Highly Effective  Effective  Somewhat Effective  Ineffective

Narrative Rationale:

The school's plan for improvement emphasizes cross-curricular integration of lessons that will help students to see connections among the subject areas, opportunities for teachers to work together, and specific efforts to insure that all students are engaged in school-career work. The Visiting Committee particularly emphasized with the school the need to strengthen ways to promote the success of limited-English-proficient students not only with career paths but with the core curriculum.

The instructional staff has expressed willingness to be more involved in a focused staff development program that is sustained over time and assessed for its impact on student learning. Areas that need to be addressed include active, challenging learning experiences for students that involved them in problem-solving, collaborative work, meaningful application of knowledge and skills; performance-based assessment methods and models; and cross-curricular and career path models and strategies. Greater input by students into lesson designs and performance standards is essential to ensure their needs and interests are being met. In addition, all stakeholders agree that the integration of technology into the instructional program is a major growth area.

There is a critical need to develop a more systematic approach in strengthening the link between the expected schoolwide learning results and the instructional program through establishing specific measurable benchmark actions taken will give direction to the curriculum and teaching improvement and resource allocation that is already underway.

7. **Support for Student Personal and Academic Growth** that supports high achievement for all students.

Visiting Committee Rating: Highly Effective  Effective  Somewhat Effective  Ineffective

Narrative Rationale:

The school's action plan focuses on two areas of growth that are directly related to student learning; the need for the "disconnected students," especially the LEP population to avail themselves of support services and the total school program in order to be more successful in the instructional areas, including more challenging academic areas; and the developmental of programs and services that link the school's curriculum to the business community. These support services should assist the students in having successful academic careers and in giving students the needed skills and opportunities to make a transition to the business environment. Overall the school is working to strengthen student and family use of support services.
8. **Resource Management and Development** that supports high achievement for all students.

   Visiting Committee Rating: Highly Effective → Effective → Somewhat Effective → Ineffective

   Narrative Rationale:
The sponsoring church has made outstanding facilities available for the school’s use at reasonable costs. This provision has left the school debt free. There are plans for additional facilities, which will strengthen the programs further. The school campus provided clearly facilitates the development of a strong program and the achievement of the expected school-wide learning results.

9. **The alignment of a long-range schoolwide action plan to the school’s areas of greatest need to support high achievement of all students.**

   Visiting Committee Rating: Highly Effective → Effective → Somewhat Effective → Ineffective

   Narrative Rationale:
The visiting committee finds that the action plans proposed by the school area apparently directed toward improvement of student performance through strengthening the school program with respect to the concepts contained in the criteria categories. The general themes of the action plan correlate to the growth areas identified by the school committees/focus groups. Of particular note is the integration of assessment activities in order to give direction to the curriculum improvement already underway and to strengthen teaching and learning. Both the leadership and many individual teachers are committed to focusing a more systematic schoolwide effort in the use of existing data that is pertinent to student learning and the addition of performance-based assessment methods directly linked to benchmarks of the expected schoolwide learning results and academic standards.

10. **The capacity to implement and monitor the schoolwide action plan.**

    Visiting Committee Rating: Highly Effective → Effective → Somewhat Effective → Ineffective

    Narrative Rationale:
With the extensive discussion between the school and the Visiting Committee, the Visiting Committee anticipates that reformation and improvement of the Action Plan will occur. The staff agrees that the task has just begun and is by no means completed. In fact, the staff has come to understand that they have created a far more encompassing challenge in ensuring that quality total school program is collaboratively built and undergoes improvement on an ongoing basis. The staff is committed to improving the quality of the school program.

11. **The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.**

    Visiting Committee Rating: Highly Effective → Effective → Somewhat Effective → Ineffective

    Narrative Rationale:
The school addressed the five major recommendations made by the previous on-site Visiting Committee. The school also addressed the recommendations of the various school committees and department committees. These original recommendations were integrated as appropriate into other parts of the school’s most recent self-study.
Provide a brief narrative, which summarizes the Visiting Committee’s rationale for the recommended term, (If there is an unresolved minority opinion please indicate and explain.)

- term options seriously considered
- reasons for the term recommended

In the comments reflect upon the following:
- the degree to which students are learning
- the strength of the school in all areas of the program and the operation
- the capacity of the school to implement and monitor the action plan

After review of the accreditation term determination factors, the Visiting Committee eliminated any term recommendations not being considered by any of the members. The Committee discussed and considered the full six-year term and the six year with review. The discussion focused on which of these two terms would be most helpful to the school in its continuing efforts to improve the school. The committee easily reached the unanimous recommendation of a term of six years with a midterm (third year) on-site review.

