



Accreditation

MEASURING THE MISSION

A School Improvement Protocol for Christian Schools 2019

PROCEDURES AND STANDARDS

CHRISTIAN SCHOOLS INTERNATIONAL
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About Christian Schools International Accreditation and Christian Schools International

Christian Schools International Accreditation

- Christian Schools International Accreditation is a division of Christian Schools International. Christian Schools International is a dynamic membership-based organization serving Christian schools throughout North America and other countries of the world.
- Christian Schools International Accreditation is overseen by a commission that is accountable to the Christian Schools International Board of Directors and Christian Schools International accredited schools.

Christian Schools International

- Christian Schools International was founded in 1920, serving eight member schools. Currently Christian Schools International serves nearly 500 member schools that employ 8,000 full-time and part-time faculty members who teach 100,000 students.
- The mission of Christian Schools International is to advance Christian education and support schools in their task of teaching students to know God and his world and to glorify him through obedient service.
- Christian Schools International serves thousands of non-member Christian schools with textbooks and other curriculum materials.
- Approximately 40 Christian colleges and other specialized institutions are affiliated with Christian Schools International.
- Christian Schools International is governed by a 14-member board of directors drawn from across North America.
- Christian Schools International finds its philosophical roots in historic Christianity, specifically in the Reformation, and subscribes to a philosophy of Christian education that honors the revealed Word of God and seeks to bring all things under the Lordship of Jesus Christ(Ephesians 1:10).
- Christian Schools International is a private, nonprofit organization incorporated under the laws of the State of Michigan and holds 501(c)(3) status with the United States Internal Revenue Service.
- Christian Schools International and Christian Schools International Accreditation do not discriminate on the basis of race, color, sex, or national origin in the acceptance of members or in hiring practices.

For more information about Christian Schools International Accreditation call 800-635-8288, ext. 106, or email info@csionline.org. Visit Christian Schools International's web site at www.CSionline.org.

Rationale for Accreditation

Christian schools are places where every action, every idea, and every thought is examined in the light of God's revealed Word.

This is a worthy goal, to be sure, but one that does not happen automatically. Your school might have the word *Christian* in its name and employ believing teachers in its classrooms, but the skillful interweaving of biblical principles throughout all of learning—for all ages—is an activity that requires constant honing and attention.

And true biblical community is not only demonstrated in the classroom, but throughout the organization of the school—in the boardroom, in the administrative policies, and in relationships with parents and the community.

Schools demonstrate their seriousness about achieving those lofty ideals by holding themselves to high standards and inviting an external evaluation to validate their assessment.

Vision to Action, Christian Schools International's first accreditation and self-evaluation protocol, and *Measuring the Mission*, Christian Schools International's second accreditation and school improvement protocol, were developed to enable your school to:

- a. Measure how well your school is meeting its mission.** The Christian Schools International accreditation standards and procedures are designed, in part, to lead your school through a thorough self-evaluation based on its own mission—what you say in your own words you are doing for the children and young people whom you are called to serve.
- b. Meet standards of your province or state.** To become eligible for funding from governmental agencies, many schools are required to earn accreditation from an organization recognized by their province or state. In order to be recognized as a school, some provinces and states require that your school must be accredited. *Vision to Action* and *Measuring the Mission* are designed to help meet these needs.
- c. Improve your school's programs.** School administrators, board members, and staff members must constantly evaluate and improve every aspect of educating students. Jesus gave stern warnings to those who would harm his little ones (Matthew 18); he takes what we do with his children seriously, and so must we. *Vision to Action* and *Measuring the Mission* create a means to help Christian educators and board members from your school provide the best for the Master's children and young people.
- d. Inform parents of the quality of your school.** Parents should surely be involved in the process of school evaluation—the school serves their children. But also parents feel more secure in the education of their children when a qualified outside organization holds their school accountable and places its stamp of approval on the educational program through the process of evaluation and accreditation.
- e. Demonstrate quality Christian education to prospective parents.** Increasingly parents who are inquiring about enrolling their children in your school wonder who accredits your school. The assumption is that a school that has sought and gained accreditation provides a better quality education than one that has not. That is not necessarily true, but parents often have only accreditation and word of mouth as ways to judge the quality of a school.
- f. Meet requirements to receive matching gifts and grant money.** Many companies, organizations, individuals, and foundations want to know that the schools to which they give gifts are high quality educational organizations. Accreditation helps schools reach that goal.
- g. Give students access to quality higher education.** Some colleges and universities will look more favorably on students that graduate from accredited schools.

Vision to Action and *Measuring the Mission* are designed to provide your school with high quality Christian school self-evaluation, peer evaluation, and school improvement accreditation tools that will add significant value to your program.

Standards Christian Schools International Holds for Member Christian Schools

In order to be accredited by Christian Schools International Accreditation, schools must be members of Christian Schools International. Christian Schools International has established general guidelines for its member Christian schools. Schools that are members of Christian Schools International have already complied with the following standards. Most of these standards appear again in some form in the “Standards for Self-Evaluation.”

- Christian Schools International member schools are committed to the right of parents to freely choose the school that their children attend. These schools actively promote their independence and diversity while continually maintaining a broad public commitment to excellence in education for the good of the community.
- Christian Schools International member schools do not discriminate on the basis of sex, race, color, or national or ethnic origin in employment practices, administrative policies, scholarship and loan programs, or athletic or other school-administered programs and activities.
- Christian Schools International member schools have the responsibility of serving the educational needs of students as they prepare to lead Christian lives in contemporary society. In order to give a sound basis and direction to its educational program, each school has a written statement of philosophy and of its essential purposes.
- Christian Schools International member schools are organized for proper management and operation as provided by a constitution or bylaws.
- Christian Schools International member schools have a curriculum compatible with the school's philosophy and mission, designed to impart knowledge and skills normally set by current curriculum standards and to teach moral and spiritual values for living a life in Christ.
- Christian Schools International member schools have a supporting constituency of Christians who provide adequate financial support to maintain good standards of education.
- Christian Schools International member schools have clearly stated policies in such areas as admission, attendance, discipline, reporting, programs for individual differences, and school health services.
- Christian Schools International member schools are staffed by qualified teachers and administrators who fulfill the legal requirements of their respective state or province and who are personally committed to Christ and his kingdom. The school's governing body is committed to establishing policies on contractual arrangements and providing appropriate wages and benefits for its employees.
- Christian Schools International member school buildings and other facilities are designed to promote learning and meet acceptable standards for health and safety.
- Christian Schools International member schools cooperate with Christian Schools International staff members and other member schools.

Accreditation Costs

- a. **Candidacy fee:** \$500 (US). This fee covers the cost of the *Measuring the Mission* electronic document and the initial consultation. After a school's application for candidacy has been approved, this fee will not be refunded. Only schools that are not currently accredited by Christian Schools International are charged this fee.
- b. **Accreditation Readiness Visit:** In order to determine readiness and suitability for accreditation, Christian Schools International will designate a person to make an on-site visit to the school campus or conduct a conference call or webinar with the School Improvement Team. The decision regarding the type of contact is made jointly by the school representative(s) and the Christian Schools International representative. The school will reimburse the travel costs of any visit. If possible, a qualified Christian Schools International representative in the school's local region may be designated for this purpose.
- c. **Annual fee:** \$600 (US) per year, including the site visit year. This fee helps pay for the expenses of the Christian Schools International Accreditation Commission, reviewing reports, issuing certificates, reviewing reports, cost of partnerships with other accrediting agencies and regionals, updating our protocols, and the general operations of Christian Schools International Accreditation.
- d. **Site visit fee:** Paid during the site visit year.
- Fewer than 500 students: \$1,000
 - 500-1,000 students: \$1,500
 - More than 1000 students: \$2,000
- This fee covers Christian Schools International Accreditation's administrative costs, including phone and email consultation, assistance in setting up the site visit, the training manual for site visitors, processing of the site visit report and School Improvement Plan, stipend to the site visit leader, granting of accreditation, certificate of accreditation, and the other expenses of the site visit and reviewing reports. This fee will not be refunded if a school is not recommended for accreditation. The school will be invoiced for this fee prior to the Site Visit Team's visit.
- e. **Regional coordinator expenses:** The regional coordinator usually visits or conducts a conference call with the school team at least three times—at the beginning of the accreditation process, near the middle, and at the site visit. For any visit, the regional coordinator's travel, meals, and lodging costs are to be reimbursed by the school. The school and regional coordinator may agree to additional visits by the regional coordinator in addition to the required visits, at the school's expense.
- f. **Site visit team travel, meals, substitutes, and lodging:** The school assumes all costs of hosting the site visit and ensures that the volunteer team members do not incur any out-of-pocket expenses in connection with the visit. Team members should be given a voucher form for expenses before they leave the school and should be reimbursed within two weeks following the site visit. If site team visitors are teachers, the host school should plan to reimburse the teacher's school for any substitutes for the days they are engaged with the site visit.
- g. **Honoraria:** Schools may not pay site team visitors an honorarium. It is acceptable to present visitors with a very small gift and notes of thanks to show appreciation.

Accreditation Cost Worksheet

Self-study Fees and Expenses

- a. New school application candidacy fee to Christian Schools International. (includes standards and binder) \$500.00
- b. Regional coordinator expenses (required visits plus additional at request of school) _____
- c. Costs of self-study (e.g. substitutes, travel reimbursement, etc.) _____

Year of the Site Visit

- d. Site visit fee: _____
- Fewer than 500 students: \$1,000
 - 500-1,000 students: \$1,500
 - More than 1000 students: \$2,000
- e. Site visit team expenses, including substitute reimbursement: _____

Fees

- f. Annual School Improvement Plan report fee: \$600 per year for the duration of the accreditation term, including the site visit year: _____

Role of CSI Accreditation Regional Coordinators

When a school has applied for candidacy status, Christian Schools International Accreditation will assign a regional coordinator to the school. The assigned regional coordinator will perform the following functions:

1. Visit the school early in the accreditation process. During this visit the regional coordinator will meet with the administration, staff, and board to explain the process and assist the school in getting the process started. The school assumes all expenses of the regional coordinator's visit.
2. Assist the school's administration and School Improvement Team as a consultant.
3. Help the school establish a calendar for the accreditation process.
4. Guide the school as it researches and writes its school profile, sets up committees to accomplish the self-study, writes its self-study, and develops its School Improvement Plan.
5. Provide support to the school as it investigates its performance and gathers evidence and documentation for each of the standards and indicators.
6. Assist the school in interpreting the standards and indicators of the accreditation protocol.
7. Along with the administrator and School Improvement Team, identify and approve a list of potential Site Visit Team members.
8. Advise the school as it prepares to host the Site Visit Team.
9. Provide guidance as the school writes its School Improvement Plan.
10. Pray for this school as it journeys through the accreditation process.

Development of *Measuring the Mission*

Christian Schools International began to develop *Measuring the Mission* in the spring and fall of 2006. There was an organizational desire to help schools move beyond the *Vision to Action* model of comprehensive accreditation to a model that concentrated on teaching for learning as a primary focus area. In conversations with schools, there was also a desire to identify and incorporate distinctive elements around faith formation.

What is unique about *Measuring the Mission* is that Christian distinctiveness is embedded within the indicators, allowing very specific self-assessment opportunities and discussion/articulation via the focus questions, possible data sources, and documented/observable results. This approach reflects Reformed theology: all of life belongs to God, and to separate faith and learning or faith and living is to take a dualistic and unproductive approach to education. Faith is not an add-on to curriculum, classroom, or community: it is an essential lens for living and working in, and understanding, all of God's created order. The emphasis in the four strands of *Measuring the Mission* can be summarized as follows:

1. **Leading with Purpose:** The vision and mission of the school must be clearly established, communicated, integrated, and renewed if the school is to achieve its reason for existence. There are assurances that are essential to have a well-functioning Christian school. This checklist of assurances replaces the essential standards of *Vision to Action*.
2. **Teaching for Learning:** Curriculum, instruction, and assessment must reflect the mission in the planning, delivery, and measurement of student outcomes. These outcomes reflect not only academic measures, but measures that attempt to gauge the head, heart, and hands understanding of students at checkpoints in the educational process.
3. **Leading for Learning:** Principals and teachers must see themselves in leadership roles in the continuous improvement process. This includes a high level of leadership competency and capacity around indicators supporting the school mission and a best practice, results driven, collaborative culture.
4. **Learning in Community:** Community in Christian schools manifests the shared beliefs of the Christian community through shared care and nurture of students, actions, worship, and service. Community includes the individual classroom, the individual school, the local community, and the world community. The school community values parental involvement and seeks to communicate its mission effectively to stakeholders and the broader community.



Measuring the Mission Process Summary

SCHOOL APPLIES FOR CHRISTIAN SCHOOLS INTERNATIONAL ACCREDITATION CANDIDACY

- *Measuring the Mission* sent to the school electronically
- Christian Schools International visits the school to verify readiness
- Christian Schools International Accreditation assigns a regional coordinator
- Candidacy status granted for up to 3 years (5 for new schools)

TASK 1

THE SCHOOL CONDUCTS STAKEHOLDER SURVEYS

- Parents surveys required
- Staff, board, and student surveys conducted as appropriate
- Analyze the data collected to inform the self-study

TASK 2

SCHOOL COMPLETES OR UPDATES THE SCHOOL PROFILE

- Led by the School Improvement Team (SIT)
- Submitted to CSI Accreditation six months prior to the scheduled site visit

TASK 3

SCHOOL CONDUCTS A SELF-STUDY

- Led by School Improvement Team using the standards of *Measuring the Mission*
- Committees gather documentation and write reports
- Complete self-study sent to Christian Schools International Accreditation and site visitors

TASK 4

SCHOOL WRITES A SCHOOL IMPROVEMENT PLAN

- The SIT, with input from staff and governing body, develops a School Improvement Plan (SIP) based on identified goals

TASK 5

SITE TEAM VISITS THE SCHOOL (by end of third year of candidacy, fifth year for new schools)

- Team of visiting educators validates self-evaluation and collaborates with the SIT on the SIP
- Site visitors write a report that is submitted to Christian Schools International and school
- Team makes a recommend to the Christian Schools International Commission

CHRISTIAN SCHOOLS INTERNATIONAL ACCREDITATION COMMISSION APPROVES THE SIP AND GRANTS ACCREDITATION STATUS

TASK 6

SCHOOL REFINES THE SIP

- The school's SIT, with input from appropriate stakeholders, refines the SIP using the visiting team's report
- SIP submitted to Christian Schools International Accreditation

TASK 7

THE SIP IS IMPLEMENTED AND ANNUAL REPORTS WITH INDICATORS OF PROGRESS SUBMITTED TO CHRISTIAN SCHOOLS INTERNATIONAL ACCREDITATION FOR THE DURATION OF THE ACCREDITATION TERM (MAXIMUM 5 YEARS)

Details of Accreditation Tasks

Beginning (Duration: 0-3 years)

1. The Christian Schools International member school contacts Christian Schools International Accreditation (800-635-8288, ext. 235) to request an application for accreditation candidacy or finds the application form online. Only Christian Schools International member schools can receive Christian Schools International Accreditation.
2. The school submits the accreditation application form along with the application fee. This fee covers some of Christian Schools International Accreditation's administrative costs. This fee is non-refundable unless Christian Schools International Accreditation does not approve the application.
3. Christian Schools International Accreditation will contact the school to begin the process and send the school the Measuring the Mission document electronically. For schools that are not currently accredited by Christian Schools International, your Christian Schools International Accreditation regional coordinator will also plan a visit. Generally, the schools that are new to Christian Schools International will be required to host a visit by the Director of School Improvement or Accreditation Regional Coordinator prior to the final approval of the application for accreditation candidacy. In addition, the regional coordinator will train the School Improvement Team to lead the staff in the accreditation process. The expense of these visits are the school's responsibility.
4. If the application is approved, schools in their first cycle of accreditation with Christian Schools International are now considered candidates for accreditation. A school can retain candidacy status for three years. Tasks One through Five must be accomplished within the three-year candidacy window. Schools that are less than three years old at the time they apply for candidacy may take five years to complete Tasks One through Five if needed.

Task 1: Stakeholder Surveys

1. Christian Schools International Accreditation requires that all accredited schools conduct parent satisfaction surveys and develop an analysis of this ongoing data.
2. Many schools also conduct teacher, students, and board member surveys during their self-study year. Christian Schools International provides sample surveys.
3. This task should be Annually, for five years completed and sent to your regional coordinator for review six to nine months prior to the scheduled review by the Site Visit Team.
4. These surveys and the analysis of the data should be used to inform the school profile and self-study. All stakeholders involved in the self-study should be familiar with the survey data and School Improvement Team's analysis of this data.

Task 2: School Profile

1. Schools must develop a school profile for their first accreditation cycle with Christian Schools International.
2. The school profile is designed to inform the self-study and should be completed before the self-study is begun. The School Improvement Team must spend some time sharing the school profile with all stakeholders involved in the self-study.
3. The school profile should be sent to the regional coordinator for review at least six months prior to the scheduled review by the Site Visit Team.

Task 3: Self-Study (Duration: 1-3 years)

The School Improvement Team coordinates the work of the rest of the school toward completing the accreditation process. The School Improvement Team should be made up of appropriate, knowledgeable stakeholders of the school. The School Improvement Team performs the following tasks during the self-study process. (see Checklist for School Improvement Team in the Accreditation Toolbox):

First Steps

1. Hosts a visit by the regional coordinator early in the process. There are two goals for this visit: 1) Determine the school's readiness to begin the self-evaluation, and 2) Plan the work of the school using this document. The regional coordinator may meet with the School Improvement Team, the administration, the board, and others.
2. Writes a calendar for the process (template provided)
3. Keeps the entire school community informed of the accreditation process, including rationale and progress, throughout the process.

Self-Study

1. Shares the results and analysis of the survey data and the school profile with all stakeholders involved in the self-evaluation of the school. This can be done in a special meeting prior to the self-study sub-committees beginning their work.
2. Forms the sub-committees or teams that will write the self-study for each of the four strands of Measuring the Mission. The Strand 1 team will have more board members and support staff members on it, as well as some faculty members. Strands 2 and 3 teams will have more faculty members on them, but also some board members who are on committees dealing with educational issues of the school. The Strand 4 team will likely have faculty, other staff members, governing body members, and other appropriate stakeholders on it.
3. Communicates to the chairs of each team how documentation and evidence should be gathered (surveys, interviews, documentation) and how the report should be written and formatted. Trains the chairs of the teams. Most schools have members of the School Improvement Team chairing the sub-committees.
4. Plans with the team chairs when the teams will do their work.
5. Gathers all necessary documentation and evidence for the teams or requested by the teams.
6. Edits the work of all the teams and formats the self-study work so that the entire self-study has one voice and appearance. Has all members of the administration, board, and staff read the final draft of the self-study and submit suggestions for final edits.

Task 4: School Improvement Plan Development

This continues to be the role of the School Improvement Team

1. Develops three to five school improvement goals to be included in the School Improvement Plan that the school will be implementing over the next five years. The goals of the School Improvement Plan are based on an analysis of the results of the ratings given to the indicators as well as the school profile and any strategic planning. It is important to pay attention to any current strategic planning work and documents during this time. Schools should enfold any academic-related strategic goals into the school improvement plan at this time. Academic-related strategic goals might include goals related to mission and vision, governance development, communication with various stakeholder groups, faith nurture, school-wide learner goals, professional development plans, or instructional improvements.
2. Shares the developing School Improvement Plan with the faculty, board, and other appropriate stakeholders at least four weeks prior to the site team visit.

3. Finalizes the School Improvement Plan draft, using input received from the stakeholders. Use Christian Schools International Accreditation's template for writing these goals as smart goals.

Task 5: Site Visit Team (Duration: 3-6 months)

1. Christian Schools International Accreditation will assign the chair of the school's Site Visit Team. If this person is not your current regional coordinator then your regional coordinator will inform you of this assignment and introduce your school to this person.
2. Site Visit Team members are chosen by the administration, steering committee, and the assigned Christian Schools International Accreditation regional coordinator. The team members must be approved by the Christian Schools International Accreditation regional coordinator before they are invited to serve on the team. The school administration or School Improvement Team members contact the potential site team members to request their participation and provide necessary details for the visit. (See Recommendations for Site Visits, Team Size and Composition.)
3. The school sends a copy of the school's profile, self-study and developing School Improvement Plan to the site team members at least two weeks in advance of the site visit.