The reasons for the term recommended are enumerated below:
The school has the critical need to systematically address the incorporation of the expected schoolwide learning results into the normal course of instruction and instruction support.

Action plans were generally considered to be well-targeted to bring about program improvement with the expectation that planned changes would produce better learning results for students over the next several years. Overall commitment by the school's Leadership Team, the faculty, the Board and community is strong but does not include everyone. The schoolwide action plan is very ambitious and there is the lack of clarity and detail in sections of the plan.

There is the need to support the school in increasing student learning as evidence in standardized test scores, grades, and performance-based assessment.

The school's responses to the recommendations of the previous Visiting Committee have been found to be adequate or better.

The self-study was developed in an outstanding manner with extensive participation on the part of staff, students and the community.
1. Involvement and collaboration of stakeholders in doing the self-study that accomplishes the five parameters of the self-study.

Sample 1
Information was solicited from every part of the school community, including school board, administration, faculty, staff, parents and students. The process was guided by a steering committee and the final document was approved by the school board.

Sample 2
The school carefully and diligently followed ACSI/WASC guidelines in the development of the self-study. The evidence is overwhelming that the process of the self-study was a product of everyone including the Board, administration, faculty, parents, staff and students. The school began addressing precious recommendations following the 1993 Visiting Team Report, as evidence in the one day revisit report in 1996.

5. Organization for Student Learning

Sample 1
ABC Christian School is completing its sixth year serving the local community and the people of its sponsoring church. The school is governed by a school board which is composed of the same members as the church elder board. The school board, with the assistance of the school community, established a strong statement of philosophy and goals upon which the program of the school has been built. Clearly, every part of the program is based on and supports the established philosophy and objectives of the school. The school community exhibits strong interpersonal bonds at every level of the school program. Support from both the congregation of the sponsoring church and the school community is every strong, and includes financial support, volunteer support, and strong attendance at school activities. The school boards operates as a policy setting body and leaves the daily operation of the school and its programs to the administration, faculty and staff. Adopted school policy is consistent with the philosophy and goals of the school and strongly supports the learning process, leading to the accomplishment of the expected school-wide learning results. The staff is professional and caring; they provide a very nurturing environment where respect and support for each other is apparent at every level. The school demonstrates a strong commitment to the continued growth and development of the program and of each faculty and staff member. An additional administrator has recently been hired for the specific purpose of working with the instructional staff to encourage instructional improvement and increase student learning. The school has formulated specific plans for continued improvement in every part of the program. The entire school community is involved in formulating and accomplishing these plans, and they have effective systems in place to monitor progress. Two areas for growth were seen in the organization for student learning. First, not all courses are being taught by teachers with a major or minor in those subject areas. The school has made a commitment to hire staff specifically qualified to teach in their assigned areas as the school continues to grow and as additional staff are hired. Secondly, we encouraged improved communication between and among all levels of the school organization.

Sample 2
The XYZ Christian School is fortunate to have had continuous high quality leadership for almost thirty years. It is imperative that as the school transitions into new leadership that the board develop a strategic plan which includes not only long range plans but a process for selecting a new leader. It is important that all constituencies be involved in this process.

It was obvious to the Visiting Committee that all school personnel are committed to the mission of the school and to the students. Administration has developed an evaluation system for monitoring faculty and staff effectiveness. However, the Visiting Committee strongly urges them to use it more regularly and continue to refine it to provide frequent, specific feedback.
6. Curriculum and Instruction that supports high achievement for all students

**Sample 1**

The school is striving to build both strong curricular and co-curricular programs. Teachers work together in designing curriculum and in coordinating the scope and sequence of that curriculum between grade levels and between related courses. There are definite examples of integration of subject matter between different academic disciplines. The professional staff seeks to provide a variety of learning experiences in each course and seeks to meet the learning needs of students of all levels and abilities. The evidence supplied to the committee clearly demonstrated a variety of student assessment methods being used on a regular basis to both measure and encourage student learning.

Two areas of concern were seen in curriculum and instruction. There is a need to increase the number and variety of courses available to students, particularly at the upper level honors courses and advance math and science courses, so that students have sufficiently challenging courses to prepare them to handle difficult college work. The school is clearly committed to adding additional courses in the next year and subsequent years. There was also some concern about efficient use of instructional time. The hiring of an additional administration for the specific purpose of staff evaluation and development indicates the school commitment to the instructional improvement. The school also has generous funds in its budget to facilitate teacher growth thorough attendance at professional conferences and seminars and for membership in professional organizations. We have every confidence that teachers will continue to grow and that instruction will continue to improve.