During the Site Team Visit

4. Site Visit Team members observe the school and write their report during a two or three-day onsite visit (see Suggested Site Visit Schedules). The school pays all expenses of the site team members—travel, food, lodging, and substitute expenses of site visitors (see Summary of Fees and Costs). During the site visit the team members will validate the school's self-study and collaborate with the school's School Improvement Team on the developing School Improvement Plan.
5. The School Improvement Team meets with the site team during the onsite visit to collaboratively discuss the self-study, the School Improvement Plan, and probable indicators that will be used to report annual progress.
6. The Site Visit Team makes a recommendation regarding accreditation status to the Christian Schools International Accreditation Commission.

After the Site Team Visit

7. The site visit chair submits the site visit report with the recommendation for accreditation to Christian Schools International Accreditation regional coordinator. The regional coordinator will submit the site visit report to Christian Schools International Accreditation after reviewing the report.
8. A committee designated by Christian Schools International Accreditation's Commission reads the Site Visit Team's report and makes a ruling for or against accreditation (see Christian Schools International Accreditation Commission and Reviewing Committees in Procedures and Policies). After the Site Visit Team reports are read, accreditation status is conferred by the Christian Schools International Accreditation Commission, and schools are informed and sent certificates following the commission's decision.

Task 6: Refining the School Improvement Plan

1. Based upon the self-study and the Site Visit Team's recommendations, the school's School Improvement Plan is revised and finalized by the School Improvement Team (see the School's Improvement Process after Accreditation). This includes the development of measurable indicators to determine school improvement and progress toward meeting the goals and measurable objectives of the School Improvement Plan.
2. The School Improvement Team presents the School Improvement Plan to the school's governing body and to the staff. A summary of this plan should be publicized to the school community.
3. The School Improvement Plan is submitted to your Christian Schools International Accreditation regional coordinator within two months after the site visit.

Task 7: Annual Reporting

1. Each April the School Improvement Team submits to Christian Schools International Accreditation a report that shows progress toward meeting the goals of the school improvement plan. These reports will be read by committees of Christian Schools International Accreditation (see Sample Annual Report Form and Christian Schools International Accreditation Commission and Review Committees).
2. Christian Schools International Accreditation will send certificates of accreditation annually to all accredited schools.
3. Schools that are not approved for annual accreditation will be informed by mail of the reason(s) for denial and given 60 days to rectify the concern(s). Schools that do not provide the required annual documentation or do not provide evidence of working toward improvement will not be granted annual accreditation.
4. Prior to the final year of a school's accreditation term, the school must begin the accreditation process again to seek renewal of accreditation.

Task 1: Stakeholder Surveys

Christian Schools International Accreditation requires minimally an annual parent satisfaction survey (**see the Toolbox for Sample Surveys**). Other surveys schools conduct include faculty, governing body, student, alumni, and community.

Surveys that are conducted annually should use, as closely as possible, the same questions from year to year so longitudinal data can be gathered. The data from surveys should be used to inform progress on School Improvement Plan goals, accomplishing schoolwide learner goals and mission, and meeting the goals of any additional strategic planning.

The data gathered from the surveys should also be used to inform the *Measuring the Mission* self-study that the school conducts. Schools should refer to the analysis of the survey data as evidence for ratings on the appropriate indicators of *Measuring the Mission*. The survey results and analysis should be hyperlinked to in both the school profile and the self-study documentation.

Most schools are using free online programs like SurveyMonkey or their school/ learning management systems to conduct these surveys. The benefits of using online survey programs include that the data can be easily quantified, data can be disaggregated as necessary, no expensive mailing is required, and links to the surveys can be emailed to parents and other stakeholders.

The first task of the School Improvement Team is to conduct appropriate surveys and analyzes of what the data is telling you about how your school is accomplishing its mission, goals, and strategic planning.

Task 2: School Profile

See the Toolbox for the School Profile template.

The School Profile is to be completed and submitted to the school's Accreditation Regional Coordinator six months prior to the site visit. It is the first document of the school's accreditation self-study and is meant to help inform the work of the self-study and to introduce the school to the accreditation Site Visit Team. The School Profile is also used to focus the school, staff, board, and other key stakeholders on the current realities of the school. The Accreditation Regional Coordinator will review the School Profile and Provide feedback to the school. After revisions are made the School Profile is resubmitted to the Accreditation Regional Coordinator for final review.

Part 1: Introduction to the School

1. General information:

- School name
- Address
- Website
- Head of school and title:
- Chair of the School Improvement Team

2. Mission: The school's mission.

3. History: A brief history of the school—when founded, major changes, milestones over the years, and other noteworthy items.

4. Current Description of the School:

- Grades taught including any grade additions or deletions over the past 10 years
- Notable programs that the school has implemented including programs for students with unique learning needs
- Student enrollment data over the past 10 years in chart format (or as relevant)
- Racial and socio-economic demographics of the school population including relevant changes over time in chart or narrative format
- Brief demographic and geography of the area served by the school including church backgrounds
- Current financial situation including any debt and plans to retire it
- Other noteworthy items.

Part 2: School Structure

5. Faculty Roster: Current faculty roster.

6. Administrative Team: Structure of the school's administrative team, qualifications, functions. Provide background as well.

7. Governance: Structure of the school's governance, note recent changes and strategic planning.

8. Budget: Provide a copy of the school's annual operating budget.

Part 3: Student Learning

9. **Graduation requirements:** For high schools only
10. **Standardized Test Results:** Provide a summary and analysis of standardized test results for the past five years (patterns demonstrated, strengths and weaknesses).
11. **Current School Improvement Plan and Annual School Improvement Plan Progress Report:** Provide your school's most updated School Improvement Plan if available. Summarize how your plan has impacted student learning.
12. **Current School Learner Outcomes:** List your current schoolwide learning goals/outcomes. Explain how your school assesses these outcomes. Describe your school's portrait of a graduate, if available.
13. **Stakeholder survey results:** Provide a summary and analysis of the school's most current stakeholder surveys, include parent surveys, teacher surveys, student surveys, board surveys, and any other current survey information.

Part 4: Other

14. Provide other noteworthy items that are important to understand your school—high debt, major enrollment trends, capital campaigns, shifts in curriculum and instruction, etc.

Task 3: Measuring the Mission Self-Study

Important instructions, tips, and best practices for completing the self-study

1. When gathering documentation and evidence to show the level of implementation the school has accomplished toward meeting an indicator, consider the following:
 - Read through the focus questions, rubric, and evidence questions and consider the best sampling of evidence to demonstrate implementation.
 - Consider the two evidence questions of each rubric as suggestions, not as required documentation.
 - Only provide the best samplings to show evidence, not an exhaustive compilation of documentation that is difficult and lengthy to wade through.
 - Pull out specific pieces of evidence, like single policies, specific line items of minutes, specific entries of handbooks, or hyperlink to these specific items.
2. Use the Self-Study Template in the Accreditation Toolbox to record the work of the self-study, provide narrative rationale for ratings, and identify documentation and data.
3. School Improvement Teams often form four internal teams to complete each of the four Strands of *Measuring the Mission*. The teams that evaluate the school using Strands 1 and 4 usually have some governing body members, staff members (including those working with finances and facilities), and other appropriate stakeholders. Strand 2 and 3 teams usually are comprised of more faculty members and fewer governing body members.
4. Many schools are uploading their surveys to online programs like Survey Monkey. There are many advantages. All that has to be sent to stakeholders is a URL or link to the survey. This can be done by email and saves on postage. Also, the data obtained from the survey can be organized, disaggregated and tabulated. Customized reports can be generated for the School Improvement Team, governing body, stakeholders, and the Site Visit Team. Because of these advantages, the data collected and analyzed has a better chance of truly informing the school's School Improvement Plan.
5. School Improvement Teams have found that having a knowledgeable administrative assistant, with some history with the school, on the team is very valuable. This person can take minutes of the team's work, gather and organize documentation, format the self-study report, and hyperlink the narratives to the documentation and data.

Strand 1: Leading with Purpose

Standard 1.1: Mission and Vision

- Indicators:*
- 1.1.1 Established and transformational
 - 1.1.2 Communicated
 - 1.1.3 Integrated into practice
 - 1.1.4 Integrated into programs
 - 1.1.5 Educational goals

Standard 1.2: Governance

- Indicators:*
- 1.2.1 By-laws or constitution
 - 1.2.2 Policies and job descriptions
 - 1.2.3 Legal requirements
 - 1.2.4 Non-discrimination
 - 1.2.5 Board member qualifications
 - 1.2.6 Written policies
 - 1.2.7 Self-evaluation

Standard 1.3 Fiscal Responsibilities

- Indicators:*
- 1.3.1 Integration of mission into finances
 - 1.3.2 Balanced budget
 - 1.3.3 Resource development
 - 1.3.4 Policies and procedures
 - 1.3.5 Fund-raising/record-keeping/audit
 - 1.3.6 Tuition collection and tuition assistance
 - 1.3.7 Insurance

Standard 1.4 All Staff Members

- 1.4.1 Commitment to Christ
- 1.4.2 Employment procedures
- 1.4.3 Head administrator qualifications
- 1.4.4 Head job description and evaluation
- 1.4.5 Teacher qualifications
- 1.4.6 Induction/coaching/Mentoring
- 1.4.7 Staff handbook

Standard 1.5 Student Health and Safety

- 1.5.1 Student health compliance
- 1.5.2 Student safety compliance
- 1.5.3 Student records

Strand 2: Teaching for Learning

Standard 2.1: Curriculum

- Indicators:*
- 2.1.1 Articulated
 - 2.1.2 Biblical perspective
 - 2.1.3 Aligned to standards
 - 2.1.4 Review

Standard 2.2: Instruction

- Indicators:*
- 2.2.1 Content appropriateness
 - 2.2.2 Learner appropriate/differentiation
 - 2.2.3 Educational support services
 - 2.2.4 Reflection and refinement
 - 2.2.5 Best practices
 - 2.2.6 Student engagement

Standard 2.3: Assessment

- Indicators:*
- 2.3.1 Aligned to curriculum and instruction
 - 2.3.2 Valid, reliable, bias free
 - 2.3.3 Multiple measures
 - 2.3.4 Informs instruction
 - 2.3.5 Sharing results

Strand 3: Leading for Learning

Standard 3.1: Instructional Leadership

- Indicators:*
- 3.1.1 Knowledge of curriculum, instruction, assessment, and faith development
 - 3.1.2 Focus on student results
 - 3.1.3 Integration and use of technology
 - 3.1.4 Planned results
 - 3.1.5 Accountability and evaluation
 - 3.1.6 Collaboration

Standard 3.2: Teacher as Leader

- Indicators:*
- 3.2.1 Sufficient instructional staff
 - 3.2.2 Content knowledge
 - 3.2.3 Personal faith expression
 - 3.2.4 Communication

Standard 3.3: Learning for Leading

- Indicators:*
- 3.3.1 Applies curriculum content
 - 3.3.2 Results-driven

Strand 4: Learning in Community

Standard 4.1: Nurturing and Caring for Students

- Indicators:*
- 4.1.1 Academic and spiritual advocacy
 - 4.1.2 Counseling and guidance resources for students
 - 4.1.3 School and classroom behavioral management

Standard 4.2: Practicing Christian Community

- Indicators:*
- 4.2.1 Classroom community—biblical ideals
 - 4.2.2 Climate/culture
 - 4.2.3 Worship experiences
 - 4.2.4 Service Opportunities

Standard 4.3: Christ-honoring Community

- Indicators:*
- 4.3.1 Board-administrator relationship
 - 4.3.2 Visionary strategic plan
 - 4.3.3 Facilities

Standard 4.4: Interaction with Community

- Indicators:*
- 4.4.1 Multiple methods
 - 4.4.2 Intentional
 - 4.4.3 Volunteer involvement
 - 4.4.4 Broader community

**Christian Schools International Accreditation
Measuring the Mission, Second Edition 2019**

Strands/Standards/Indicators at a Glance

Directions for Strand 1 (Assurances) of the Self-Study:

1. Using the directions below, complete the **Self-Study Template found in the Accreditation Toolbox**.
2. See page 19 for tips and best practices for completing the self-study.
3. Read each Standard (two-digit number).
4. Read each Indicator (three-digit number) and evaluate your school based upon current practice, available documentation or evidence, surveys, and interviews. Can you certify that your school is in compliance with this indicator? Has your school implemented, to a fairly high degree, this indicator? If yes, check the “yes” box. If not, check the “unable to certify” box.
 - Checking “unable to certify” means you do not have documentation or data to demonstrate compliance with an indicator.
 - You might believe that you could improve in the area of an indicator, but still check yes. If you do so, indicate what you believe your school should do to improve.
5. Explain your rating.
 - If you rate your school as yes, explain why you believe your school has a high level of implementation.
 - If you checked “unable to certify,” what changes must you make to improve your school?
6. If you are “unable to certify” that you are in compliance with any indicator, you must make improvements prior to submitting the self-study to Christian Schools International Accreditation and hosting the Site Visit Team.
7. Provide the documentation that demonstrates implementation.
8. At the end of the strand, identify your school’s blessings to celebrate using the summary template.
9. Identify indicators that provide concerns for further action and school improvement.
10. Look for patterns of concern.
11. Identify areas for growth that might become goals in your School Improvement Plan.

Strand 1. Leading with Purpose (Assurances)

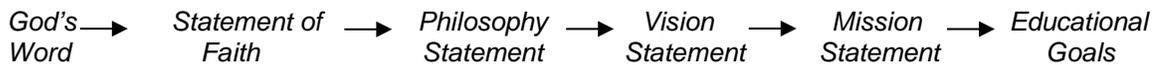
The Christian school, as an enterprise of the entire community, enables and equips all of its students to love God, to serve their fellow human beings, and to care for God's creation. The school community provides an environment of love and care within which students are nurtured. As an indispensable partner with the home and the church, the Christian school leads children to live according to biblical wisdom. To do all this, great Christian schools have a number of organizational documents, policies, procedures, and structures in place. Strand 1 is a list of organizational assurances. Christian schools must be able to certify compliance with these assurances. **(Use the Self-Study Template in the Accreditation Toolbox.)**

Standard 1.1 Mission and Vision

Every Christian school should have these three documents:

- A **statement of faith** that articulates the school's foundational principles. The school's statement of faith and /or philosophy are generally articulated in the bylaws or constitution; a Christian school must always be rooted in the Word of God.
- A **mission statement** that is a short declaration of what the school says it is, or why it exists. This document is sometimes called the purpose.
- A set of **educational goals** developed from the statement of faith, philosophy statement and/or the mission statement that direct the school's work.

Often a step between the philosophy statement and the mission statement is a **vision statement** that includes a vivid word picture of how the world will be different and what the school's graduates will look like when the school is properly doing its job.



Indicators for Standard 1.1

1.1.1 Established and transformational: The school has a written philosophy statement or statement of faith that is founded upon the Word of God and that clearly articulates the school's beliefs regarding education.

- Yes
- Unable to certify

Expanded narrative and/or evidence:

1.1.2 Communicated: The statement of faith, philosophy statement, and mission statement are articulated frequently and in a variety of ways so that the entire school family and community capture the vision of education from a biblical perspective.

- Yes
- Unable to certify

Expanded narrative and/or evidence:

1.1.3 Integration of mission into practice: The board and staff write goals and strategies to guide the future improvement of the school. These goals and strategies are rooted in the statement of faith, philosophy statement, and the mission statement.

- Yes
- Unable to certify

Expanded narrative and/or evidence:

1.1.4 Integration of mission into programs: The program content offerings made available to students at all levels demonstrate a clear connection to the school's mission and vision. Program outcomes are rooted in the statement of faith, philosophy statement, and mission statement.

- Yes**
- Unable to certify**

Expanded narrative and/or evidence:

1.1.5 Educational goals: The school has articulated written goals or outcomes for student learning as a separate document, or as part of the curricula, or as part of its vision.

- Yes**
- Unable to certify**

Expanded narrative and/or evidence:

Standard 1.2 Governance

The Christian community, through the structure of a separate school society/association or through the structure of a church, assigns the responsibility for governing the school to a board or governing body, which it elects or appoints. The governing body is accountable to God, from whom it derives authority, and to the community, to which it is responsible. The governing body is responsible for the provision of resources, finances, and facilities necessary for the school to accomplish its mission. The governing body also promotes the school's mission to those in the school family and to the rest of the community.

Indicators for Standard 1.2

1.2.1 By-Laws or constitution: The bylaws or constitution mandate a designated governing body to hold the school in trust for both God and the community and to establish policies for the school. The bylaws prohibit conflicts of interest and mandate ethical standards of operation.

- Yes**
- Unable to certify**

Expanded narrative and/or evidence:

1.2.2 Policies and job descriptions: Written documents (policy and job descriptions) delineate the duties of both the governing body and the school's chief administrator to ensure good organization and Christian community.

- Yes**
- Unable to certify**

Expanded narrative and/or evidence:

1.2.3 Legal requirements: The school meets all legal requirements for existence as a school, including incorporation within the province or state, tax exempt status, and all other federal, provincial/state, or local regulations.

- Yes**
- Unable to certify**

Expanded narrative and/or evidence:

1.2.4 Non-discrimination: The school has a non-discrimination policy stating that it does not discriminate on the basis of sex, race, color, or national or ethnic origin in employment practices, administrative policies, scholarship and loan programs, or other school-administered programs and activities. This policy is published regularly.

- Yes**
- Unable to certify**

Expanded narrative and/or evidence:

1.2.5 Board member qualifications: Policies or bylaws clearly describe the qualifications of those serving on the governing body, including a strong Christian faith commitment and a demonstrated walk with Jesus Christ.

- Yes**
- Unable to Certify**

Expanded Narrative and/or Documentation:

1.2.6 Written policies: A handbook of policies is kept, reviewed, and updated regularly. These policies guide the governing body's work and the school's operation.

- Yes**
- Unable to certify**

Expanded narrative and/or evidence:

1.2.7 Self-evaluation: The governing body regularly evaluates how it functions and makes revisions to its policies and practices when necessary.

- Yes**
- Unable to certify**

Expanded narrative and/or evidence:

Standard 1.3 Fiscal Responsibilities

Proper financial management enables a school's governing body and administration to provide the necessary resources to meet the school's mission and for the faculty to teach God's children well. The governing board, in keeping with the spirit of God's Word, must make certain that the staff is adequately paid, that the resources are available for the teaching staff to provide a quality Christian education, and that the bills are paid in a timely manner. The governing body must ensure that the school is operated efficiently, that tuition remains reasonable, and that families who cannot afford the full cost of a Christian education for their children are assisted. Members of the governing body must be stewards of the resources provided by God and the Christian community as they serve with Christ-like integrity.

Indicators for Standard 3

1.3.1 Integration of mission into finances: The priorities evident in the school's annual budget reflect the school's mission and goals.

- Yes**
- Unable to certify**

Expanded narrative and/or evidence:

1.3.2 Balanced budget: A balanced annual budget is prepared in consultation with the administration and staff, approved by the governing body, properly monitored by the chief administrator and his or her staff, and is part of a multi-year plan.

- Yes**
- Unable to certify**

Expanded narrative and/or evidence:

1.3.3 Resource development: The governing body, in collaboration with the administration, is responsible for generating the funds and resources, or seeing to it that the funds and resources are generated, necessary to effectively operate a high-quality Christian education program that honors the name of Jesus Christ.

- Yes**
- Unable to certify**

Expanded narrative and/or evidence:

1.3.4 Policies and procedures: Financial record keeping policies and procedures are clearly written and followed. These include:

- how and by whom funds are handled
- a check and balance system for members of the governing body and staff who handle funds
- the keeping of backup files
- the protection of confidentiality for tuition payers, donors, and financial aid recipients
- timely receipt-reporting to tuition payers and donors
- required reporting by law to the province or state and Revenue Canada or the Internal Revenue Service
- monthly financial statements generated for internal use, annual reporting to the appropriate constituencies, and all other reports mandated by the governing body
- an independent assessment of the financial books by means of either an annual audit (through which a qualified accountant obtains reasonable assurance that financial statements are free of material misstatement) or an annual review (through which a qualified accountant obtains limited assurance that no material modifications need to be made to financial statements)

Note: "Independent" is defined as an assessment completed by a CPA or CA who is not affiliated with the school so as to avoid conflicts of interest and to ensure the integrity of the audit or review.

A "qualified" accountant has earned and maintains an active state CPA license.

- Yes**
- Unable to certify**

Expanded narrative and/or evidence:

1.3.5 Fund-raising/record-keeping/audit: All fundraising and resource development activities of the school are conducted in a legal, ethical, and professional manner. The financial books of these activities and groups are included in the annual review and periodic audit of the school's financial activities.

- Yes**
- Unable to certify**

Expanded narrative and/or evidence:

1.3.6 Tuition collection and tuition assistance: An effective and fair tuition collection procedure is in place, including steps to be taken if families become delinquent in payment. The school also has a tuition assistance program in place to assist families who have difficulty paying tuition or who wish to provide a Christian education for their children but are financially unable to do so.

- Yes**
- Unable to certify**

Expanded narrative and/or evidence:

1.3.7 Insurance: The school maintains sufficient insurance or internal resources to protect itself against liability claims, work interruptions, and errors and omissions by staff, board members, and volunteers.

- Yes**
- Unable to certify**

Expanded narrative and/or evidence:

Standard 1.4 All Staff Members—Faculty and Support

A Christian school's most important resource is an excellent staff. These are the people who provide the children and young people with a high-quality Christian education and assist parents in nurturing them to Christian adulthood and service. A Christian school must be careful and intentional about whom it hires to work with its children and young people. Administrators clearly follow procedures that assure that only the best teachers and support staff are hired and the governing body helps this process with policies and resource development. A great school has clearly defined qualifications for teachers and support staff, provides professional development for continued growth of all staff members, and develops a helpful, research-based evaluation process that assures God's children and young people are receiving only the best in instruction and faith nurture.

Indicators for Standard 1.4

1.4.1 Staff commitment to Christ: Personal qualifications of staff members include evidence of a personal commitment of faith and a daily walk with Jesus Christ.

- Yes**
- Unable to certify**

Expanded narrative and/or evidence:

1.4.2 Employment procedures: Schools must follow all required legal procedures necessary for employment in a school as dictated by state or provincial law for all staff. These procedures may include, but are not limited to: criminal history checks, unprofessional conduct checks, health screenings, and other required legal procedures. CSI strongly encourages all schools to initiate criminal history checks for all new and current staff as well as for all volunteers who hold supervisory positions with students.

- Yes**
- Unable to certify**

Expanded narrative and/or evidence:

1.4.3 Head administrator qualifications: The head administrator, charged with leading the school, is qualified to do so. Board policy clearly defines the qualifications of the head administrator, including an understanding of Christ-centered education and a demonstrated commitment to a daily walk with Jesus Christ.

- Yes**
- Unable to certify**

Expanded narrative and/or evidence:

1.4.4 Head administrator job description and evaluation: The head administrator's job description is realistic and clearly defined. The head administrator is regularly evaluated by the governing body, based upon goals developed from the job description, as well as personal and professional goals approved by the governing body that are aligned with the school's mission and School Improvement Plan.

- Yes**
- Unable to certify**

Expanded narrative and/or evidence:

1.4.5 Teacher qualifications: Teachers in Christian schools prepare children and young people to be discerning disciples and servants of Jesus Christ. To accomplish this important task, teachers in a Christian school must be thoroughly committed to the school's philosophy and mission, be deeply rooted in God's Word and the Christian faith, and be prepared to integrate that faith into the education they provide for the children and young people every day. Schools cannot assume that teachers come with all the qualities and skills necessary to provide a quality Christian education; in-servicing and procedures that ensure continual professional growth are essential.

All teachers (including teachers whose certificates have expired) must meet both the professional and hiring requirements of the school board. Minimally, each teacher must possess a degree from an accredited college or university. Non-certified teachers must submit an annual plan to the building administrator to show professional staff development of at least twenty clock hours or the equivalent state requirement thereof each year. Approved activities may include (but are not limited to) coursework, seminars, conferences, mentoring, book study, professional learning community discussions, and on-line classes. These plans are to be submitted in the accredited school's annual reporting.

Non-certified teachers who work less than a full-time contract must submit an annual plan to the building administrator which demonstrates professional development hours equivalent to that percentage of their current teaching contract (equivalent percentage of twenty clock hours or the state requirement.)

- Yes**
- Unable to certify**

Expanded narrative and/or evidence:

1.4.6 Induction/coaching/mentoring: Each new staff member participates in an extensive induction program prior to beginning work. A mentor or coach with common or similar responsibilities is assigned to each new staff member and maintains a mentoring relationship over time.

- Yes**
- Unable to certify**

Expanded narrative and/or evidence:

1.4.7 Staff handbook: A handbook is to be maintained, reviewed, and regularly updated which includes (but is not limited to) a delineation of teacher responsibilities, teacher job descriptions, and essential school processes and procedures.

- Yes**
- Unable to certify**

Expanded narrative and/or evidence:

Standard 1.5 Student Health and Safety

A Christian school is a healthy and safe place for students. Christian schools and administrators are constantly vigilant for health and safety issues and align the school's health and safety policies and procedures with state/provincial and local health and safety regulations.

Indicators for Standard 1.5

1.5.1 Student health compliance: The school complies with all applicable provincial or state health codes including:

- health and immunization records
- communicable diseases,
- proper inventory and storing of dangerous substances, chemicals, and cleaning supplies
- kitchen/dining area regulations and food services
- safety drills (for example: fire, tornado, hurricane, earthquake, hostage)
- student physicals for admissions or physical activities participation
- health screenings
- all physical facilities are in compliance with federal, provincial/state, and local regulations, including such things as health and safety codes, asbestos management, barrier-free access, fire extinguishers, and posted emergency procedures.

- Yes**
- Unable to certify**

Expanded narrative and/or evidence:

1.5.2 Student safety compliance: Adequate safety procedures are followed including:

- secured school entrances and appropriate barriers around the campus to adequately protect children or evidence of an independent safety audit (completed by law enforcement, a security firm, or insurance auditors) explaining non-compliance
- crisis response procedures (addressing national and local emergencies)
- sexual and physical abuse policies
- anti-bullying policies
- traffic control and crossing patrols
- playground supervision
- transportation
- in-school supervision
- first aid/CPR and bloodborne pathogen training for staff
- pick-up and dismissal
- custodial and noncustodial parent guidelines

- Yes**
- Unable to certify**

Expanded narrative and/or evidence:

1.5.3 Student records: The school has a policy regarding the safe disposition of student records should the school close. This policy is in compliance with state/provincial law and regulations.

- Yes
- Unable to certify

Expanded narrative and/or evidence:

Strand 1: Summary of Self-Study and Potential Areas for Growth

(This chart is in the Self-Study Template located in the Accreditation Toolbox)

1. Which indicators provide reasons for commendation? What blessings can we identify?

a.	
b.	

2. Which indicators provide reasons for concern or further action and review?

a.	
b.	

3. Are there patterns of concern?

a.	
b.	

4. Do we see potential areas for growth that might become goals in our School Improvement Plan?

a.	
b.	

Directions for Strands 2, 3, and 4 of the Self-Study:

1. Using the directions below complete the **Self-Study template found in the Accreditation Toolbox**.
2. See page 19 for tips and best practices for completing the self-study.
3. Read each standard (two-digit number).
4. Read each indicator (three-digit number).
5. Use the focus questions to dialogue about the indicator and the related standard. Determine what your school is doing that might provide evidence that you have implemented this indicator. This will help you get a sense of how well your school has implemented this indicator. Go back to the school profile that previously analyzed evidence and data.
6. Using the evidence questions, identify documentation—analyzed data, policies, survey results, handbooks—that provides evidence of the extent to which your school has implemented the indicator.
7. Read the rubric, all four parts. Identify the parts of the rubric that your school has implemented or has not implemented. Identify evidence that you believe indicates implementation.
8. As a team, come to a consensus on which of the four parts of the rubric best describe your school's implementation for the indicator.
9. Provide a narrative for why your team chose the rating that it did and hyperlink to the appropriate documentation that is mentioned in the narrative.
10. Schedule your time. If the school profile is well done and documentation and evidence have been cited in the profile, teams are attempting to spend two to three hours per standard for Strands 2-4.
11. At the end of the entire strand
 - identify your school's blessings to celebrate using the summary template,
 - identify indicators that provide concerns for further action and school improvement,
 - look for patterns of concern,
 - identify areas for growth that might become goals in your School Improvement Plan.

Strand 2. Teaching for Learning

Standard 2.1 Curriculum

Schools have a written, cohesive plan that serves as the basis for instruction and the learning of all its students.

Indicator 2.1.1

Articulated: The written curriculum is designed to ensure a continuum of content and skills within and across grade levels and content areas.

Focus questions:

- How do you ensure that in the written curriculum each content area is vertically aligned across the grade levels? (Grade to grade and level to level—i.e., elementary to middle to upper)
- How do you ensure that the written curriculum's content is horizontally aligned across each grade level content?

What evidence might indicate implementation?

- Vertical alignment of scope and sequence by content
- Horizontal alignment of grade level/course curriculum
- Listing of skills within content areas and across grade levels
- Alignment of instructional activities within and across grade levels

Where might this evidence be found?

- Curriculum documents—maps or scope and sequence, essential questions, philosophy, and the like
- Written units and/or lesson plans

Level 4 <i>Exemplary</i>	In addition to the vertical and horizontal alignment of the core content areas, the school is in the process of aligning additional areas taught. Within the written curriculum, a continuum of skills is identified that builds from one content area and grade level to the next. Essential content has been identified. Gaps and overlaps have been identified and corrected.
Level 3 <i>Implemented</i>	Documents are organized to incorporate a vertical alignment between the grades as well as a horizontal alignment between the content areas at each grade level in the core content areas of Bible, English/Language Arts, Mathematics, Science and Social Studies. Common curricular units exist within each grade level and/or content area.
Level 2 <i>Partially Implemented</i>	Documents have been created that identify the core curricular expectations for grade levels and subject areas of Bible, English/language arts, mathematics, science, and social studies.
Level 1 <i>Getting Started</i>	Documents do not exist that identify the core curricular expectations within grade levels or subject areas. The school relies on what textbooks have identified as important. The school has a broad overview of general curricular themes.

2. Teaching for Learning

Standard 2.1 Curriculum

Schools have a written, cohesive plan that serves as the basis for instruction and the learning of all its students.

Indicator 2.1.2

Biblical perspective: A biblically informed curriculum points to God as the source of all truth, leads students toward biblical wisdom and a response to God's call to discipleship, and nurtures all students toward Christ-like living.

Focus Questions:

- Do the curriculum documents/maps reflect a biblical perspective?
- Is the curriculum's biblical perspective linked to the school mission?
- Do student assessments test for an understanding of the school's biblical perspective?

What evidence might indicate implementation?

- Essential questions about biblical perspective
- Test questions
- School mission articulation
- Teacher written course syllabi

Where might this evidence be found?

- Curriculum maps
- Student assessments
- Writings in school newsletter
- Classroom lesson plans

Level 4 <i>Exemplary</i>	At the unit level, there is evidence of an identified biblical perspective that engages student thinking and informs or encourages creative student action. Students are taught to apply biblical perspective. Student assessments provide an opportunity for students to demonstrate their understanding of biblical perspective and its link to the school's mission.
Level 3 <i>Implemented</i>	An articulated biblical perspective is evident across grade levels. Most faculty members have incorporated biblical perspective into student assessments.
Level 2 <i>Partially Implemented</i>	The school has begun to link written curriculum to the mission of the school. Efforts are inconsistent across grade levels and within grade levels and subject groups. Some attempts have been made toward creating biblical perspective assessments.
Level 1 <i>Getting Started</i>	Little evidence of biblical perspective is articulated in the written curriculum.

2. Teaching for Learning

Standard 2.1 Curriculum

Schools have a written, cohesive plan that serves as the basis for instruction and the learning of all its students.

Indicator 2.1.3

Aligned to standards: The local curriculum is aligned to national or state/provincial standards for student achievement, or to another set of recognized standards that are consistent with the school's mission and educational goals.

Focus Questions:

- What are the standards the school has adopted to which the curriculum is aligned?
- How do these standards help the school work out its mission and educational goals?
- What are the key indicators or assessments of full alignment that you use?
- What are the two or three most significant challenges to achieving and maintaining full alignment to standards?

What evidence might indicate implementation?

- Students can readily state the purpose of the learning activity in which they are engaged.
- Observed activities are targeted, purposeful, and effective ways to acquire the requisite knowledge.
- Classroom assessments are well-constructed and meet professional standards for validity.

Where might this evidence be found?

- Curriculum guides
- Unit/lesson plans
- Assessment policies including the use of formative and summative assessments
- List of standards to which the school aligns its curriculum and a rationale for choosing these curriculum standards—located in the curriculum guides

Level 4 <i>Exemplary</i>	Teachers, and where appropriate students, can articulate adopted content standards and their link to the school's mission and educational goals. Formative assessments show students, teachers, and parents the progress that the student has made toward achieving the desired learning outcomes. Summative assessments are tailored to the identified content standards.
Level 3 <i>Implemented</i>	Unit and lesson plans explicitly identify appropriate content standards and clearly link the planned learning activities to the standards. Formative assessments systematically monitor student progress toward meeting the adopted content standards. Summative assessments measure student achievement of the standards.
Level 2 <i>Partially Implemented</i>	Unit/lesson plans explicitly identify learning targets directly linked to content standards.
Level 1 <i>Getting Started</i>	The selected external content standards are officially adopted by the school. Standards documents are available to teachers along with interpretive resources.

2. Teaching for Learning

Standard 2.1 Curriculum

Schools have a written, cohesive plan that serves as the basis for instruction and the learning of all its students.

Indicator 2.1.4

Curriculum review: The school's curriculum is reviewed and revised systematically and regularly. There is a structure and process for the involvement of all appropriate stakeholders to participate in the review.

Focus questions:

- What processes and structures are in place for reviewing the curriculum and making modifications when necessary?
- Does the process encourage review for continued alignment with the school's mission and educational goals?
- Do teachers know the process to follow to make changes to the written curriculum?
- How does the school incorporate the curriculum review process into its normal operation?
- How does the school assure that stakeholders are represented in the process?

What evidence might indicate implementation?

- Meeting attendance by representative groups
- Frequency and consistency of meetings
- Curriculum committee minutes
- Faculty professional development plans to review the curriculum and learn what makes an excellent curriculum

Where might this evidence be found?

- Agendas of curriculum committees, grade level committees, curriculum development teams
- Committee membership
- Written process steps and structures to review and revise the written curriculum

Level 4 <i>Exemplary</i>	The school's curriculum is systemically reviewed. There is a process in place that encourages the modification of the curriculum if and when necessary, even if it is only a short while since earlier modifications took place. Teachers are familiar with a written process that outlines how to change the written curriculum and follow it as needed. Curriculum review requires the involvement of appropriate stakeholders and is the result of a school-wide dialog both within and across grade levels and content areas.
Level 3 <i>Implemented</i>	The school participates in a review cycle that occurs periodically. Teachers understand the process they should follow to make needed changes to the curriculum. The review cycle requires the involvement of appropriate stakeholders.
Level 2 <i>Partially Implemented</i>	Infrequent and incomplete curriculum reviews occur. A limited number of teachers are involved in any curriculum review that occurs.
Level 1 <i>Getting Started</i>	There is no consistent review cycle in place at the school. The curriculum is reviewed when it is thought to be necessary.

2. Teaching for Learning

Standard 2.2 Instruction

Teachers are intentional about the use of processes that facilitate and result in high levels of learning for all students.

Indicator 2.2.1

Planning for learning—content appropriateness: Classroom lesson content is aligned with the school’s written curriculum. Careful planning by the faculty ensures that the curriculum content integrates a biblical perspective and advances through the grade levels without gaps or unnecessary redundancies.

Focus questions:

- What curriculum framework has been adopted?
- How do you monitor alignment of classroom curricula to the curriculum framework?
- How do you assess student learning of the identified biblical perspectives?

What evidence might indicate implementation?

- Student achievement data
- Student projects
- Assessment rubrics
- Teacher professional development plans

Where might this evidence be found?

- Curriculum frameworks including alignment to adopted standards and benchmarks
- Written units/lesson plans that identify alignment to the adopted curriculum framework
- Assessment policies and procedures that link assessment to the written curriculum
- Textbook evaluations

Level 4 <i>Exemplary</i>	Teachers are intentional about aligning the content of their lessons and units with the school’s written curriculum and the adopted content standards. Student achievement data is used in a skillful manner to evaluate content appropriateness and identify gaps or redundancies in the curriculum. Teacher planning assists students in confidently applying biblical perspectives as appropriate.
Level 3 <i>Implemented</i>	Most lesson plans show alignment to the standards and benchmarks of the adopted curriculum frameworks. Student achievement data is used to evaluate if the curriculum has gaps or redundancies. Teacher planning assists students in confidently applying biblical perspectives as appropriate.
Level 2 <i>Partially Implemented</i>	Lesson plans show mechanical alignment to the standards contained in the adopted curriculum frameworks. Scope and sequence charts and/or curriculum maps show an outline that is content appropriate for each grade level and subject area. Biblical perspectives are identified and defined.
Level 1 <i>Getting Started</i>	The content of the textbooks used by the teachers drives the curriculum. There is little evidence that the school has aligned the material in the adopted texts to the standards and benchmarks contained in the adopted curriculum frameworks. Biblical perspective is advocated but undefined.

2. Teaching for Learning

Standard 2.2 Instruction

Teachers are intentional about the use of processes that facilitate and result in high levels of learning for all students.

Indicator 2.2.2

Planning for learning—learner appropriate/differentiation: Instructional planning focuses on individual student success by considering faith development, learning styles, aptitudes, cultural differences, and interests.

Focus questions:

- What strategies are staff members using to ensure that all students have access to the written curriculum?
- How are teachers using different strategies to individualize instruction based on all enrolled students' needs?
- Has the staff received training regarding the faith development stages and needs of the students that they are serving?
- Based on student achievement data, what needs for individual personalized instruction are indicated?

What evidence might indicate implementation?

- Variety of instructional activities and options for individual learners, relevant activities, activities demonstrating recognition of cultural differences, cooperative group instruction
- Multiple approaches to instruction, relevant curriculum
- Variety of instructional approaches, relevance of activities, cooperative group instruction, engagement of learners
- Assessment data
- Observation log/journal

Where might this evidence be found?

- Instructional plans/lesson plans
- Curriculum guides
- Observational protocols and principal observations
- Student assessment results

Level 4 <i>Exemplary</i>	All teachers in the school are consistent in the use of learner-appropriate instructional practice. This includes the use of strategies such as differentiating instruction and providing opportunities for faith expression. Teachers hold high expectations for all students. The written curriculum is flexible and inclusive enough to allow teachers to adapt it and modify it to meet the needs and abilities of all their students.
Level 3 <i>Implemented</i>	Over half of the teachers in the school are consistent in the use of learner-appropriate instructional practice. This includes the use of strategies such as differentiating instruction and providing opportunities for faith expression. The curriculum allows teachers to make appropriate adaptations.
Level 2 <i>Partially Implemented</i>	Fewer than half of the teachers in the school are consistent in the use of learner-appropriate instructional practice; most are driven by the need to get through the content. Less than half of the teachers use strategies such as differentiated instruction and providing opportunities for faith expression. There is evidence that teachers are modifying the curriculum in some areas to make adaptations for individual student abilities.
Level 1 <i>Getting Started</i>	The planning of instruction is driven by the need to cover the content of the entire scope and sequence of the grade level or subject. Consideration is given to instructional practices that incorporate faith expression and are learner appropriate. The curriculum is not allowed to be changed; most adaptations are planned by educational/academic support teachers and occur in educational/academic support rooms.

2. Teaching for Learning

Standard 2.2 Instruction

Teachers are intentional about the use of processes that facilitate and result in high levels of learning for all students.

Indicator 2.2.3

Educational support services: Educational support services are in place to meet the learning, social, and emotional needs of all students who are enrolled in the school.

Focus questions:

- What programs or procedures are in place to meet the academic needs of all students—including those with learning needs and those with special gifts—who are enrolled in the school?
- What procedures and practices do the general education teachers use to determine the needs of children in their classrooms?
- How are classroom teachers supported as they attempt to respond to students' needs and evaluate the use of interventions?

What evidence might indicate implementation?

- Exceptional work done by students with special gifts
- Evaluations by general education teachers of training sessions to meet the learning needs of all students

Where might this evidence be found?