**Sample 2**

The curriculum at XYZ Christian School reflects the overall mission statement and philosophy. Faculty encourage students to develop their full academic potential using their God-given abilities. Their scope and sequence reflects a careful collaborative planning which in turn provides students with appropriate academic training at each grade level. The visiting committee is particularly impressed with the efforts of the administration and faculty for making educational provisions for both advanced and remedial students.

There is a critical need to develop a more systematic staff development program, which will provide training in classroom management and instructional strategies. The result will alleviate the frustration some teachers currently express and provide a more engaging learning environment for students.

7. Support for Student Personal and academic Growth that supports high achievement for all students

**Sample 1**

The school displays outstanding community involvement in every part of its program. The board and supporting families were closely involved in the establishment of the school philosophy and goals. Attendance at student events is strong; many parents even choose to travel with the school to the east Coast each year as they tour the Historic East Coast and Washington DC. Parents assist in many of the co-curricular programs. The guidance staff needs to be perceived as stronger by both the student body and the staff. We encouraged the guidance staff to carefully evaluate its program, continue to expand and improve the program and then to address the perception of its program by students and staff.

**Sample 2**

The school has provided an effective, Christian educational environment that is respected by the local community. This environment, combined with a reasonable tuition rate, has resulted in strong enrollment and a waiting list for admission. The visiting committee was especially impressed with the financial aid program that assists families in financial crisis.

Students are provided a variety of co-curricular and extra curricular activities, which enhance their academic and spiritual growth. The committee does recommend, however, that the administration provide the student council with leadership training to help them develop leadership skills. The committee was very impressed with the International Day activities which demonstrate faculty and student commitment to global understanding and positive Christian citizenship.

8. Resource Management and Development that supports high achievement for all students.
Sample 1
The sponsoring church has made outstanding facilities available for the school’s use at reasonable costs. This provision has left the school debt free. There are plans for additional facilities, which will strengthen the programs further. The school campus provided clearly facilitates the development of a strong program and the achievement of the expected school-wide learning results.

Sample 2
There has been extensive upgrading and remodeling of the facilities since the last ACSI/WASC visit. The staff and administration have made maximum use of minimal space.

The Board operates well within a limited budget but needs to develop a written financial philosophy that includes rational for establishment of tuition and fees annually. There is an obvious cooperation between the sponsoring church and the school in regards to provision of facilities, remodeling, and projects needing funding. The visiting committee has recommended that major consideration be given to the formalization of the budgeting process, both the formation of the annual budget as well as day-to-day operations and accountability.

The Board and administration are encouraged to pursue plans to address the faculty salary and benefit package periodically as part of its budget process and strategic planning.

The 1993 visiting committee made recommendations concerning the school’s accounting practices. The school now conducts formal financial reviews annual. While the school has addressed this in a limited fashion, much more needs to be done to provide procedures that meet usual accounting standards. The committee is not concerned about mishandling of funds but rather that written procedures be established and followed for future stability.

10. The capacity to implement and monitor a schoolwide action plan.

Sample 1
The school clearly has the capacity to implement a school-wide action plan that will result in ongoing improvement. The school has a strong clear statement of philosophy and goals, which definitely serves as the basis and guiding force the school’s programs. A carefully designed and excellent facility and carefully planned budget provide for the physical needs of the program. The school has worked together to formulate a clear plan for improvement and is already taking the first steps in accomplishing these goals. The strong support evidenced by the school board, sponsoring church and school community will further lend to the accomplishment of this well designed plan of action for the future.

Sample 2
The background, experience and energy of all who are involved at the school insures that the schoolwide action plan will be implemented. Beginning with 1987, the recommendations of each team have been addressed effectively in a timely manner. With the pending retirement of the co-administrators, the church and school will be entering a new period of higher involvement in school oversight and school improvement related to the visitation report.

The visiting committee has recommended that the Board and administration engage in on-going strategic planning which will provide direction and guidance in addressing the committee recommendations. The strategic planning process is seen as key to providing board leadership during the period of transition from one administrative team to the next.

11. The school has addressed the recommendations of the previous Visiting Committee.

Sample 1
This is their first accreditation. There are no previous recommendations

Sample 2
All of the recommendations of the previous committee were adequately addressed by the school.