- Individual education plans (IEP)
- Minutes of meetings with parents to develop IEPs
- Training sessions for general education classroom teachers to understand response to intervention procedures
- Plans used to meet the needs of students with special gifts

<p>Level 4 <i>Exemplary</i></p>	<p>A variety of support services are functioning within the school to meet the learning needs of all students who are enrolled in the school. These services include diagnostic testing to determine learning, social, and emotional needs, as well as learning support for students with learning concerns and exceptional gifts. The school uses support services from other local schools when available and appropriate, hires its own staff, or out-sources these services, but someone on site coordinates these services. The educational support staff trains the general education staff on how to assess student response to learning interventions and data analysis. The educational support staff leads parents and the general education staff through diagnosis and the writing of individual education plans, and manages the implementation of those plans as appropriate.</p>
<p>Level 3 <i>Implemented</i></p>	<p>Support services are functioning within the school to meet the learning needs of all students who are enrolled in the school. These services include diagnostic testing to determine learning, social, and emotional needs, as well as learning support for students with learning concerns and exceptional gifts. The school uses support services from other local schools when available and appropriate, hires its own staff, or out-sources these services. The educational support staff is a growing resource for the general education staff and parents to meet the learning needs of all their students.</p>
<p>Level 2 <i>Partially Implemented</i></p>	<p>Support services are functioning within the school to meet the learning needs of students who have been diagnosed with a learning disability. These services include diagnostic testing to determine learning, social, and emotional needs, as well as learning support for students with learning concerns. The educational support staff provides the general education staff and parents with support in meeting the needs of their students.</p>
<p>Level 1 <i>Getting Started</i></p>	<p>Educational support is limited to pull-out programs for children with learning needs. The school taps into the services provided by other local schools where available and appropriate. Diagnosis of learning concerns comes through the services of public school entities. The educational support staff shares with the general education staff what they are doing with individual students during scheduled conference times.</p>

2. Teaching for Learning

Standard 2.2 Instruction

Teachers are intentional about the use of processes that facilitate and result in high levels of learning for all students.

Indicator 2.2.4

Planning for learning—reflection and refinement: Teachers work individually and collaboratively to gather and analyze information to continually modify and improve their instruction.

Focus questions:

- How does the school nurture a collaborative culture that emphasizes continuous improvement?
- How are planned instructional processes reviewed and refined to meet the needs of all students?
- How has the review of data been used to change instructional practices in the building?
- Has data been considered from a variety of sources such as students, parents, research, and knowledgeable colleagues?

What evidence might indicate implementation?

- Record of decisions made, process leading up to the decisions, record of individuals involved in the decisions, and data employed to inform the decision
- Committee membership and meeting schedules
- Changes in plans over time
- Reports of decision-making process by stakeholder group
- Professional development based upon instructional improvement; professional development structures employed
- Analyze data to determine impact of instructional refinements upon student learning

Where might this evidence be found?

- Agendas, meeting minutes
- Committee lists
- Current and historical instructional plans
- Survey data
- Professional development plan
- Student assessment data

Level 4 Exemplary	A continuous improvement process is in place in which interdisciplinary and/or cross-grade level collaborative teams gather data from a variety of sources, develop biblical perspective thinking, analyze information, and make decisions to modify instructional practice and the curriculum. All teachers understand how collaboration is part of the school culture and how learning communities improve instruction. Instructional improvement and the content of professional development are aligned. Support measures have been put in place such as demonstration classrooms, peer coaching, and professional study groups.
Level 3 Implemented	Collaborative teams meet regularly for the purpose of gathering data, developing biblical perspective thinking, analyzing data, and making school-wide decisions regarding changes in instructional practices and curriculum. Professional development decisions are based upon demonstrated professional need.
Level 2 Partially Implemented	Teams of teachers meet on a regular basis. Some discussion focuses on the improvement of instruction and the teaching of biblical perspective. The majority of time is spent either on procedural issues and/or individual student issues.
Level 1 Getting Started	Reflection and refinement are focused on procedures and policies in the classroom or school. There is little time spent on improvement of instruction and the teaching of biblical perspective.

2. Teaching for Learning

Standard 2.2 Instruction

Teachers are intentional about the use of processes that facilitate and result in high levels of learning for all students.

Indicator 2.2.5

Delivery of curriculum—best practices: The faculty is aware that some instructional approaches and methods have demonstrated effectiveness based upon current learning research; these are called best practices. Teachers use these best practices to design learning experiences and inform their own professional development.

Focus questions:

- Has the school's professional staff identified best practices in instruction that are consistent with the school's mission and educational goals?
- How does the school monitor use of best instructional practices? How does the professional staff gauge the effectiveness of this monitoring?
- How do teachers evaluate the effectiveness of their classroom instruction? How is this used to improve instruction?

What evidence might indicate implementation?

- Evidence that the decisions made, planning done, and evaluations completed have improved classroom instruction and student learning
- Results describing the impact of best practices on enacted curriculum
- Display of content standards, assessments, instructional strategies, and technology support
- Documentation of best practices strategies being implemented
- Student achievement is consistently measured at benchmark or higher levels by recognized instruments
- Description of professional learning community structures being implemented and actions taken

Where might this evidence be found?

Sources that confirm that the school has identified best practices, provided for their implementation, and monitored their use and effectiveness.

- Minutes of the responsible bodies
- Curriculum maps
- Classroom observation records
- Instructional plans
- Professional development plans

Level 4 <i>Exemplary</i>	The school has adopted best instructional practices where appropriate. Classroom learning activities are consistently based upon identified best practices and these practices are used expertly to stimulate student learning to benchmark levels and beyond. The effectiveness of these practices is systematically evaluated based upon student achievement. Whole school and individual teacher's professional development plans are purposefully designed to increase professional knowledge and skill in specified professional practices.
Level 3 <i>Implemented</i>	The school insists that all unit/lesson plans be built upon the best practices it has adopted, monitors the classroom use of these practices, and systematically includes appropriate training in its professional development program.
Level 2 <i>Partially Implemented</i>	The school has identified and selected some recognized best practices, promoted classroom use of these practices, and provided professional resources that explain and model their use. Training is available to teachers who request it.
Level 1 <i>Getting Started</i>	Memorization of content and repeated practice of isolated skills is emphasized. Worksheets and vocabulary exercises are standard learning activities. All students use these exercises, although there may be differing amounts of individual support. Teachers are aware that effective "best practices" have been identified, described, and published but the school culture values the traditional.

2. Teaching for Learning

Standard 2.2 Instruction

Teachers are intentional about the use of processes that facilitate and result in high levels of learning for all students.

Indicator 2.2.6

Delivery of curriculum—student engagement: Teachers design lessons and assessments that engage their students and promote active learning in the context of the school’s mission and educational goals. High-level thinking skills are employed across all curricular areas. Cross-curricular integrated units enable students to view God’s world holistically and apply their growing knowledge in multiple ways.

Focus questions:

- How are students provided regular opportunities to demonstrate their learning using authentic content in a Christian worldview context?
- What evidence do you see of student engagement in the learning process?
- What is done to ensure that lessons emphasizing high-level thinking are taught on a regular basis?
- How are cross-curricular integrated units of instruction used to meet the needs of all students?

What evidence might indicate implementation?

- Extent to which students are engaged in learning across classrooms; teacher use of higher-order thinking skills; use of relevant curriculum
- Extent to which assessments employ application and demonstration of knowledge and skills, including Christian worldview thinking

Where might this evidence be found?

- Classroom walk-through journals, student engagement assessments
- Assessments employed

<p>Level 4 <i>Exemplary</i></p>	<p>There is evidence of a high level of student engagement and active learning. Students are provided with opportunities to apply curricular concepts in a Christian worldview context, consistent with the school’s mission and educational goals. Teachers use a variety of cross-curricular, integrated units of instruction to engage students in a holistic view of God’s creation and apply their knowledge in multiple ways. Structures are in place to ensure that high-level thinking skills are emphasized throughout the curriculum and instructional strategies are employed that take into account multiple aptitudes, learning needs, and intelligences.</p>
<p>Level 3 <i>Implemented</i></p>	<p>Generally students appear to be engaged and actively learning. Frequent opportunities are provided for students to apply knowledge in a Christian worldview context. There are some cross-curricular, integrated units of instruction planned and taught by the faculty. Many lessons are taught that emphasize higher order thinking skills and some units take into account multiple aptitudes, learning needs, and intelligences.</p>
<p>Level 2 <i>Partially Implemented</i></p>	<p>Most students appear to be actively engaged in learning. Some opportunities are provided for students to apply knowledge in a Christian worldview context. Occasionally the faculty plans cross-curricular units to engage students. Some lessons are taught that emphasize higher-order thinking skills.</p>
<p>Level 1 <i>Getting Started</i></p>	<p>Classroom instruction emphasizes primarily memorization and rote learning. Few opportunities are provided for students to apply their knowledge in any way, including a Christian worldview context.</p>

2. Teaching for Learning

Standard 2.3 Assessment

The school systematically gathers and uses multiple sources of evidence to monitor student achievement and the meeting of the school's educational goals and purpose.

Indicator 2.3.1

Aligned to curriculum and instruction: Assessments are aligned to the curriculum and match the targeted student outcome (examples: knowledge, reasoning, skill, product, or disposition).

Focus questions:

- To what extent are assessments aligned with adopted curriculum standards?
- How do teachers determine that targeted learning outcomes are matched with appropriate assessment methods (selected response, written response, performance, personal communication)?

What evidence might indicate implementation?

- Extent of alignment with adopted curriculum and extent to which assessment reflects curricular content covered
- Description of process used to adopt and analyze assessments
- Match between assessment method and learning target

Where might this evidence be found?

- Formative and summative assessments and data from these
- Committee minutes
- Written curriculum

Level 4 <i>Exemplary</i>	All assessments are designed to match the measurement method to the appropriate type of learning target. Assessments comply with the assessment standards of the adopted curriculum. A process is in place for all assessments to be analyzed to assure that the concepts sampled are an accurate reflection of the important concepts covered within the written curriculum.
Level 3 <i>Implemented</i>	The majority of assessments are designed to match the measurement method to the appropriate type of learning target. Assessments comply with a majority of the standards of the adopted curriculum.
Level 2 <i>Partially Implemented</i>	Some assessments are designed to match the measurement method to the appropriate type of learning target. Some teachers' assessments are aligned with the standards of the adopted curriculum.
Level 1 <i>Getting Started</i>	Assessments administered at the school are designed by individuals or teams with no procedures in place to examine their alignment with the curriculum or content validity.

2. Teaching for Learning

Standard 2.3 Assessment

The school systematically gathers and uses multiple sources of evidence to monitor student achievement and the meeting of the school's educational goals and purpose.

Indicator 2.3.2

Valid, reliable, and bias free: The school assures that assessments are valid (measure what they are supposed to measure), reliable (yield the same results from repeated trials), and free of bias.

Focus questions:

- How do different sources of information demonstrate that all assessments used are valid, reliable, and free of bias?
- What structure is in place to help teachers monitor classroom assessments for validity, reliability, and bias, and to dialogue with peers about the assessments being used and the results they are getting?

What evidence might indicate implementation?

- Extent to which content of assessment is in alignment with learning targets
- Discussions occurring and decisions made at grade level and content area meetings reflecting analysis of assessments based upon student characteristics
- Longitudinal data collected from assessments over time

Where might this evidence be found?

- Formative and summative assessments
- Meeting minutes
- Professional development plans

Level 4 <i>Exemplary</i>	Teachers have all been trained to understand how to develop and test assessments for validity and reliability and use this knowledge when developing and modifying assessments. Teachers also are attuned to developing assessments that are free of bias. Procedures assure that all assessments administered to a common group of students are designed to have similar ranges of difficulty and sample content within the learning targets in a similar way.
Level 3 <i>Implemented</i>	Teachers have been trained to understand how to develop and test assessments for validity and reliability and are working toward using this knowledge. They also attempt to avoid bias in their assessments of student learning. Procedures assure that most assessments administered to a common group of students are designed to have similar ranges of difficulty and sample the learning targets in a similar way.
Level 2 <i>Partially Implemented</i>	Some attention has been paid to the validity and reliability of assessments administered at the school. Some teachers have attended training that enables them to develop assessments that are valid, reliable, and bias free
Level 1 <i>Getting Started</i>	The faculty is aware of the importance of paying attention to the validity and reliability of assessments, but it has not yet developed plans for professional development that will enable them to grow in this area. Teachers also are aware that assessments can be biased in a number of ways and to groups of students.

2. Teaching for Learning

Standard 2.3 Assessment

The school systematically gathers and uses multiple sources of evidence to monitor student achievement and the meeting of the school's educational goals and purpose.

Indicator 2.3.3

Multiple measures: The school uses a variety of formative and summative assessments including standardized tests, benchmark assessments, culminating assessments, and common assessments.

Focus Questions:

- What different measures are being used throughout the school to assess student learning, and how is this data used to modify curriculum and assessments?
- What system is in place to monitor the quality of assessments being used throughout the school, and what is done with the data collected?

What evidence might indicate implementation?

- Analysis of the effectiveness of various types of assessments employed in the classroom and at the school.
- Listing of types of assessments employed and frequency of use
- Discussion of assessment results related to suitability of assessment for the task

Where might this evidence be found?

- Teacher and administrator surveys
- Formative and summative classroom assessments
- Team meeting minutes
- Common professional development activities
- Standardized test results
- Rubrics developed by the staff to evaluate students' writings

<p>Level 4 <i>Exemplary</i></p>	<p>All instructional staff consistently evaluates and monitors student learning through the systematic use of multiple types of summative assessments (e.g., classroom-based, end of unit tests, quarter/semester grades, projects). In addition, teachers systematically employ multiple formative assessments (e.g., benchmark assessments, student portfolios, teacher/school-designed assessments, rubrics) to target areas requiring individualized instruction for students and/or small groups. All formal assessments are aligned to the curriculum framework.</p>
<p>Level 3 <i>Implemented</i></p>	<p>Most instructional staff evaluates and monitors student learning through the systematic use of multiple types of summative assessments (e.g., classroom-based, end of unit tests, quarter/semester grades, projects). In addition, most teachers use multiple formative assessments (e.g., benchmark assessments, student portfolios, teacher/school-designed assessments, rubrics). Most formal assessments are aligned to the curriculum framework.</p>
<p>Level 2 <i>Partially Implemented</i></p>	<p>The instructional staff evaluates student learning primarily through the use of summative assessments (e.g. end of unit test, quarter/semester grades). Most formal assessments are aligned to the curriculum framework.</p>
<p>Level 1 <i>Getting Started</i></p>	<p>The teachers rely primarily on standardized assessments and end-of-semester grades to evaluate student learning. Some attention is paid to aligning assessments to the curriculum framework.</p>

2. Teaching for Learning

Standard 2.3 Assessment

The school systematically gathers and uses multiple sources of evidence to monitor student achievement and the meeting of the school's educational goals and purpose.

Indicator 2.3.4

Informs instruction: Teachers systematically modify their instruction and the school's curriculum based on review of the assessment data.

Focus questions:

- How are data used to determine and improve curriculum and instruction at the building and classroom level?
- How are data used to determine and improve student learning?
- What systems and processes are in place to help the school and staff efficiently and effectively organize and analyze data?

What evidence might indicate implementation?

- Connection between instructional decisions and data
- Description of use of data to inform student progress; description of use of data to drive instructional decisions
- Description of use of data to target instructional strategies to individual students or small instructional groups

Where might this evidence be found?

- School improvement plan
- Grade level / departmental meeting minutes
- Teacher records
- Faculty minutes indicating changes made to curriculum and instructional practices
- Professional development meeting minutes

Level 4 <i>Exemplary</i>	Improvement in curriculum and instruction is data-driven, on-going, systematic and collaborative. Individual teachers and teacher teams continuously assess and modify curriculum and instruction through the use of multiple sources of data.
Level 3 <i>Implemented</i>	More than one source of data is used when determining modifications in curriculum and instruction. Improvement in curriculum and instruction is systematic and occurs at least on an annual basis.
Level 2 <i>Partially Implemented</i>	One basic source of data is relied on to improve curriculum and instruction. Data review and revisions in curriculum and instruction occur on an annual basis.
Level 1 <i>Getting Started</i>	Any data gathered is used by individual teachers for the purpose of improvements in curriculum and instruction at the classroom level.

2. Teaching for Learning

Standard 2.3 Assessment

The school systematically gathers and uses multiple sources of evidence to monitor student achievement and the meeting of the school's educational goals and purpose.

Indicator 2.3.5

Sharing results: Assessment results are reported to and used collaboratively by teachers, administrators, and parents to revise instruction, provide interventions, improve achievement, and encourage the formation of children's and young people's faith.

Focus questions:

- In what ways are assessment results reported to staff, students, and parents in a timely manner and in a form they can use?
- What opportunities are provided for parents and students to meet with staff and discuss assessment results?
- To what extent does the reporting system specifically describe what a student knows and can do in each subject area?
- Does sharing of assessment results include descriptions of a student's faith development journey?

What evidence might indicate implementation?

- School-wide grading scales
- Electronic record sharing methods
- Communication policies

Where might this evidence be found?

- Parent reporting schedule, parent-teacher conference templates
- Report cards
- Newsletters
- Handbooks
- Parent communications from teachers
- Common assessment rubrics

<p>Level 4 <i>Exemplary</i></p>	<p>Updated and easily interpreted results of a wide range of student assessments are provided to all teachers, students, and parents in a timely fashion on a regular basis. Instructional staff meets with parents and students on a regular basis to discuss assessment information and develop strategies to improve student achievement and to encourage faith formation. The school has a reporting system that describes specific student achievement of the tested benchmarks as well as the knowledge and skills in each subject area including student faith expression and development. The school's reporting system is organized in a manner that allows staff to dialog about the data to revise instruction and provide other interventions for individual students.</p>
<p>Level 3 <i>Implemented</i></p>	<p>Assessment results are provided to all teachers, students, and parents in a format they can understand. Some opportunities are provided for parents and students to meet with staff and discuss assessment results. The school has a reporting system that describes specific student achievement of the tested benchmarks as well as the knowledge and skills in each subject area, including student faith expression and development.</p>
<p>Level 2 <i>Partially Implemented</i></p>	<p>Standardized assessment results are provided to all teachers, students, and parents and interpretation is provided at the request of the stakeholder. There is infrequent discussion of a student's faith expression and faith journey.</p>
<p>Level 1 <i>Getting Started</i></p>	<p>Although assessment results are available to teachers, students and parents, they require interpretation but no systems are in place to address this need. There is limited discussion regarding a student's faith journey.</p>

Strand 2: Summary of Self-Study and Potential Areas for Growth

(This chart is in the Self-Study Template located in the Accreditation Toolbox)

1. Which indicators provide reasons for commendation? What blessings can we identify?

a.	
b.	

2. Which indicators provide reasons for concern or further action and review?

a.	
b.	

3. Are there patterns of concern?

a.	
b.	

4. Do we see potential areas for growth that might become goals in our School Improvement Plan?

a.	
b.	

Strand 3. Leading for Learning

Standard 3.1 Instructional Leadership

School leaders create and sustain a climate for all students to learn and develop their faith.

Indicator 3.1.1

Knowledge of curriculum, instruction, assessment, and faith development: The school's leaders have expertise in curriculum, instruction, assessment, and faith development and are able to model these in the classroom. They have opportunities to share their expertise in these areas with the school community and beyond.

Focus questions:

- List ways school leader(s) have enhanced their knowledge about teaching for learning, fostering change in the school, and developing spiritual growth.
- How do school leaders share their skills and knowledge about curriculum, instruction, assessment, and faith development with staff? List examples.
- What changes have occurred in the school's educational program as a result of these activities?

What evidence might indicate implementation?

- Workshops attended; participation in study groups; presentations made
- School leaders' suggested readings
- Coursework, conference and workshop attendance

Where might this evidence be found?

- Resumes
- Committee minutes
- Certification requirements
- Professional advancement policies and plans

<p>Level 4 <i>Exemplary</i></p>	<p>The school leadership is often requested to consult and share with others in the areas of curriculum, instruction, assessment, and faith development. Based upon leadership's expertise in curriculum, instruction, assessment, and faith development, the school creates systems and organizational frameworks that support school improvement efforts. The school leadership demonstrates knowledge of curriculum, instruction, assessment, and faith development by regularly modeling best practice strategies in the classroom.</p>
<p>Level 3 <i>Implemented</i></p>	<p>The school leadership is frequently consulted in decisions regarding curriculum, instruction, assessment and faith development within the school. The school leadership demonstrates knowledge of curriculum, instruction, assessment, and faith development, providing other staff with research, material, resources, and appropriate professional development activities based upon the school's improvement goals.</p>
<p>Level 2 <i>Partially Implemented</i></p>	<p>Although active on the School Improvement Team, the school leadership has limited knowledge of curriculum, instruction, assessment, and faith development, relying primarily on others for expertise. The school leadership is working to improve knowledge of curriculum, instruction, assessment, and faith development through participation in professional development.</p>
<p>Level 1 <i>Getting Started</i></p>	<p>School leadership focuses the majority of attention on management, relying on the staff to make decisions regarding the improvement of teaching for learning and student faith development.</p>

3. Leading for Learning

Standard 3.1 Instructional Leadership

School leaders create and sustain a climate for all students to learn and develop their faith.

Indicator 3.1.2

Focus on student results: School leaders base school improvement decisions on data.

Focus questions:

- How are decisions made regarding curriculum, instruction, assessment, and faith development in the school and who is involved in those decision-making activities?
- What types of data sources are used for curriculum, instruction, assessment, and faith development decisions and how each are used?
- How does all staff have opportunity to be regularly involved in the decisions made using this data?

What evidence might indicate implementation?

- Use of student data in meetings; extent to which instructional and curricular decisions are data-based
- Extent to which schedule and calendar are based upon analysis of data
- Flexibility based upon student data-based needs
- Examples of the variety and types of data describing student results
- Data disaggregated to demonstrate and explain student progress
- Analysis of current staffing patterns

Where might this evidence be found?

- Meeting agendas and minutes
- School schedule and calendar
- Student schedules
- School's annual report
- School improvement plan
- Rationale for personnel appointments

<p>Level 4 <i>Exemplary</i></p>	<p>School leaders assure that all decisions regarding changes in curriculum and instruction are based on data. School leaders structure decision-making so the impact on student achievement and faith development are the most important determinants of changes in curriculum, instruction, and assessment. School leaders focus the school staff on the interpretation of multiple measures of disaggregated data to drive school improvement.</p>
<p>Level 3 <i>Implemented</i></p>	<p>School leaders provide a data-based decision-making structure to focus on student achievement and faith development. School leaders consider data from multiple sources when guiding school improvement.</p>
<p>Level 2 <i>Partially Implemented</i></p>	<p>School leaders stress the importance of student achievement and faith development data to guide school improvement.</p>
<p>Level 1 <i>Getting Started</i></p>	<p>Staff members either individually or in small groups are responsible for interpreting and acting on data.</p>

3. Leading for Learning

Standard 3.1 Instructional Leadership

School leaders create and sustain a climate for all students to learn and develop their faith.

Indicator 3.1.3

Integration and use of technology: All staff members use technology for communication, instruction, and information management. They guide their students in the effective, ethical, and discerning use of technology based on the school's mission and educational goals.

Focus questions:

- In what ways does the staff possess and use technology skills to support and enhance professional practice?
- How is educational technology being integrated into curriculum, instruction, and assessment?
- What professional development opportunities are available to staff with regard to integration of educational technology?
- What biblical perspectives are taught to students around technology use?

What evidence might indicate implementation?

- Utilization of programs to support instructional technology; extent to which teachers employ technology for a variety of uses and in a variety of contexts
- Description of ongoing professional development supporting the use of technology
- Awareness/integration of technology for instructional purposes

Where might this evidence be found?

- Observational protocols
- Professional development plan
- Teacher surveys
- Lesson plans
- Student projects

<p>Level 4 <i>Exemplary</i></p>	<p>All staff members employ technology for a variety of purposes such as using student assessment data to improve instruction, communicating with parents and students regarding lessons, curricula, and assessments. Instructional staff members use technology in multiple ways to help students achieve their instructional goals. Students use technology as a tool for learning; it is seamlessly integrated into the educational program. Students can articulate implications of the school's mission and educational goals for the use of technology.</p>
<p>Level 3 <i>Implemented</i></p>	<p>All staff members employ technology for particular purposes such as accessing student assessment data, communicating with parents and student, and designing curricula and assessments. All instructional staff members understand and can employ basic technology applications. Instructional staff members are able to assist their students in accessing the Internet for instructional purposes. Biblical perspectives regarding technology use are integrated appropriately into instruction.</p>
<p>Level 2 <i>Partially Implemented</i></p>	<p>Most staff members have a basic understanding of the use of technology for purposes such as accessing student assessment data, communicating with parents and students, and designing curricula and assessments. Some instructional staff members understand and can employ basic technology applications. Students go to the lab, or the lab is brought to them, to learn how to use technology for educational purposes. Staff has identified biblical perspectives for student instruction related to the use of technology.</p>
<p>Level 1 <i>Getting Started</i></p>	<p>Technology use is beginning to become an important tool for instructional use. Staff members are developing the necessary skills to employ technology effectively in their instructional practice. The school has computer classes. No biblical perspective, other than restrictions, is evident in student instruction.</p>

3. Leading for Learning

Standard 3.1 Instructional Leadership

School leaders create and sustain a climate for all students to learn and develop their faith.

Indicator 3.1.4

Planned results: The School Improvement Plan reflects the school’s commitment to continuous improvement. It contains measurable educational performance goals that reflect the vision and the mission of the school.

Focus questions:

- Is there a school-developed, written plan for continuous improvement and is it evaluated at least annually?
- What demographic, perception, and instructional data has been gathered and evaluated to inform the school improvement goals?
- What measurable education performance goals are included in the School Improvement Plan that reflect the vision and mission of the school?
- How does the school use monitoring data to inform changes needed in the School Improvement Plan?

What evidence might indicate implementation?

- Use of data to guide professional practice
- Content of minutes indicate conversations about continuous improvement, staff development initiatives, monitoring of student achievement
- Variety of target audiences—provide School Improvement Team with data
- Documentation of activities that support student achievement goals

Where might this evidence be found?

- Observational protocols
- School improvement team minutes
- Surveys (including spiritual growth)
- Professional development schedule
- Educational performance goals as they developed over time

<p>Level 4 <i>Exemplary</i></p>	<p>The staff has written a School Improvement Plan, all aspects of which are informed by data, which includes measuring school processes, student achievement, faith development, and attitudinal data, all disaggregated by demographics as appropriate. Analysis of the data from the School Improvement Plan occurs on a continuous basis and informs changes in the plan. Data gathered by the instructional staff is used to guide professional practice and inform the School Improvement Plan goals which are aligned to the school’s mission and vision.</p>
<p>Level 3 <i>Implemented</i></p>	<p>The staff has written a School Improvement Plan, all aspects of which are informed by data, which includes measuring school processes, student achievement, faith development, and attitudinal data, all disaggregated by demographics. Attention is paid to the alignment of the School Improvement Plan to the school’s mission and vision.</p>
<p>Level 2 <i>Partially Implemented</i></p>	<p>Conversations take place that emphasize the importance of making changes which will impact broad measures of student achievement and faith development. The School Improvement Plan is being revised to reflect this effort. Meetings occur that assess the impact on student achievement and faith development. Few measures have been developed to evaluate school processes.</p>
<p>Level 1 <i>Getting Started</i></p>	<p>The School Improvement Plan is primarily a series of activities. Broad achievement measures are the primary focus of data-gathering.</p>

3. Leading for Learning

Standard 3.1 Instructional Leadership

School leaders create and sustain a climate for all students to learn and develop their faith.

Indicator 3.1.5

Accountability and evaluation: School leaders collaborate in a planned manner with teachers to define and evaluate classroom effectiveness and individual professional goals that are rooted in the school’s improvement plan and lead toward improved instruction and student faith development.

Focus questions:

- In what ways does the current teacher and administrator evaluation incorporate components of effective strategies that encourage teaching for learning?
- What process do school leaders use to monitor implementation of learning practices and strategies?
- How does the school staff assess the changes in student achievement and faith development that were planned to occur when new practices or strategies were adopted?
- In what ways does this process support individual staff members’ ability to increase their use of effective teaching practices?
- In what ways does the system hold teachers accountable for meeting the mission of the school? What processes are in place to identify and remediate ineffective instructional practices?

What evidence might indicate implementation?

- Reflects best practice strategies
- Conversations centering on effective instructional practices
- Job-embedded professional development; evidence of individualized professional development goals
- System to gauge effectiveness of teacher encouragement of faith with students

Where might this evidence be found?

- Staff—teachers and administrators— evaluation forms
- Meeting minutes/administrative logs
- Professional development plans and activities
- Faith development data/sources

<p>Level 4 <i>Exemplary</i></p>	<p>Teachers understand the criteria and the process by which they are evaluated. School leaders collaborate with all instructional staff members individually in order to develop a plan for professional improvement that is focused on effective teaching for learning. School leaders collaboratively monitor progress toward meeting the goals listed in the professional development plan. School leaders provide a variety of opportunities for teachers to participate in activities that are job-embedded (i.e. action research, peer coaching) and contribute to their goals for professional improvement.</p>
<p>Level 3 <i>Implemented</i></p>	<p>Teachers understand the criteria on which they are evaluated. School leaders evaluate instruction in an on-going manner. The process includes the setting of individual improvement goals and objectives, and incorporates strategies to meet them. An integral part of the evaluation is a plan of action with a timeline and mutual expectations. School leaders dialogue with instructional staff members in order to monitor progress toward meeting the goals listed in the professional development plan.</p>
<p>Level 2 <i>Partially Implemented</i></p>	<p>School leaders follow the adopted evaluation guidelines of their school. They use evaluation as a tool for supervision with an emphasis on the improvement of teaching for learning and nurturing faith development.</p>
<p>Level 1 <i>Getting Started</i></p>	<p>School leaders follow the adopted evaluation guidelines of their school.</p>

3. Leading for Learning

Standard 3.1 Instructional Leadership

School leaders create and sustain a climate for all students to learn and develop their faith.

Indicator 3.1.6

Collaboration: School leaders promote and facilitate dialogue and collaboration that are aligned with the school’s mission, refine the goals for student learning, and support a culture of continuous improvement.

Focus questions:

- How do school leaders organize time and resources to allow teachers to meet and discuss instructional practices, assessments, the school’s mission, and the goals for student learning?
- What data/information do school leaders use to guide collegial dialogue at these meetings? How is this information used to guide and inform instructional and assessment practices? Who is responsible for collecting and organizing the necessary data?
- What percent of the building instructional staff regularly serve on School Improvement Teams? How often are the school leaders involved in these meetings?

What evidence might indicate implementation?

- Structure of planning / team time
- Description of decision-making structures—defined roles, who is responsible for accountability?
- Extent to which input is sought regarding teaching for learning decisions
- Teaching for learning goals; faith development practices
- Content of discussions focusing on instructional practices and well as assessments

Where might this evidence be found?

- School schedule
- School improvement plan
- Communications from school leaders
- Surveys
- Focus groups
- Collaborative team minutes

<p>Level 4 <i>Exemplary</i></p>	<p>The school is structured around highly functioning collaborative teams. Each team is provided frequent common planning time within the school week. School leaders assure that all professional development, data analysis, and instructional decision-making are structured around collaborative teams. These teams are provided with adequate information and support to create meaningful dialogue. School leaders consistently seek input from the staff and other stakeholders about the school’s teaching for learning and faith development goals as well as their own leadership in the attainment of those goals.</p>
<p>Level 3 <i>Implemented</i></p>	<p>The school is structured around collaborative teams. Each team is provided with one or more common planning periods monthly. School leaders structure professional development, data analysis, and instructional decision-making around collaborative teams. These teams are provided with adequate information and support to create meaningful dialogue. School leaders frequently seek data from the staff and other stakeholders about the school’s teaching for learning and faith development goals.</p>
<p>Level 2 <i>Partially Implemented</i></p>	<p>School leaders strongly encourage collaborative teams and provide time for these teams to meet at least monthly. They encourage these teams to engage in dialogue around data analysis and instruction.</p>
<p>Level 1 <i>Getting Started</i></p>	<p>School leaders encourage the meeting of grade level and content area teams. Teachers within the grade level and/or content area discuss teaching for learning when it is required or when an issue has been identified and needs resolution.</p>

3. Leading for Learning

Standard 3.2 Teacher as Leader

Teachers as well as administrators have responsibilities for leadership in the classroom and in the school.

Indicator 3.2.1

Sufficient instructional staff: Leaders recruit and retain sufficient qualified faculty (see indicator 1.4.5.) and staff to provide students with a high quality Christian education. Faculty and staff are recruited and hired to enhance the capacity of the school to achieve its mission and goals.

Focus questions:

- How do school leaders assure that all staff meet applicable requirements? (see indicator 1.5.5)
- How do school leaders assure that the school has adequate instructional staff to provide a high quality Christian education?
- How do school leaders recruit and retain teachers who enhance the capacity of the school to meet its mission and goals?
- How do school leaders garner input from current staff and other stakeholders in decide the qualifications of new staff that will enhance the school’s capacity to achieve its mission and goals?

What evidence might indicate implementation?

- Extent to which staff meet certification and licensure requirements
- Responses to interview questions designed to match the needs of the student population and to examine teacher capacity to help the school meet its mission
- Analysis of faculty needs before posting an open position

Where might this evidence be found?

- Audit of teacher credentials
- Teacher candidate interview notes
- List of qualifications of staff members for the last five hires
- Professional staff roster
- Staff and parent surveys
- Staffing plan

Level 4 <i>Exemplary</i>	The school leader communicates with the faculty and informs the governing body of needed staff to ensure that there is adequate qualified staff to provide students with a high quality Christian education. A process exists to hire staff whose qualifications match the identified needs of the student population.
Level 3 <i>Implemented</i>	The school leader communicates staff needs with the governing body to ensure that there is sufficient qualified staff to provide students with a high quality Christian education. Policies are in place to assure that the school leader can hire instructional staff to meet the identified needs of the student population.
Level 2 <i>Partially Implemented</i>	The school leader ensures that there is sufficient qualified staff to provide students with a good Christian education.
Level 1 <i>Getting Started</i>	The school leader ensures that classes are taught by qualified teachers who can articulate the mission of the school.

3. Leading for Learning

Standard 3.2 Teacher as Leader

Teachers as well as administrators have responsibilities for leadership in the classroom and in the school.

Indicator 3.2.2

Content knowledge: Teachers are competent to teach in their content area and/or grade level and maintain their knowledge and skills through participation in frequent professional development opportunities. They are asked by those in the school and beyond to share what they have learned and their expertise. They understand how to unfold God's truth in their content area and help students connect their head, heart, and hands in engaging ways.

Focus questions:

- Describe the types of professional development opportunities given to teachers to maintain or enhance content knowledge or pedagogy.
- What kind of training is needed for teachers to improve their "truth-revealing" abilities in the given content areas?
- Do teachers discuss how to improve their understanding of biblical perspective in a given content area?

What evidence might indicate implementation?

- Professional development focusing on content knowledge based on needs assessment of teachers; information is made available to teachers regarding professional learning opportunities outside of school; teachers are encouraged to develop a deeper biblical understanding of their content area through all available means
- Extent to which teachers demonstrate expertise in their content area/grade level; demonstration of knowledge derived from professional development
- Description of leadership roles taken with other staff and other districts or local / national professional organizations

Where might this evidence be found?

- Professional development plans and records
- Observational protocols
- Teacher resumes

<p>Level 4 <i>Exemplary</i></p>	<p>All teaching staff demonstrate through teaching practices and collaborative staff interactions that they have extensive knowledge within their content area and/or grade level and can effectively integrate faith and learning in their subject area in meaningful ways. Staff members are sought out by educators from other schools for their knowledge. They frequently update their content knowledge through accessing a variety of professional development opportunities and demonstrate that they are consistently applying the new knowledge in the classroom. All teachers understand the biblical principles related to their content area and can integrate faith and learning with students in meaningful ways.</p>
<p>Level 3 <i>Implemented</i></p>	<p>All teaching staff demonstrate competency in their content area and/or grade level through teaching practices and staff collaboration. Staff members attend periodic staff development offerings to enhance their content knowledge and frequently apply the new knowledge in classroom practice. Most teachers understand the biblical principles related to their content area and can integrate faith and learning with students in meaningful ways.</p>
<p>Level 2 <i>Partially Implemented</i></p>	<p>The majority of teaching staff demonstrate competency in their content area and/or grade level through their individual teaching practices. Most staff members update their content knowledge through accessing professional development opportunities. Many of the teachers understand the biblical principles related to their content area and can integrate faith and learning with students in meaningful ways.</p>
<p>Level 1 <i>Getting Started</i></p>	<p>Staff members are frequently required to teach outside their area of content knowledge. Staff members do not have discretion in the choice of professional development activities. Teachers are often demonstrating a biblical perspective in their content area teaching.</p>

3. Leading for Learning

Standard 3.2 Teacher as Leader

Teachers as well as administrators have responsibilities for leadership in the classroom and in the school.

Indicator 3.2.3

Personal faith expression: Teachers model their faith to their students with passion and authenticity, encouraging the faith development of their students. They seek to deepen their own faith. Administrators encourage personal faith expressions by the teachers.

Focus questions:

- Do teachers share their faith journeys with students?
- Do teachers demonstrate consistency in their faith walk inside and outside of school?
- What are additional qualities of a teacher with exemplary faith expression?
- What means of accountability exist between colleagues, and between the school and the teacher, in this area?
- How does the school encourage and support a teacher's personal faith development?

What evidence might indicate implementation?

- Web site testimonies by teacher
- Observations by supervisors
- Lesson plans and syllabi indicate a high amount of faith integration and intentionality
- Involvement of faculty and staff with students

Where might this evidence be found?

- Student surveys
- Parent surveys and testimonials
- Principal observation
- Colleague surveys

Level 4 <i>Exemplary</i>	All teachers have aligned their worldview and passion with the mission of the school, and thus model deep faith expression to students. Teachers seek opportunities to deepen their personal faith development. Teachers demonstrate a deep understanding of individual faith journeys of students and take advantage of opportunities to connect with students around faith issues.
Level 3 <i>Implemented</i>	Most teachers have aligned their worldview and passion with the mission of the school, and thus model deep faith expression to students. A system of support and accountability is in place that encourages faith expression.
Level 2 <i>Partially Implemented</i>	Some teachers have aligned their worldview and passion with the mission of the school, and thus model deep faith expression to students. There are no administrative or cultural expectations for teachers to share their faith with students.
Level 1 <i>Getting Started</i>	A few teachers have aligned their worldview and passion with the mission of the school, and thus model deep faith expression to students.

3. Leading for Learning

Standard 3.2 Teacher as Leader

Teachers as well as administrators have responsibilities for leadership in the classroom and in the school.

Indicator 3.2.4

Communication: Accurate, regular, and direct communication between administration, staff, students, and parents is a high priority.

Focus Questions:

- In what ways does staff communicate effectively with students, parents, administrators, and colleagues?
- When communication within the school and between the school and community is not effective, what opportunities are provided to enhance communication skills?
- Is the Matthew 18 principle followed when conflict occurs?
- How is input from the community solicited? How frequently?

What evidence might indicate implementation?

- Demonstration of accuracy and frequency of communications
- Frequency of events focused on parent and student communication
- Training focused on communication
- Staff and parent perceptions of effectiveness and frequency of communications; attitudes toward school communications among culturally and linguistically diverse populations

Where might this evidence be found?

- Classroom, building, and district newsletters; web page information and email listservs; teacher phone calls and emails to parents
- Communications inviting parents to school events
- Professional development plan
- Surveys
- Policies and procedures

<p>Level 4 <i>Exemplary</i></p>	<p>The school has a variety of structures in place that provide frequent opportunities for students and parents to communicate directly with instructional and administrative staff. Written communication from the school and individual staff members to parents and students occurs frequently and these communications are viewed as effective by their intended audience. Structures are in place to assure that staff communicates regularly within and across grade levels and content areas. Training has been provided to all staff in effective team communication strategies. All staff members have received training in and can demonstrate that they are able to communicate effectively with a culturally and linguistically diverse population.</p>
<p>Level 3 <i>Implemented</i></p>	<p>Structures are in place that provide frequent opportunities for students and parents to communicate directly with instructional and administrative staff. Parents and students receive regular written communications from the school. Staff training has been provided and staff members communicate on a regular basis with others at their instructional level. Periodic communication also occurs across grade levels and/or departments.</p>
<p>Level 2 <i>Partially Implemented</i></p>	<p>Individual staff members have the skill to communicate effectively with students, parents, and colleagues, and take responsibility for this communication. Communication within instructional levels occurs periodically.</p>
<p>Level 1 <i>Getting Started</i></p>	<p>Communication between staff and parents occurs primarily through parent-teacher conferences and traditional parent-teacher organization events.</p>

3. Leading for Learning

Standard 3.3 Learning for Leading

Teachers and administrators make professional development a priority in order to positively impact student achievement.

Indicator 3.3.1

Applies curriculum content: Curriculum content is a priority of professional development. Staff participation in professional development results in improved delivery of the curriculum content.

Focus questions:

- What content-specific professional development is provided to increase teachers' depth of understanding and ability to deliver content?
- How do staff members keep themselves current with regard to changes in standards and curriculum?
- Is there a balance between individual and team opportunities related to staff development?

What evidence might indicate implementation?

- A description of how the content standards are being taught
- Extent to which professional development is perceived as improving the delivery of curriculum
- Office logs, anecdotal records

Where might this evidence be found?