Provide a brief narrative which summarizes the Visiting Committee’s rationale for the recommended
term: (If there is an unresolved minority opinion please indicate and explain.)

- Term options seriously considered
- Reasons for the term recommended

In the comments reflect upon the following:

- The schoolwide degree to which students are learning
- The capacity of the school to implement, monitor, and accomplish the action plan

**Sample 1**

The team quickly eliminated any term of accreditation of less than three years because of the strength of the program in a relatively short period of time. It is unusual for a Christian school to develop a program this large and this strong so quickly. Because of the brief history of the school it was felt that a full six year term of accreditation without a revisit in three years was also inappropriate. We then considered a three-year term of accreditation and six year, with a one-day revisit during the third year as our options.

A term of accreditation for six years with a review clearly was the appropriate choice. The school has developed a remarkably strong program in six years. Their enrollment has grown to 930 students in these six years and will exceed 1,000 students next year. The school community has a clear understanding of their strengths and weaknesses, and there is overwhelming evidence that the school is committed to continued growth and improvement in every area of both the curricular and co-curricular programs. Not only are plans for growth in place, the execution of these plans has already begun. Community support for the program is outstanding and will further encourage and assist growth. The visiting committee firmly believes that the school will continue the progress already begun, and will develop a program that is truly outstanding in every aspect. We wish them and expect great success in the future.

**Sample 2**

Following a review of the accreditation term determination factors, the Visiting Committee eliminated any term recommendations not being considered by any of the members. Six years with a one-day visit was the only term of accreditation seriously considered. A preliminary confidential vote was taken. The vote and the rationale for the recommended term were unanimous. This term was recommended because we are all certain that the school will seriously address all recommendations. Due to the expected change of administration with two years, a one-day revisit will provide support for the new administrator as well as allow for accountability for the school in addressing pressing recommendations.

The student learning environment is very effective. The implementation of the visiting team recommendations will provide encouragement to become even more effective in developing additional instructional strategies and classroom management.
ASSOCIATION OF CHRISTIAN SCHOOLS INTERNATIONAL
ACCREDITATION STANDARDS

1.0 PHILOSOPHY AND FOUNDATIONS

2.0 GOVERNANCE AND LEADERSHIP

3.0 HOME, AND COMMUNITY RELATION, AND STUDENT SERVICES

4.0 PERSONNEL

5.0 INSTRUCTIONAL PROGRAM

6.0 LIBRARY/TECHNOLOGY MEDIA SERVICES

7.0 CRISIS PLANNING, SAFETY, HEALTH AND FOOD SERVICES/NUTRITION

8.0 FACILITIES, ENVIRONMENT, AND TRANSPORTATION

9.0 CHARACTER, VALUES, AND SPIRITUAL DEVELOPMENT OF STUDENTS

10.0 SCHOOL IMPROVEMENT PLAN
WASC CRITERIA

A. ORGANIZATION FOR STUDENT LEARNING

SCHOOL PURPOSE
1. The school has established a clear statement of purpose that reflects the beliefs and philosophy of the institution. The purpose is defined further by adopted expected schoolwide learning results that form the basis of the educational program for every student.

GOVERNANCE
2. The governing authority (a) adopts policies which are consistent with the school purpose and support the achievement of the expected schoolwide learning results for the school, (b) delegates implementation of these policies to the professional staff and (c) monitors results.

SCHOOL LEADERSHIP
3. The school leadership (1) makes decisions to facilitate actions that focus the energies of the school on student achievement of the expected schoolwide learning results (2) empowers the staff and (3) encourages commitment, participation and shared accountability for student learning.

STAFF
4. The school leadership and staff are qualified for their assigned responsibilities, are committed to school’s purpose and engage in ongoing professional development that promotes student learning.

SCHOOL ENVIRONMENT
5. The school has a safe, healthy, nurturing environment that reflects the school’s purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student.

REPORTING STUDENT PROGRESS
6. The school leadership and staff regularly assess student progress toward accomplishing the expected schoolwide learning results and report student progress to the rest of the school community.

SCHOOL IMPROVEMENT PROCESS
7. The school leadership facilitates school improvement which (a) is driven by plans of action that will enhance quality learning for all students, (b) has school community support and involvement, (c) effectively guides the work of the school, and (d) provides for accountability through monitoring of the schoolwide action plan.
B. CURRICULUM AND INSTRUCTION

WHAT STUDENTS LEARN
1. The school provides a challenging, coherent and relevant curriculum for each student that fulfills the school’s purpose and results in student achievement of the expected schoolwide learning results through successful completion of any course of study offered.