- Unit plans; Observational protocols
- Surveys
- Frequency of school visits by other educators to view exemplary practice
- Professional advancement plans
- Teacher goals

Level 4 <i>Exemplary</i>	Professional development provides opportunities for teachers to become immersed in the content in a way that yields deeper understanding and opportunity for reflection and modification, resulting in documented changes in the curriculum and its delivery. The school is seen by others as a model site for delivery and application of professional development in the content areas.
Level 3 <i>Implemented</i>	Professional development expands on a teacher's understanding of the content and it provides ongoing support to increase the teacher's ability to deliver the content.
Level 2 <i>Partially Implemented</i>	Teachers are provided opportunities to expand their content knowledge through professional development opportunities but follow-through regarding the results of these opportunities is dependent on individual initiative.
Level 1 <i>Getting Started</i>	Due to the disjointed nature of professional development initiatives, staff members frequently do not have the opportunity to focus on curriculum content delivery.

3. Leading for Learning

Standard 3.3 Learning for Leading

Teachers and administrators make professional development a priority in order to positively impact student achievement.

Indicator 3.3.2

Results-driven: Professional development initiatives are evaluated based on implementation of the curriculum, changes in instruction, and impact on student achievement and faith development. Professional development is strategically aligned with the school’s improvement plan, mission, and vision.

Focus questions:

- How have professional development activities led to increased student achievement and meaningful faith development?
- How are the evaluation results used to determine the level of support that is needed, the type of follow-up activities, and any future plans?

What evidence might indicate implementation?

- Role of data analysis regarding strategies to improve student learning; frequency and comprehensiveness in data-gathering and extent to which data is analyzed to monitor student progress
- Reports of the value placed upon, and the attitudes toward, the relationship between student achievement and professional growth
- Role that evaluation plays in analysis of the effectiveness of professional development and its impact on student achievement
- Linking student assessment results to professional development

Where might this evidence be found?

- School improvement plan
- Survey
- Professional development plan

<p>Level 4 <i>Exemplary</i></p>	<p>The evaluation of professional development initiatives is ongoing. Individual teachers and teacher teams analyze the results of the initiatives based upon changes in teaching practice and student learning. A continuous improvement plan is the foundation of all professional development initiatives. Results are continually analyzed by individual teachers and teacher teams based upon changes in instructional practice, student achievement, and faith development.</p>
<p>Level 3 <i>Implemented</i></p>	<p>The professional development evaluation results are used to determine the level of support that is needed, the type of follow-up activities, and any future plans. A comprehensive evaluation plan for professional development is in place and includes an assessment of effective implementation, the impact on teacher practice, and positive changes in student achievement and faith development.</p>
<p>Level 2 <i>Partially Implemented</i></p>	<p>Professional development initiatives are aligned with the School Improvement Plan. Formal evaluations of the initiatives are conducted upon their completion and the results of these evaluations are considered for future professional development initiatives.</p>
<p>Level 1 <i>Getting Started</i></p>	<p>Professional development initiatives are primarily school-driven. Although the professional development activities are formally evaluated, the results of the evaluations have little or no impact on future professional development initiatives.</p>

Strand 3: Summary of Self-Study and Potential Areas for Growth

(This chart is in the Self-Study Template located in the Accreditation Toolbox)

1. Which indicators provide reasons for commendation? What blessings can we identify?

a.	
b.	

2. Which indicators provide reasons for concern or further action and review?

a.	
b.	

3. Are there patterns of concern?

a.	
b.	

4. Do we see potential areas for growth that might become goals in our School Improvement Plan?

a.	
b.	

4. Learning in Community

Standard 4.1 Nurturing and Caring for Students

Understanding that every child and young person is a unique image bearer of God, the Christian school personalizes the nurture and care it provides for students.

Indicator 4.1.1

School and classroom behavioral management: A school-wide behavior management plan is derived from biblical principles, balancing truth and grace. It respects each student as an image bearer of God and seeks to be restorative.

Focus questions:

- Is there a school-wide behavioral management plan in place?
- What procedure was used to develop the plan and support its consistent implementation?
- If there is no school-wide behavior management plan, what steps will be taken to put one in place and ensure its implementation?
- How is the school's behavior management plan based on biblical principles, reflective of the mission of the school, and respectful of students as image bearers?

What evidence might indicate implementation?

- Teacher workshops on student engagement and discipline
- Procedures governing student behavior; classroom rules and policies

Where might this evidence be found?

- Professional development plans
- School policies and procedures
- Surveys

Level 4 <i>Exemplary</i>	With extensive staff input, the school has developed and enforces a school-wide behavior management plan that supports students' understanding and internalization of the importance of the stated norms, rules, and expectations for behavior. All staff members have clearly established routines and behavioral expectations within their classrooms that are consistent with the school-wide plan and consistent across classrooms. There is common agreement among staff members, students, and parents that the school-wide behavior management plan is fairly and consistently enforced. Other schools see our school's plan as a model that effectively combines biblical principles and effective strategies, furthers the mission of the school, and encourages individual students in their faith journey.
Level 3 <i>Implemented</i>	A school-wide behavior management plan is in place and enforced in a consistent manner. All staff members have clearly established routines and behavioral expectations within their classrooms. School staff agrees that consistent enforcement of the school's behavior management plan is a school-wide goal. School staff has discussed the plan and has identified key biblical principles, aligning the plan with the school's mission and vision.
Level 2 <i>Partially Implemented</i>	A school-wide behavioral management plan is in place. Staff is working toward enforcing the plan in a consistent manner. Each teacher has a separate behavior management plan within the classroom. Some plans reflect biblical principles and core school values.
Level 1 <i>Getting Started</i>	The school's code of discipline is not reviewed on a regular basis. It tends to be punitive and offers few opportunities for students to learn from the situation. The code is imposed on the students and is inconsistently enforced. Biblical principles are not actively integrated into practice.

4. Learning in Community

Standard 4.1 Nurturing and Caring for Students

Understanding that every child and young person is a unique image bearer of God, the Christian school personalizes the nurture and care it provides for students.

Indicator 4.1.2

Academic and spiritual advocacy: Recognizing that each student benefits from a caring adult Christian role model and an academic advocate, the school has a formal program established in which each student is well-known by at least one adult who supports the student academically and spiritually.

Focus Questions:

- How is each student's success assured by the staff and school's structure?
- Does the school personalize each student's education and spiritual nurture?
- How does the school monitor each student's personal academic success and spiritual growth?

What evidence might indicate implementation?

- Team meeting minutes in which individual student's success and faith is discussed
- Teacher advocacy schedules

Where might this evidence be found?

- Templates used to track teachers' personal meetings and sessions with students
- Written advocacy policies and procedures
- Student surveys
- Parent surveys

Level 4 <i>Exemplary</i>	A formal program is implemented in which every student has an adult mentor and advocate who develops a long-term relationship with the student. The adult advocate mentors the student academically, develops a spiritual relationship with the student, prays regularly for the student, helps the student identify God's gifts and talents, and is available as needed by the student. In a secondary setting, this advocate is the lead staff member when the school communicates with parents specifically about the student.
Level 3 <i>Implemented</i>	A formal program is implemented in which most every student has an adult mentor and advocate who nurtures a long-term relationship with the student. The adult advocate mentors the student academically, develops a spiritual relationship with the student, prays regularly for the student, and is available as needed by the student. Generally this adult takes the lead when the school communicates with parents about the student.
Level 2 <i>Partially Implemented</i>	A formal program is implemented in which an adult mentor and advocate is provided for students who need assistance either academically or spiritually. Generally this adult advocate takes the lead when the school communicates with parents about the student.
Level 1 <i>Getting Started</i>	If students are struggling academically or spiritually, the school has a system in place that provides the student with an adult advocate and mentor whose task it is to help the student through difficult transitions or situations.

4. Learning in Community

Standard 4.1 Nurturing and Caring for Students

Understanding that every child and young person is a unique image bearer of God, the Christian school personalizes the nurture and care it provides for students.

Indicator 4.1.3

Counseling and guidance resources for students: The school provides adequate counseling and guidance services for students and families in the areas of academic planning, career decision-making, and emotional needs.

Focus questions:

- How are students and families supported when issues of deep emotional distress arise or when spiritual counsel is necessary?
- How are students supported as they decide what classes to take and how they will meet graduation requirements?
- How are students aided in making decisions about schooling beyond high school?
- How are students led to explore potential careers?

What evidence might indicate implementation?

- Survey results of alumni regarding counseling and career exploration opportunities
- Counselor position description

Where might this evidence be found?

- Counseling section in the student/family handbook
- Career education curriculum and list of career exploration opportunities
- Portions of the staff handbook or crisis management plan that direct staff to crisis intervention procedures and resources

Level 4 <i>Exemplary</i>	Trained Christian resources are available to students and families who are in crisis or emotional/spiritual need. All staff members know who provides these resources, how to access them, and how to direct students and parents to their use. Staff members are in place who assist students in making academic decisions both now and for the future and guide students in this decision-making. Through the curriculum, from early years through high school, careers are explored with students and opportunities to learn about careers are provided
Level 3 <i>Implemented</i>	Resources are available to students and families in crisis. Staff members are familiar with these resources and how to direct students and families to the use of these resources. Resources are also available to consult with students regarding academic decisions both now and post-upper/high school. The school provides career education throughout the curriculum and opportunities are available for upper grade students to explore careers.
Level 2 <i>Partially Implemented</i>	Staff members know where to direct students and families to find assistance in a time of crisis. Students are guided by appropriate staff members in academic decision-making. The school has a career education curriculum.
Level 1 <i>Getting Started</i>	Staff members know of resources available in the community that help families in crisis. Students know which staff members will help them make academic decisions regarding their education now and for post-secondary. Teachers are sensitive to talking about careers when appropriate.

4. Learning in Community

Standard 4.2 Practicing Christian Community

Teachers and students demonstrate Christian community, living out their faith together through worship and service in the classroom and beyond.

Indicator 4.2.1

Classroom community is structured on biblical ideals: All members of the classroom community are respected and each member has the opportunity to contribute. Strengths are used for the benefit of the community; differences are celebrated, never exploited. Gifts and fruits of the Spirit are recognized and encouraged.

Focus questions:

- What biblical values and beliefs for community life are consciously taught and modeled?
- Have these values and beliefs been systematically incorporated into a classroom discipline framework?
- Do policies and practice reflect a view of students as image-bearers?
- How are student gifts and fruit of the Spirit encouraged in a systematic way? Is there evidence of both teachers and students encouraging other students?

What evidence might indicate implementation?

- Discipline records
- Parents' conference records
- School/classroom observations

Where might this evidence be found?

- School discipline policies, rules, and penalties--handbook.
- Classroom postings
- Interviews/surveys with students, parents, teachers
- Anti-bullying policy

Level 4 <i>Exemplary</i>	Member interactions reflect the school's values and beliefs and occur in an unforced, natural manner. Control mechanisms are nearly invisible to both members and the observer. Rules are generic, general, and unobtrusive. Infractions are unusual and responses are corrective as well as restorative. Without prompting, students identify and encourage gifts and fruit in other students.
Level 3 <i>Implemented</i>	Members are affirmed naturally and in multiple ways. Student interactions naturally reflect the school's values and beliefs and are mutually supportive. Rules are few and basic. Infractions are few and handled with matter-of-fact correction. A school-wide plan is in place to consistently and purposely recognize student gifts and fruit throughout the year.
Level 2 <i>Partially Implemented</i>	Members regularly receive verbal affirmation. Biblical values and beliefs are deliberately taught and formally modeled. Rules are prominent. Infractions result in consequences. Classrooms recognize and encourage gifts and fruit inconsistently.
Level 1 <i>Getting Started</i>	Members "earn" rewards and affirmations. Biblical values and beliefs are promoted. Control is emphasized. Rules are detailed, dominant, and lack student ownership. Infractions are common and entail punitive consequences. Classrooms are generally aware of what is meant by gifts and fruits.

4. Learning in Community

Standard 4.2 Practicing Christian Community

Teachers and students demonstrate Christian community, living out their faith together through worship and service in the classroom and beyond.

Indicator 4.2.2

Climate/culture: The desire to have a relationship with God permeates every aspect of the school. Both the people and environment exhibit Christ-like characteristics. The climate and culture reflect the mission, vision, and shared beliefs of the school community.

Focus questions:

- What specific, observable characteristics do you develop in your general school climate/culture that reflect the mission, vision, and shared beliefs of the school community?
- What do you believe are the key factors in developing and maintaining the desired climate/culture?
- What key indicators do you monitor in order to evaluate and maintain the desired climate/culture?

What evidence might indicate implementation?

- Observed level of respectful behavior
- Observed level of caring interactions
- Observed level of student self-monitoring

Where might this evidence be found?

- Discipline policies
- Supervision schedules
- Discipline records
- Observations based upon the key indicators
- Teacher, parent, and student surveys

Level 4 <i>Exemplary</i>	Staff members demonstrate genuine care and respect for individual students. Staff members share their personal faith history and their present faith journey. Teachers incorporate opportunities that extend student thinking in regard to their faith journey. Students exhibit respect for the teacher as an individual. Students genuinely care for one another as individuals. Students hold one another accountable for inappropriate student to student interaction.
Level 3 <i>Implemented</i>	Teachers model Christ-like characteristics both in and outside of their classroom. Teachers share their personal stories with students and parents. Teachers incorporate opportunities that extend student thinking in regard to their faith journey. Teachers recognize and address inappropriate student to student interaction, whether it is in or out of the classroom.
Level 2 <i>Partially Implemented</i>	Teachers model Christ-like characteristics within the classroom. Teachers challenge students' faith to grow through general class conversation. Teachers confront inappropriate behavior in the classroom and make connections with students to biblical ideals.
Level 1 <i>Getting Started</i>	Within large group settings (i.e. classrooms, chapels etc.), students are presented with examples of God's goodness and encouraged to follow him. Blatantly inappropriate behavior is dealt with.

4. Learning in Community

Standard 4.2 Practicing Christian Community

Teachers and students demonstrate Christian community, living out their faith together through worship and service in the classroom and beyond.

Indicator 4.2.3

Worship experiences: The school community lives out its faith together through worship and service. Students and teachers have corporate and small group opportunities for worship—wondering at God’s majesty, seeking his face, and growing in discipleship.

Focus questions:

- How are worship experiences planned and implemented?
- Are students taught how to worship?
- Are students taught how to provide worship leadership?
- Do individual teachers and students value times of classroom worship?
- Are there conscious efforts to engage all students in large group worship and small group sharing experiences?

What evidence might indicate implementation?

- Observation of chapel/small groups
- Survey results—students, teachers, parents
- Student and teacher interviews
- Staff assigned to lead or work with students on worship
- Classroom evidence of worship

Where might this evidence be found?

- School schedule/calendar
- Teacher survey
- Student survey
- Materials used

Level 4 <i>Exemplary</i>	Worship experiences are student led and planned at appropriate grade levels—classroom worship, chapels. Worship occurs regularly as a corporate body and is characterized by celebration. Worship is incorporated into classroom experiences on a regular basis. There are worship opportunities for small group sharing and discussions. The staff worships together regularly and at least weekly.
Level 3 <i>Implemented</i>	Worship experiences occur on a regular basis and are planned by staff and students. The focus of worship is on God and moving students to desire his presence in their lives. Worship experiences are focused on a common theme or topic as defined by the staff. The staff worships together often.
Level 2 <i>Partially Implemented</i>	Worship experiences are planned by the staff. Outside speakers/groups predominately lead these worship experiences; the emphasis is determined by the speaker. The faculty worships together.
Level 1 <i>Getting Started</i>	Worship is planned by the staff. Worship experiences are planned in conjunction with Christian holidays and special events.

4. Learning in Community

Standard 4.2 Practicing Christian Community

Teachers and students demonstrate Christian community, living out their faith together through worship and service in the classroom and beyond.

Indicator 4.2.4

Service opportunities: Students understand the needs of the larger community and world and are motivated by Christ’s example to meet those needs by creating and implementing plans.

Focus questions:

- How are classroom lessons aligned with service learning?
- How are students involved in the process of selecting projects/activities?
- What are the processes for evaluating service learning experiences?

What evidence might indicate implementation?

- Communiqués from non-profit agencies
- Evaluation instrument to follow up service learning
- Letters from school to the homes
- Staff assigned to lead student service

Where might this evidence be found?

- Listings of needs in the community and area for service projects/activities
- Notes, minutes from meetings related to service learning
- Communication from the school to homes regarding plans for projects
- Service policies and programs
- Surveys

<p>Level 4 <i>Exemplary</i></p>	<p>At appropriate age levels, students are initiating opportunities for the rest of the student body to meet the needs of the community and world. These opportunities are focused around specific causes and goals and needs. The staff leads students to involve as much of the student body as possible in the implementation of plans to meet a need. Students are thoughtfully debriefed by staff and the students are led by the staff to evaluate the experience.</p>
<p>Level 3 <i>Implemented</i></p>	<p>Service projects are focused around the school’s theme or goals (may vary by year). Students take ownership of the project, they take ownership of the cause, and participants are thoughtfully prepared.</p>
<p>Level 2 <i>Partially Implemented</i></p>	<p>School-wide service projects are implemented by groups of students and staff. Service projects are generally teacher-directed. Often projects center around holidays but may be implemented as a specific need arises such as disaster relief.</p>
<p>Level 1 <i>Getting Started</i></p>	<p>Individual teachers lead students in service opportunities—as a class or grade level. Most often these service projects are considered a holiday project.</p>

4. Learning in Community

Standard 4.3 Christ-honoring Community

The school is intentional about its operations and stakeholders view the school as a model of a Christ-honoring community.

Indicator 4.3.1

Board-administration relationship: The governing body and administration clearly understand each other's roles in maintaining and nurturing a great school that honors Christ's Spirit within the community and provides students with an excellent Christian education.

Focus questions:

- How does the governing body assure that its and the administration's leadership roles demonstrate Christian community?
- What policies are in place to assure complementary Christian community and leadership?

What evidence might indicate implementation?

- Tools and procedures used to evaluate the relationship between the governing body and administration

Where might this evidence be found?

- Board policies and job descriptions that give Christ-honoring direction to school leadership
- Board survey

<p>Level 4</p> <p><i>Exemplary</i></p>	<p>The governing body writes and adheres to clear policies that delineate the role of the governing body and the head administrator so that the school can function in a way that honors Jesus Christ and provides high quality education for the students. The governing body and administration complement each other in the leadership of the school. The governing body expects the head administrator to lead the rest of the staff in achieving the school's rigorous goals of instruction and be responsible for the daily operations of the school, and is intentional about not doing so itself. The governing body and administration take frequent and open inventory of the relationship between them and make changes when necessary.</p>
<p>Level 3</p> <p><i>Implemented</i></p>	<p>The governing body writes and adheres to clear policies that delineate the role of the governing body and the head administrator. The governing body expects the head administrator to lead the staff in providing a high quality Christian education for the students and it does not get involved in the daily operations of the school. The governing body and administration evaluate openly, at least annually, the relationship between them and make changes when necessary.</p>
<p>Level 2</p> <p><i>Partially Implemented</i></p>	<p>The governing body has written policies that spell out its role and the role of the administration. Most daily operations of the school are viewed as the responsibility of the head administrator, and the governing body is careful to not micro-manage in the operations of the school. From time to time the governing body and administration go through professional development to evaluate each other's roles and make necessary changes.</p>
<p>Level 1</p> <p><i>Getting Started</i></p>	<p>The governing body and administration understand each other's roles in the operations of the school. The governing body has written job descriptions for themselves and the head administrator to avoid conflict. When necessary the governing body and administration evaluate their relationship and make necessary changes.</p>

4. Learning in Community

Standard 4.3 Christ-honoring Community

The school is intentional about its operations and stakeholders view the school as a model of a Christ-honoring community.

Indicator 4.3.2

Visionary strategic plan: As part of its strategic plan creation, the governing body provides a vision and visionary leadership for the school.

Focus questions

- When was the last strategic plan written?
- What is the relationship between the governing body’s strategic plan and the School Improvement Plan?
- How do the school’s educational goals and purpose inform the governing body’s strategic plan?
- Who is responsible for implementing and managing the strategic plan?

What evidence might indicate implementation?

- Surveys of stakeholder groups to receive input and determine needs of the school—longitudinal data collected from these stakeholder groups to determine success
- How the head administrator is held accountable for the implementation of the strategic plan
- Indicators developed by the governing body to determine the success of its strategic plan

Where might this evidence be found?

- The governing body’s written strategic plan and information on how it was developed
- Educational goals
- Administrator evaluation

<p>Level 4 <i>Exemplary</i></p>	<p>The governing body regularly writes, evaluates, and revises a visionary strategic plan for the school. While doing so, the governing body seeks and gathers data from all appropriate stakeholders. The educational goals and purpose of the school are part of this visionary plan and define all the other parts of the plan. The plan clearly emanates from the school’s mission. The head administrator provides regular reports on the progress the school is making on the governing body’s strategic plan and leads the governing body through discussions about the effectiveness of the plan. As part of the head administrator’s leadership evaluation, the board assesses the administrator’s implementation and management of the strategic plan and vision. The governing body makes certain that the school’s administration has the capacity and adequate staff to implement the strategic plan.</p>
<p>Level 3 <i>Implemented</i></p>	<p>The governing body regularly writes, evaluates, and revises a visionary strategic plan for the school. The educational goals and purposes of the school are part of this visionary plan. The plan clearly emanates from the school’s mission. The governing body holds the administration accountable for the implementation and management of the strategic plan. If the head administrator shares needs the school has to implement the plan, the governing body is willing to listen to what the school must do to build capacity.</p>
<p>Level 2 <i>Partially Implemented</i></p>	<p>The governing body gathers to review and revise its strategic plan for the school when it believes it is necessary. The school’s educational goals and purpose are reviewed and revised during this strategic planning time. The governing body holds the administration accountable for the implementation and management of the strategic plan.</p>
<p>Level 1 <i>Getting Started</i></p>	<p>The governing body gathers to review and revise its strategic plan for the school when it is evident that the school needs to get back on track. The school’s educational goals and purpose may be reviewed at this time if it is decided that these, too, have to be updated. The governing body expects the head administrator to accomplish the strategic plan.</p>

4. Learning in Community

Standard 4.3 Christ-honoring Community

The school is intentional about its operations and stakeholders view the school as a model of a Christ-honoring community.

Indicator 4.3.3

Facilities: The school can effectively implement its mission, curriculum, and academic program using the current physical facilities. The facilities are considered an asset to both the internal and external community.

Focus questions

- How does the administration and governing body determine the adequacy of the building to meet the school's mission?
- Are facilities part of the School Improvement Plan and/or strategic plan?
- What impression do the building and grounds make on the stakeholders of the community, including parents, grandparents, neighbors, and donors?
- Is there a building debt? Does the school have a plan to pay off this debt so that it does not become an undue burden to tuition-paying parents?
- Does the community have an opportunity to use the building and grounds?

What evidence might indicate implementation?

- Stakeholder surveys—parents, students, staff, donors

Where might this evidence be found?

- Handbooks and policy manuals
- Rental policies and procedures
- Strategic plan

Level 4 <i>Exemplary</i>	The school's facilities are sufficient for the school to meet its mission and educational goals. Both the school family and external community agree that the school's facilities are attractive and well-kept. The school building is a safe and clean place for students to work, study, and play. The governing body and administration have a plan in place to maintain and renovate the building and grounds so they continue to serve the school's mission well. The neighbors see the school facilities as an asset to the neighborhood. Stakeholders and others are able to use the facilities for rent or free.
Level 3 <i>Implemented</i>	The school's facilities are adequate for the school to meet its mission and educational goals. All stakeholders agree that the school's facilities are attractive and well-kept. The school building is a safe and clean place for students to work, study, and play. There are capital improvement funds available for necessary maintenance and renovations. The neighbors see the facilities as an asset to the neighborhood. A rental policy is in place for stakeholders to use the facilities.
Level 2 <i>Partially Implemented</i>	The school's facilities are adequate for the school to meet its mission and educational goals. There are few complaints from stakeholders and students about the safety and cleanliness of the building and grounds. Funds are available for maintenance issues that arise. The neighborhood seems to appreciate the school's presence. A rental policy is in place for stakeholders to use the facilities.
Level 1 <i>Getting Started</i>	Most teachers seem to believe that the school's facilities are adequate. The building and grounds are generally safe and clean. Funds are available for maintenance issues that arise. Neighbors use the schools' fields as a playground. A rental policy is in place for stakeholders to use the facilities.

4. Learning in Community

Standard 4.4 Interaction with Community

The school's interactions and relationships with its stakeholders and community are intentional and well implemented.

Indicator 4.4.1

Multiple methods of communication with families: The school believes that effective Christian education depends on vibrant partnerships with parents and families. To enhance these partnerships, the school relies on a variety of interactive, on-going, and meaningful communication methods and strategies.

Focus questions:

- What ongoing two-way communication tools/strategies does the school use to keep parents actively involved in their child's education? Do these strategies/communication tools take into consideration the needs of parents (e.g., parent schedules, transportation, translation, child care)? Who is responsible for implementation?
- What data is collected and analyzed to measure the success of various strategies/communication tools? Who is responsible for gathering, analyzing, and sharing the data?
- As a result of data analysis, what changes have been/will be made regarding strategies/communication tools?
- Does the school have a plan to welcome and orient new families?

What evidence might indicate implementation?

- Testimonials from parents
- A vibrant website and communication tools that enable two-way communication

Where might this evidence be found?

- Newsletters
- Electronic communication
- Surveys
- New parent information

<p>Level 4 <i>Exemplary</i></p>	<p>The school uses a variety of strategies to facilitate communication with its parent and families, paying particular attention to the economic and cultural diversity of its population. The school has in place a system of two-way, ongoing parent/family communication that uses multiple methods to frequently share and gather information throughout the year. The school is continually assessing the quality and impact of its parent/family communication system and adjusting the system in response to the data. The school and individual teachers frequently communicate with parents/families and articulate information that is related to student progress, student faith development, and the approved curriculum. Personalized progress reports convey verbal description as well as numerical scores.</p>
<p>Level 3 <i>Implemented</i></p>	<p>The school uses several strategies to facilitate communication with its parents/families. The school has in place a system of two-way, ongoing parent/family communication to share and gather information periodically throughout the year. The strategies employed to communicate with parents are reassessed on a regular basis. The school and individual teachers frequently communicate and articulate information that is related to student progress, student faith development, and the approved curriculum. Quarterly (or more often) progress reports convey verbal descriptions as well as numerical information. Parents meet with all teachers by appointment.</p>
<p>Level 2 <i>Partially Implemented</i></p>	<p>The school employs basic strategies to communicate with its parents/ families. The primary focus of school communication is one-way—from the school to the parents/families. There are limited school-wide efforts to communicate with parents/families. The primary mode of communication is through the individual classroom teacher. The school provides parents with important school and district policies and procedures. Scheduled time is provided for parent-teacher conferences about student progress.</p>
<p>Level 1 <i>Getting Started</i></p>	<p>Communication between parents/families and the school is dependent primarily on individual teachers. The school uses the traditional quarterly reporting period to communicate about student progress and curricular expectations. Standardized report cards are sent out quarterly.</p>

4. Learning in Community

Standard 4.4 Interaction with Community

The school's interactions and relationships with its stakeholders and community are intentional and well implemented.

Indicator 4.4.2

Intentional: The school has intentional, formal channels to listen to and communicate with all stakeholders. The school solicits the opinions of parents, employees, and other stakeholders.

Focus Questions:

- On average, how often do family members access the school website? Is this frequency increasing?
- Does the school have a plan to move from paper communication to electronic?
- Does the school track "customer satisfaction" longitudinally? How does it make use of the data?

What evidence might indicate implementation?

- School website: home page, calendars, news articles, schedules, menus, highlights, reminders
- Weekly bulletins from school office to parents
- Periodic newsletters to support community: parents, alumni, alumni parents, friends, donors
- Responses to annual parent survey/questionnaire
- All-school directories, hardcopy and on-line

Where might this evidence be found?

- Website
- Survey analysis
- Newsletters
- Student handbook, teacher handbook

<p>Level 4 <i>Exemplary</i></p>	<p>A dynamic, attractive website is updated continually by page “owners.” Parents rely on it for news and information about events and activities. Parents and students rely on the website for information about curriculum, daily assignments, major projects, and academic progress. Teachers are warmly responsive and initiate most communication about individual students. Teachers seek to get acquainted with families before the school year begins. The administrator plans his/her daily routine in order to greet and welcome students and parents at the beginning and end of the school day. Board business is visible on-line. All stake holders are solicited for input; board and administration collect information and work for consensus while initiating the planning process. Former board members and alumni are consulted. Annual business plans are presented and approved in the context of multi-year projections. Teachers initiate follow-up meetings with parents and students to coach toward success.</p>
<p>Level 3 <i>Implemented</i></p>	<p>A regular bulletin is available online or at the school office. The website is updated weekly, providing calendars, schedules, institutional news, student activities and students successes. All staff follows school policy to return messages within 24 hours. Teachers frequently initiate communication, often about student success. The school reputation is “teachers really care about kids.” The administrator plans his/her daily schedule to be available to parents at the beginning and end of the school day. Agendas, budgets, strategic plans, and vision documents are widely disseminated in advance of meetings. One-on- one meetings, small groups, and focus groups are scheduled and input is warmly encouraged. Informational meetings with staff precede community meetings.</p>
<p>Level 2 <i>Partially Implemented</i></p>	<p>Regular bulletins are sent out by the school office, including interesting articles about school life and its people, as well as essential information. An attractive website presents photos and news articles, as well as operational information (schedules, calendars); it is updated occasionally by a designated webmaster. Contact information is available for all staff online. Teachers send home weekly newsletters informing parents about curriculum, assignments, activities, and events. Administrators and teachers are responsive and viewed as helpful. They initiate calls when problems arise. Basic financial information is distributed annually. Projections for future years are made available. Input is solicited at annual meetings. Student progress reports, allowing for substantial personalized evaluation, are sent out four or more a year.</p>
<p>Level 1 <i>Getting Started</i></p>	<p>The administration publishes a regular bulletin providing essential information and news. A static website provides basic information, updated monthly. Periodically teachers send out information about coming events, deadlines, events, and class activities. The administrator and staff are responsive, returning calls and messages when time allows. Budget and tuition information is promulgated annually in writing and at public meetings.</p>

4. Learning in Community

Standard 4.4 Interaction with Community

The school's interactions and relationships with its stakeholders and community are intentional and well implemented.

Indicator 4.4.3

Volunteer involvement: A volunteer coordination program is in place. This includes appropriate procedures for recruiting, screening, orienting, and training volunteers.

Focus questions:

- What system does the school employ to recruit volunteers?
- How are volunteers screened for the protection of students?
- What things are done to retain good volunteers?
- Based upon a review of the variety of volunteer opportunities made available, which efforts support the school's learning goals? Which efforts do not support the school's learning goals? Based on this analysis, which volunteer opportunities need to be re-evaluated?

What evidence might indicate implementation?

- Advertisements for parent/community involvement
- List of volunteers and community partners
- Description of policy regarding parent/community involvement
- Questions that provide feedback for volunteering program efforts

Where might this evidence be found?

- Newsletters; websites
- Database
- Board policy
- Survey

Level 4 <i>Exemplary</i>	The school has an organized and active volunteer program for parents, grandparents, and others to serve in a variety of ways. The program includes appropriate procedures for recruiting, screening, selecting, orienting, and training volunteers. A system to recruit volunteers is in place that matches the abilities and interests of parents with a variety of volunteer opportunities. Teachers who request volunteers have equitable access to them. The school has an outreach program in place to assure that parents from traditionally underrepresented groups who need support to allow them to volunteer are provided this support.
Level 3 <i>Implemented</i>	The school has an organized volunteer program in place. It provides a network of multiple volunteer opportunities that are utilized by the parents. The school is careful to screen volunteers appropriately. A method to recruit volunteers that allows them to express a preference for the role they would play is in place.
Level 2 <i>Partially Implemented</i>	Most volunteers are recruited by individual teachers to assist the teacher and work with individual students. Others serve as assistants at the school level to assist with clerical tasks or to assist in supervision of students. Volunteers are screened appropriately.
Level 1 <i>Getting Started</i>	Volunteer opportunities are limited to a few active parents, primarily through the parent/teacher organization. Any volunteer working with students is screened appropriately.

4. Learning in Community

Standard 4.4 Interaction with Community

The school's interactions and relationships with its stakeholders and community are intentional and well implemented.

Indicator 4.4.4

Broader community: The school has effective communications and relationships with the broader community: area churches, alumni, neighbors, community organizations, and others with legitimate interests in the mission of the school.

Focus questions:

- What activities/events take place for the particular benefit of alumni/alumni parents? How does the school measure participation and value to alumni/alumni parents? What is the ratio of informational/news articles to appeals for money?
- For what activities/events have neighbors been invited to campus?
- What activities/events are conducted for the benefit of clergy/church staff?
- Does the student handbook state clear expectations for student behavior and lifestyle? Are expectations widely published, understood, and accepted? Where are standards for student life and conduct taught?

What evidence might indicate implementation?

- Mailings to the community
- Church bulletin announcements
- Pastor invitations to come to the school for programs and Pastor Days
- Alumni surveys

Where might this evidence be found?

- Newsletters to alumni
- Website page for alumni news
- Media releases regarding academics, arts, and sports
- Periodic newsletters to support community: parents, alumni, alumni parents, friends, donors
- Student handbook

Level 4 <i>Exemplary</i>	Administration invites clergy and church staff to visit, with a follow-up invitation from individual students of their parish. Students host clergy and give personal tours. School asks church, "What can we do to support your efforts?" Neighbors are informed about events and welcomed as honored guests. When renovations or construction are contemplated, neighbors are invited for input in advance, even if not required by zoning ordinances. Student groups invent ways to serve neighbors and the neighborhood. The school facilitates networking by alumni. The school website has an Alumni tab. Social networking is used to stay in touch with alumni. The school actively solicits alumni ideas and seats alumni leaders on boards and committees.
Level 3 <i>Implemented</i>	Pastors/youth pastors/church staff are invited to visit and tour the school and hear what the school is doing to meet its mission. Special events are hosted in their honor. The school informs neighbors about coming events and welcomes them to attend. Neighbors are treated as honored guests. The school maintains and updates alumni email and mail addresses. The school warmly welcomes individual alumni and families. The school initiates and facilitates reunions. The school welcomes alumni ideas and input as well as their gifts; the school seeks ways to involve them.
Level 2 <i>Partially Implemented</i>	The school maintains lists of pastors/youth pastors and invites them to school activities. The school attempts to coordinate its calendar with that of key churches to avoid conflicts. The administration informs neighbors about coming events that may impact them. The school continually updates the alumni roster. Mail is addressed to alumni personally. The school facilitates class reunions when assistance is requested.
Level 1 <i>Getting Started</i>	The school has a list of the churches attended by all families. The school administrator knows by name the neighbors abutting the campus. The school keeps an up-to-date list of alumni and periodically sends them information.

Strand 4: Summary of Self-Study and Potential Areas for Growth

(This chart is in the Self-Study Template located in the Accreditation Toolbox)

1. Which indicators provide reasons for commendation? What blessings can we identify?

a.	
b.	

2. Which indicators provide reasons for concern or further action and review?

a.	
b.	

3. Are there patterns of concern?

a.	
b.	

4. Do we see potential areas for growth that might become goals in our School Improvement Plan?

a.	
b.	

Task 4: School Improvement Plan

Using the self-study to develop a School Improvement Plan (This template is located in the MtM 2019 Toolbox.)

1. List Areas for Growth

- a. Using the information from each of the four strands of your Self-Study, list your Areas For Growth.
- b. For each Area for Growth, include the specific indicator(s) which correspond to that area.

	Area for Growth	Related indicator
1		
2		
3		
4		
5		
6		

(Add rows as needed.)

2. Prioritize the Areas for Growth

- a. Identify patterns, overlap, and outliers within your Areas of Concern. Consolidate if possible.
- b. Using a process of discussion and consensus within your team, list your Areas For Growth by agreed-upon priority.

	Area for Growth	Related indicator
1		
2		
3		
4		
5		
6		

(Add rows as needed.)

3. Choose the Areas for Growth to be addressed in the School Improvement Plan

- a. Be certain to bring all appropriate stakeholders into this discussion. At a minimum, spend some time during faculty and board meetings sharing the potential goals and areas for growth and discussing the relevance of each potential goal to the student learning and school improvement needs.
- b. Areas For Growth should include some which are of an academic nature (curriculum, instructions, assessment, professional development) and others which may be related to institutional or organizational concerns.
- c. List a minimum of three but not more than five Areas of Concern which will be included in your School Improvement Plan.

	Area for Growth	Related indicator
1		
2		
3		
4		
5		

4. Writing your School Improvement Goals (*Please note that each lettered section builds on the next so that section D is the finished product.*)

- A. For **each** Area for Growth, first, create a specific goal statement which addresses a **WHEN** (overall completion date) and a **WHAT** (specific concern to be addressed). **SEE BLUE SECTION BELOW**

- B. Next, for **each** Goal Statement now add your **HOW** (detailed multiple activities/actions which will accomplish your goal), your *detailed* **WHEN** (a begin and end date for each specific activity), a **WHO** (staff responsible for each specific activity), and a source of funding. **SEE RED SECTION BELOW**

- C. Now, for **each** Goal Statement add your **WHY** (communicate specific indicators from your self-study, discussions, survey results, test data, and other documentation which informed your decision to create this goal). **SEE PURPLE SECTION BELOW**

- D. Finally, for each Goal Statement you must include the ways **by WHICH** you will measure your school's progress on each specific goal and/or activity. (Note: These identifying measurements will be included in your annual accreditation reporting to CSI as cited evidence of progress being made during each year of your school's accreditation cycle.) **SEE GREEN SECTION BELOW**
 - Which specific tools, resources, and documentation- observations, anecdotal evidence, surveys, test data- will be used to measure and provide clear evidence of forward movement on each goal and/or activity?
 - When will the evidence be collected, how often, and by whom?

Area for Growth: _____.

Goal Statement:

By _____ **WHEN** _____ our school will _____ **WHAT** _____ (improve/increase/expand/establish/etc.)

Activities/Actions to be Taken Begin Date End Date Staff Responsible Source of Funding

- | | | | | |
|---------------|-------------|-------------|------------|--|
| 1. HOW | WHEN | WHEN | WHO | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |

IDENTIFIED INFORMATION from the self-study, discussions, survey results, test data, and other sources which detail **WHY** this goal is included in the School Improvement Plan:

EVIDENCE TO BE COLLECTED WHICH clearly demonstrates progress on this goal:

Task 5: Site Team Visit

The site visit is a review of the school profile, validation of the school's self-study, and collaboration around the developing school improvement plan. Professional Christian educators from other schools first review the school profile which sets the stage; then read the school's self-study, validating it through reviewing documentation and data, interviews, and observations. Christian Schools International's *Measuring the Mission* standards and the school's mission inform this validation of the school's self-study. The site visit also involves a collaborative discussion between the School Improvement Team and the Site Visit Team around the school's developing improvement plan. This discussion includes a review of the alignment of the self-study and the School Improvement Plan, as well as an identification of potential indicators of progress toward meeting the goals of the School Improvement Plan.

The site visit chairperson will generally be a trained site team leader and assigned by your Christian Schools International Accreditation regional coordinator. Other members of the Site Visit Team will be trained by the site visit chairperson before the Site Visit Team begins work.

Team Size and Composition

Size of School	Recommended Size of Team	Composition of Team
Under 100 students 6 or fewer classrooms	4	Christian Schools International trained/assigned site team leader Two or three Christian Schools International educators One non-Christian Schools International educator
100–200 students 6–12 classrooms	5	Christian Schools International trained/assigned site team leader Two or three Christian Schools International educators One or two non-Christian Schools International educators
200–400 students 10–18 classrooms	6	Christian Schools International trained/assigned site team leader Two to four Christian Schools International educators One or two non-Christian Schools International educators
400–650 students 16–28 classrooms	7	Christian Schools International trained/assigned site team leader Four to five Christian Schools International educators Two or three non-Christian Schools International educators
More than 650 students More than 28 classrooms	8 or more	Christian Schools International trained/assigned site team leader Five or six Christian Schools International educators Two or three non-Christian Schools International educators

If a school has multiple campuses or more students, these suggested numbers should be adjusted.

Site Visit Team Member Duties

1. Read the school's entire school profile and self-study and the developing school improvement plan prior to the visit.
2. Investigate and gather information on at least one of the strands of *Measuring the Mission* and write, or be involved in writing, a validation report for that strand(s). (see Site Visit Report Format).
3. Participate in a collaborative discussion around the school's developing school improvement plan.
4. Present a written report to the site team chairperson prior to leaving the school.
5. Participate in an initial oral report to the staff and the governing board of the school (selected team members).
6. After the compilation of the report, read through the final report sent by the Christian Schools International Accreditation regional coordinator and make recommendations for changes.
7. Keep all information confidential.