HOW STUDENTS LEARN
2. The professional staff a) uses research based knowledge about teaching and learning; and b) designs and implements a variety of learning experiences that actively engage students at a high level of learning consistent with the school’s purpose and expected schoolwide learning results.

HOW ASSESSMENT IS USED
3. Teacher and student use of assessment is frequent and integrated into the teaching/learning process. The assessment results are the basis for (a) measurement of each student’s progress toward the expected schoolwide learning results, (b) regular evaluation and improvement of curriculum and instruction, and (c) allocation of resources.

C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

STUDENT CONNECTEDNESS
1. Students are connected to a system of support services, activities and opportunities at the school and within the community to meet the challenges of the curricular and co-curricular program in order to achieve the expected schoolwide learning results.

PARENT/COMMUNITY INVOLVEMENT
2. The school leadership employs a wide range of strategies to ensure that parental and community involvement is integral to the school’s established support system for students.

D. RESOURCE MANAGEMENT AND DEVELOPMENT

RESOURCES
1. The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school’s purpose and student achievement of the expected schoolwide learning results.

RESOURCE PLANNING
2. The governing authority and the school leadership execute responsible resource planning for the future.
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A. ORGANIZATION FOR STUDENT LEARNING
   1. SCHOOL PURPOSE
      1. Philosophy and Foundations
   2. GOVERNANCE
      2. Governance and Leadership: Governance
   3. SCHOOL LEADERSHIP
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      4. Personnel
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   5. SCHOOL ENVIRONMENT
      3. Home and Community Relations and Student Services: Guidance Services
      7. Crisis Planning, Safety, Health, and Food Services: Health Services
      7. Crisis Planning, Safety, Health, and Food Services: Food Services
      8. Facilities, Environment, and Transportation: Transportation
      9. Character, Values, and Spiritual Development of Students
   6. REPORTING STUDENT PROGRESS
      4. Personnel
   7. SCHOOL IMPROVEMENT PROCESS
      10. School Improvement Plan

B. CURRICULUM AND INSTRUCTION
   1. WHAT STUDENTS LEARN
      5. Instructional Program
   2. HOW STUDENTS LEARN
      5. Instructional Program
      6. Library/Technology Media Services
   3. HOW ASSESSMENT IS USED
      5. Instructional Program

C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH
   1. STUDENT CONNECTEDNESS
      3. Home and Community Relations and Student Services: Student Activities
      3. Home and Community Relations and Student Services: Guidance Services
   2. PARENT/COMMUNITY INVOLVEMENT
      3. Home and Community Relations and Student Services

D. RESOURCE MANAGEMENT AND DEVELOPMENT
   1. RESOURCES
      2. Governance and Leadership: Finances
      6. Library/Technology Media Services
      8. Facilities, Environment, and Transportation: School Facilities
   2. RESOURCE PLANNING
      2. Governance and Leadership: Governance
EXPECTED SCHOOLWIDE LEARNING RESULTS

Definition: What students should know, be able to do and understand by graduation.

Descriptors: Global

Include all students

Must be able to assess

Cornerstone of school improvement

Rationale: Working from Learning Expectations:

- Equips ALL students with the knowledge, competencies, and orientations needed for success in a thinking, meaning-centered curriculum.
- Enables teachers to implement programs and conditions that maximize learning success for ALL students in a thinking, meaning-centered curriculum.
- Provides schools with a means to restructure pedagogy in ways that facilitate student success in a thinking, meaning-centered curriculum
ASSOCIATION OF CHRISTIAN SCHOOLS INTERNATIONAL
ACCREDITATION STANDARDS

5.0  INSTRUCTIONAL PROGRAM

5.1 Curriculum
The school’s curriculum, including Bible as a core subject, shall give evidence that a biblical worldview is integrated and implemented into the instructional program and practices.

5.1.1 The instructional program must emanate from a curriculum guide that is based on biblical truth and sound educational practices for each school division, for each program the school offers, and at every grade level.

5.1.2 The curriculum guide must include (1) educational philosophy, (2) scope and sequence, (3) time frame, (4) overall instructional goals, (5) specific instructional objectives, and (6) resources for instruction that are further defined in appendix E.

5.1.3 The curriculum must evidence in its schoolwide learning goals that it meets the spiritual, intellectual, social, and physical needs of the students.

5.1.4 The curriculum and instructional program must be formally evaluated on a systematic basis.

5.2 Instructional Strategies
Instructional strategies and learning activities are aligned with the student-learning goals and expectations that are delineated in the curriculum guide(s).

5.2.1 The instructional strategies and learning activities focus on active learning and the achievement of essential knowledge and skills as well as on application of higher-order thinking.

5.2.2 The school shall have a written classroom management policy that is implemented appropriately at all grade levels and is clearly communicated to the school community.

5.2.3 Students are provided with a variety of opportunities to receive additional assistance to improve their learning beyond the initial classroom instruction (e.g., assistance provided by the teacher or classroom aide, a peer tutor, technology-based instructional resources).

5.2.4 The school’s instructional program will be sensitive in affirming each student’s national and cultural identity, including the cultures surrounding the school.

5.3 Assessments
Assessments of student learning are aligned with clearly specified goals and expectations as described in the curriculum guide.

5.3.1 A variety of methods for accurately assessing student achievement shall be utilized.

5.3.2 Assessment results are used to measure student performance, evaluate teaching/learning experiences, and impact resource allocation decisions.

5.3.3 Assessments of student learning shall be aligned with clearly specified and appropriate achievement expectations that are based on the school’s goals and objectives.

5.3.4 The methods and results of assessment shall be thoroughly reviewed on a consistent basis.

5.4 Instructional Materials
Instructional materials, supplies, and equipment shall be provided by the school in sufficient variety, quality, and amount in order to accomplish the goals of the entire instructional program.

5.4.1 All instructional materials must be selected with appropriate faculty input.

5.5 Policies and Procedures
Policies and procedures must be established by the school to provide a framework for development, revision, and adjustment of the instructional program.

5.5.1 The school must have a written policy regarding student-teacher ratio for each school division. Regular academic classes may not exceed 35 students for core-subject instruction.

5.5.2 The school must have written policies regarding graduation requirements and granting of diplomas. In general, high schools (grades 9–12) shall require a minimum of 20 units for graduation, including Bible, foreign language, 4 years of English, 2 years of mathematics, 2 years of science, and 2 years of social studies. Any school not meeting state graduation or university admission requirements must give rationale for not meeting those requirements.
B. CURRICULUM AND INSTRUCTION

1. WHAT STUDENTS LEARN

♦ To what extent does the school provide a challenging, coherent and relevant curriculum for each student that fulfills the school’s purpose and results in student achievement of the expected schoolwide learning results through successful completion of any course of study offered?
♦ Does the curriculum integrate each learning result?

2. HOW STUDENTS LEARN

♦ To what extent does the professional staff use research-based knowledge about teaching and learning?
♦ To what extent does the professional staff design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school’s purpose and the expected schoolwide learning results?
♦ Are learning opportunities occurring that address each learning result?

3. HOW ASSESSMENT IS USED

♦ To what extent is teacher and student use of assessment frequent and integrated into the teaching/learning process?
♦ To what extent are the assessment results the basis for measurement of each student’s progress toward the expected schoolwide learning results?
♦ Do we evaluate student accomplishment of the learning results?
♦ What level of quality is occurring for all students?
♦ To what extent are the assessment results the basis for regular evaluation and improvement of curriculum and instruction?
♦ To what extent are the assessment results the basis for allocation of resources?

KEY OUTCOMES OF SELF-STUDY

Through the completion of the accreditation self-study the school will have accomplished:
1. the involvement and collaboration of stakeholders in the self study
2. the clarification of the school's purpose and expected schoolwide learning results
3. the assessment of the actual student program and its impact on student learning with respect to the criteria.
4. the development of a schoolwide action plan that integrates subject area/program and support plans to address identified growth needs
5. the development and implementation of an accountability system for monitoring the accomplishment of the action plan.
ACSI ACCREDITATION TEAM

EXPENSE VOUCHER

FOR VISIT TO:____________________________________________________________________________

DATE OF VISIT:___________________________________________________________________________

Your Name:________________________________________________________________________________

School Address:____________________________________________________________________________

Check Made Payable To:_____________________________________________________________________

AUTO: ______________________miles at 50¢ per mile = _________________________________________

MEALS: ......................................................................................................................................

    Tips ..........................................................................................................................................

OTHER (please itemize): ....................................................................................................................

TOTAL___________________________________

NOTE:
The school should give or mail the check to the committee member within ONE WEEK AFTER THE VISIT.

CHAIRMAN’S APPROVAL: ____________________________________________________

(Signature)