Site Visit Report Format

A written report for each standard of the site visit report must have the following parts:

1. Verification or validation of the school's self-study ratings on the indicators of either the assurances or the rubrics of that standard. This narrative explains what is currently happening in the school based upon documentation or evidence provided by the school in its self-study, observations by team members, or comment during interviews.
2. Commendations and/or Key Issues for each standard.
3. Validation of each of the school's improvement goals with the school's self-study and the Site Visit Team's research along with recommendations for additional strategies and activities to meet the goal.
4. A title page listing the school's name, mailing address, phone number, website, and head administrator's email address, introductory pages, and a concluding recommendation page.

Suggested Site Visit Schedule

Two-Day Site Visit Model

Evening Before

- Initial introduction of the team to each other and a review of duties.
- Initial meeting with the administration—introduction to the school, major key issues the administrations want to share, questions from the peer review team members.
- The administrator provides the visiting team a tour of the school.
- Dinner together as team with some of the school leadership (School Improvement Team, board, administration)
- The Site Visit Team is trained by the team leader and plans its work for the next two days.

Day 1

- The Site Visit Team meets with the staff before school for devotions and to review the site visit process.
- The team begins to gather information—visiting classrooms, meeting with staff members individually and in schedules groups, talking with parent representatives, reading through additional school documentation provided, interviewing students, interviewing the administrator(s), interviewing board members, reviewing surveys.
- The school provides lunch.
- The site team continues to gather information in the afternoon.
- After school the visiting team members begin writing their assigned reports.
- The visiting team has a working dinner together to discuss their findings and initial impressions.
- Collaborate on reports during the evening.

Day 2

- The Site Visit Team focuses on the school's improvement plan.
- By mid-morning the Site Visit Team should meet with the school's improvement team and leadership.
- The school provides lunch.
- In the afternoon the team members continue writing their reports and plan what to communicate to the staff and board.
- Immediately after school the Site Visit Team meets with the staff to communicate initial commendations and share their recommendation for accreditation. This meeting should be less than a half hour.
- If the school desires, the visiting team conducts an exit visit with the school board and staff leadership team to share validations of the self-study and commendations, and to focus the leadership of the school on the School Improvement Plan.

In some cases, Christian Schools International Accreditation and the school's regional coordinator may believe that a three-day visit is preferable. This increase in days might happen if the school has multiple campuses or there were additional endorsements added to the work of the Site Visit Team.

What to Send to the Site Visit Team

About two weeks prior to the site visit, schools and/or Site Visit Team leaders should send the following items to the site team visitors:

1. The School Profile
2. The completed *Measuring the Mission* Self-Study
3. The developing School Improvement Plan as it is written to date

If schools have developed a Google Drive/Docs, Google Site, or other online site for the school profile, self-study and documentation, and School Improvement Plan, the URL for this site can be sent to the Site Visit Team members or visiting team members can be given permission to view these documents.

Be sure to be in communication with your regional coordinator and/or Site Visit Team leader prior to sending these items to the site team visitors.

Sample Page from the Final Site Visit Report Template

Strand 2: Teaching for Learning

Standard 2.1 Curriculum

Schools have a written, cohesive plan for instruction and the learning of all its students that serves as the basis for instruction

Verification of Indicators

2.1.1 Articulated:

The written curriculum is designed to ensure a continuum of content and skills within and across grade levels and content areas.

Rating from self-study: _____

Verification of rating:

2.1.2 Biblical perspective:

A biblically informed curriculum points to God as the source of all truth, leads students toward biblical wisdom and a response to God's call to discipleship, and nurtures all students toward Christ-like living.

Rating from self-study: _____

Verification of rating:

2.1.3 Aligned to standards:

The local curriculum is aligned to national or state/provincial standards for student achievement, or to another set of recognized standards that are consistent with the school's mission and educational goals.

Rating from self-study: _____

Verification of rating:

2.1.4 Curriculum review:

The school's curriculum is reviewed and revised systematically and regularly. There is a structure and process for the involvement of all appropriate stakeholders to participate in the review.

Rating from self-study: _____

Verification of rating:

Commendations

Key Issues (reference specific indicator)

Task 6: Refining the School Improvement Plan

Accreditation is not just a process that places a certificate on the wall; a major goal of accreditation is school improvement. To assist schools in using the accreditation process for school improvement, Christian Schools International Accreditation requires the following:

- A developing School Improvement Plan to be submitted with the self-study six weeks prior to the site visit. The Site Visit Team will look for alignment of the School Improvement Plan with the self-study.
- Filing a completed School Improvement Plan with Christian Schools International Accreditation within two school months following the site visit. This is to be submitted to your school's regional coordinator.
- Filing Annual Reports with Christian Schools International Accreditation each April 15 thereafter, for the term of the accreditation, regarding the school's progress toward meeting the goals of the School Improvement Plan.

After the site visit, and after your school receives the Site Visit Team's final report, your school has two school months to edit the School Improvement Plan goals based upon a) the collaboration with the Site Visit Team during the site visit and b) the Site Visit Team's report.

This refined School Improvement Plan should be shared with your regional coordinator. The regional coordinator will review the refined School Improvement Plan, share it with the Site Visit Team leader for final review, and share any additional suggested changes with your school. When this is completed, your regional coordinator will send the refined School Improvement Plan to Christian Schools International Accreditation to be approved and it will be placed in your school's file.

Task 7: Annual Reporting

Within two months after the site visit, the school must submit a completed School Improvement Plan to Christian Schools International Accreditation. This School Improvement Plan must include what the school will use as indicators of school improvement and progress toward implementation of the goals of the School Improvement Plan. Each April 15 thereafter for the term of the accreditation, an annual report is filed with Christian Schools International Accreditation. This annual progress report will contain the indicators—documentation, data, evidence, and narratives—that show improvement and progress.

Process for Filing the Annual Reporting

1. In January of each year Christian Schools International Accreditation will send the accreditation contact person of your school an email that reminds you of the coming report and provides your school with the necessary templates.
2. All annual reports are submitted online. The January email will inform you how to do so.
3. By April 15 of each year the annual reporting must be submitted.
4. Failure to submit annual reporting will automatically result in loss of accreditation.

Items to Include in Annual Reporting

1. A **cover form** that includes the school's address, current enrollment, name and phone number of the chief administrator, and Christian Schools International Accreditation status. Schools will receive this form from the Christian Schools International office in January each year with a reminder to file their annual report. Schools should make appropriate changes to the cover form.
2. A **School Improvement Plan** (template provided) that details school improvement and progress that has been made toward the implementation of the goals of the School Improvement Plan. The school will include hyperlinks to data, documentation, and evidence within the narratives of progress or completion for each goal in the School Improvement Plan. This should be a cumulative report; please use a different color for each of the five years.
3. A **log of disaster procedure drills** for the past year. All schools must conduct safety drills (fire, hurricane, tornado, earthquake, hostage, etc.) in the frequency and manner prescribed by local, provincial, state, or federal law.
4. A **roster of professional teachers and administrators** listing faculty members, assignments, certification, or other items Christian Schools International requires in order to demonstrate highly qualified teachers. Use the form in the appendix.
5. A **substantive change form** that details changes the school has made in the past year that are not included in the School Improvement Plan. Such changes may include the addition or deletion of grade levels, physical plant additions, major enrollment changes, administrator changes, school name change, governance changes, etc.

A committee convened by Christian Schools International Accreditation and the Accreditation Department staff will read the annual reporting. Schools whose annual reports are not accepted will be notified of the reason for denial and how to rectify the situation (see Appeals Process).

PROCEDURES and POLICIES

Christian Schools International Accreditation Commission and Reviewing Teams

Christian Schools International Accreditation Commission Membership Guidelines

1. The Commission will hold a minimum of one physical meeting per year while maintaining contact regularly throughout the year; four voting members present will be considered a quorum.
2. The Commission is composed of a minimum of six voting members and one Director of School Improvement as a non-voting member.
3. Individuals are invited to become a member of the Commission through a vetting process in which the Christian Schools International Director of School Improvement requests feedback and recommendations about potential members from administrators in a particular region, Christian Schools International staff, and the regional coordinators. New commissioners are approved by the Commission before receiving an invitation to serve a term on the Commission by the Director.
4. Commissioners hold a six-year term.
5. Commissioners must be an administrator, staff member, or retiree from an accredited Christian Schools International school who has some level of experience in the Christian Schools International accreditation process.
6. Commission members may fulfill their Commission terms in situations of retirement from a Christian Schools International school position.
7. The Commission is accountable to the Christian Schools International Board of Trustees.

Responsibilities of the Commission

1. Members are required to attend the annual Commission meeting and be available for contact throughout their terms.
2. Members receive and review accreditation recommendations from both Site Visit Teams and Accreditation Report Readers.
3. Members approve or deny the initial and renewed accreditation of all schools.
4. Members review evaluations of the accreditation process and makes changes as necessary.
5. Members consider and approve accreditation standards as needed.
6. Members conduct business brought to them by the Director of School Improvement Services.
7. Members report to the Christian Schools International Board of Trustees annually.

Self-Study Review Team

Upon completion of the self-study report, schools are to submit a copy of the report to Christian Schools International Accreditation and to the Christian Schools International Accreditation regional coordinator. A staff member of Christian Schools International Accreditation and the Christian Schools International Accreditation regional coordinator will review this document for completeness and readiness to send to the Site Visit Team. The Christian Schools International Accreditation staff member and regional coordinator will contact each other regarding this review. The school will then be contacted by Christian Schools International Accreditation in writing regarding the approval of the report or needed or suggested changes. The school must make needed changes prior to distributing the report to the Site Visit Team.

Review of Reports

Prior to the Commission meeting, Christian Schools International Accreditation will assign a minimum of two accreditation report readers to review the School Improvement Plan of each school. The following will apply to these readers:

1. Readers must be current or retired teachers or administrators of Christian Schools International member schools.
2. Readers will be trained by the Director of School Improvement and/or the Accreditation Coordinator.
3. Each report must be read by two different trained readers.
4. Readers may not read and approve the reports of their own schools.
5. The Christian Schools International Accreditation Coordinator will review staff rosters, professional development hours, and disaster drills which are included in the schools' annual reporting. Concerns regarding these documents will be addressed by the Director of School Improvement.
6. Through the use of specified Christian Schools International accreditation report forms, readers will make recommendations to the Christian Schools International Accreditation Commission for or against initial or renewed accreditation for each school.

School Improvement Plan Review Teams

Prior to the Commission meeting, Christian Schools International Accreditation will convene School Improvement Plan report teams to read School Improvement Plans that have been submitted by newly accredited schools over the last twelve months. School Improvement Plans will be read and approved or disapproved as they come into Christian Schools International Accreditation. These teams may be the same as the annual school improvement report review teams. These teams' makeup and function will be the same as the annual school improvement report review team.

Policies

Accreditation Categories

Accreditation Candidate

An accreditation candidate is a school that has been approved for Christian Schools International membership and for whom the Christian Schools International accreditation application has also been approved. Candidate schools are working on their school profile, self-study and School Improvement Plan but have not yet hosted an accreditation site visit.

Schools may begin the school profile and self-study process at any time after their application has been approved by Christian Schools International Accreditation and will be granted up to three years from the time of approval to complete the accreditation process. Note, however, that the date of the completed self-study and the date of the site visit should occur year within six months of each other. Schools that wish to extend this timetable must submit their request and rationale in writing to Christian Schools International Accreditation. Schools with less than a three-year history at the time of application will be granted five years of candidacy.

Accredited School

An accredited school is a school that has hosted an accreditation site visit, has been recommended by the Site Visit Team for full accreditation (either with or without recommendations), and has been approved by the Christian Schools International Accreditation Commission for full accreditation.

Site team visit reports will be read by report readers who communicate their recommendations to the Christian Schools International Accreditation Commission. Only the Christian Schools International Accreditation Commission may award school accreditation status. Schools will then be informed of their accreditation by mail.

Pending Accreditation

A school that is given a status of pending accreditation is

- 1. A school that has hosted an accreditation site visit, has been recommended by the Site Visit Team, and has been approved by the Accreditation Commission for pending status until specific accreditation conditions are met **or***
- 2. A school whose annual reporting has demonstrated inadequate progress in the school improvement process or other significant concerns which warrant conditions placed by annual report readers and/or the Accreditation Commission **or***
- 3. A school that has filed an appeal but the appeals process is not yet complete.*

These schools must meet specific accreditation conditions put forth by the Accreditation Commission within a determined timeframe in order to be removed from pending status.

Voluntary Withdrawal

A school with a status of voluntary withdrawal is a school that has withdrawn from Christian Schools International accreditation by notifying Christian Schools International Accreditation in writing of its intention to end Christian Schools International Accreditation.

Christian Schools International Accreditation will not refund any money paid prior to written notice of withdrawal. Failure to submit an annual report is considered a voluntary withdrawal. Schools that withdraw membership in Christian Schools International will also be considered to have voluntarily withdrawn from Christian Schools International Accreditation. A school that has withdrawn from Christian Schools International Accreditation must begin the process at the beginning to renew its accreditation.

Loss of Accreditation

A school that has lost accreditation has done so because of unresolved inadequacies in annual reporting or other reasons as determined by the Christian Schools International Accreditation Commission.

Eligibility for Application

1. Only Christian Schools International member schools are eligible for Christian Schools International Accreditation. If a school withdraws its Christian Schools International membership, the school can no longer be accredited by Christian Schools International Accreditation.
2. Schools must be in existence for three years, holding classes for any combination of grades P-12 (not preschool only), in order to receive accreditation from Christian Schools International Accreditation. Schools in their first or second year of operation may apply for candidacy for accreditation, but a site visit will not occur until the school is into its third year of operation, and accreditation will not be granted until the school completes its third year.
3. Schools will be accredited only for the grades whose data are included in the self-study and are an active part of the school program at the time of the site visit. If grade levels are added subsequent to the site visit, and a school desires that these grades be included in the school's accreditation, a member of the Christian Schools International Accreditation staff, the Christian Schools International Accreditation Commission, or the original site team leader must visit the school and evaluate the request.

Membership and Accreditation

Christian Schools International membership is necessary to apply for Christian Schools International Accreditation. However, membership is not equivalent to Christian Schools International Accreditation, nor does Christian Schools International membership automatically confer Christian Schools International Accreditation upon a school, nor does membership in Christian Schools International guarantee that a school will be accepted into the Christian Schools International Accreditation program or approved following the accreditation process.

Publication of Accreditation Status

Schools must be ethical in their publication of accreditation status within the school and to the community. Schools may state that they are *candidates for Christian Schools International Accreditation* as soon as they have been notified by Christian Schools International Accreditation that their initial application has been accepted. They may state that they are *accredited by Christian Schools International Accreditation* following confirmation of a successful site visit.

Concurrent Accreditation

Schools may apply for Christian Schools International Accreditation concurrently with another accrediting process—regional, provincial, state, or another private school process. Contact Christian Schools International Accreditation for more information (800-635-8288, ext. 234).

Deviation from Standards

To become accredited, or to maintain accreditation, schools must meet or exceed all assurances in the *Measuring the Mission* manual. As part of the self-rating process, schools must explain how each assurance is implemented in their school situation.

Loss of Accreditation

1. Schools that do not file a School Improvement Plan (see The School's Improvement Process after Accreditation) with Christian Schools International Accreditation within two months after the accreditation site visit will automatically lose accreditation.
2. Schools that do not file annual reporting will automatically lose accreditation.

Province/State-Specific Policies

Some states or provinces will have specific requirements for accreditation that are mandated in addition to the general set of requirements for all schools. Check with Christian Schools International Accreditation to see if your state or province has such requirements.

Disposition of student records or data when schools close

For accredited schools that cease operation, student academic and attendance records shall be placed in the office of the appropriate recipient as listed here:

- Such schools which are sponsored by a church or other religious ministry shall deposit their records with the office of the religious ministry.
- Such schools may deposit their records with another private school in the near vicinity and in the same state.

Such schools should make every attempt to inform those whose records are involved, where those records will be transferred.

Appeals Process

Accreditation can be denied to a school at three points during the accreditation process:

1. The Site Visit Team does not recommend the school for accreditation,
2. The Christian Schools International Accreditation Commission denies accreditation even after a positive recommendation from the Site Visit Team, or
3. The school's annual reporting is rejected by the Christian Schools International Accreditation Commission and accreditation is terminated.

In all instances the school will be informed in writing of the reason accreditation has been denied.

The Christian Schools International Accreditation Commission is the highest and final level of appeal.

1. Appeal Due to Site Visit Team Denial of Accreditation

Generally, the site visit chair will inform school administrators of the Site Visit Team's recommendation for accreditation at the time of the exit meeting. This will not be the case for schools hosting a dual accreditation visit with WASC (Western Association of Schools and Colleges).

If a Site Visit Team does not recommend the school for accreditation, the school has 30 days after notification to appeal this ruling to Christian Schools International Accreditation. Accreditation will be denied or terminated when it is evident that schools do not meet the essential standards of assurances. Safety issues must be rectified immediately. Christian Schools International Accreditation will permit the school to rectify other situations to the Site Visit Team chairperson's satisfaction, within 60 days. Schools may request, in writing, a longer period of time to rectify a situation, never to exceed six months. If travel to the school by the Site Visit Team chairperson or a designee is necessary, the school will assume the costs. Christian Schools International Accreditation will determine if such travel is necessary. If a school disagrees with the Site Visit Team chairperson's continued recommendation for non-accreditation, the school may appeal to the Christian Schools International Accreditation Commission. The Christian Schools International Accreditation Commission may decide to form an appeals committee to investigate the appeal. The school assumes all expenses of an appeal.

If the school does not appeal a ruling within 30 days after notification, the denial will stand.

If the school does not rectify the situation within 60 days or within the granted extended period of time, the denial will stand.

2. Appeal Due to Commission Denial of Accreditation

If the Christian Schools International Accreditation Commission denies accreditation after the Site Visit Team votes positively for accreditation, the school has 30 days after notification to appeal this ruling to the Christian Schools International Accreditation Commission. Accreditation will be denied or terminated when it is evident that schools do not meet the essential standards or assurances. Safety issues must be rectified immediately. The Christian Schools International Accreditation Commission will permit the school to rectify other situations to its satisfaction within 60 days. Schools may request, in writing, a longer period of time to rectify a situation, never to exceed six months. If travel to the school by a member of the Christian Schools International Accreditation Commission or a designee is necessary, the school will assume the costs. The Christian Schools International Accreditation Commission will determine if such travel is necessary. The Christian Schools International Accreditation Commission may decide to form an appeals committee to investigate the appeal. The school assumes all expenses of an appeal.

If the school does not appeal a ruling within 30 days after notification, the denial will stand.

If the school does not rectify the situation within 60 days or within the granted extended period of time, the denial will stand.

3. Appeal Due to Annual Report Rejection

Accreditation can be denied or terminated when it is evident that schools do not meet the essential standards or assurances of accreditation or if they do not demonstrate sufficient progress in their annual reporting.

Schools whose accreditation is terminated after the rejection of annual reporting will be notified and will be informed of the reason for termination. The school has 30 days after notification to appeal this ruling to Christian Schools International Accreditation. Christian Schools International Accreditation will permit the school to rectify the situation that caused the termination of accreditation. Safety issues must be rectified immediately. Schools will have up to 60 days to rectify other situations. Schools may request, in writing, a longer period of time to rectify a situation, not to exceed six months.

If the school does not appeal a ruling within 30 days after notification, the denial will stand.

If the school does not rectify the situation within 60 days or within the granted extended period of time, the denial will stand.

If a school disagrees with Christian Schools International Accreditation's termination of accreditation, the school may appeal to the Christian Schools International Accreditation Commission. The Christian Schools International Accreditation Commission may decide to form an appeals committee to investigate the appeal. The school assumes all expenses of an appeal.

A school whose accreditation has been terminated must initiate the Christian Schools International accreditation process from the first step of the process in order to regain accreditation.

Christian Schools International Accreditation Toolbox

These templates are found in the *Measuring the Mission 2019 Toolbox* that your regional coordinator will share with your school.

- Accreditation Calendar
- Checklist for the School Improvement Team
- Measuring the Mission 2019 Protocol of Procedures and Standards
- Roster for Professional Teachers and Administrators
- Task 1 Survey Overview and five Sample Surveys
- Task 2 School Profile Template
- Task 3 Self Study Directions
- Task 3 Self Study Template
- Task 4 School Improvement Plan Template
- Task 5 Site Visit Team Expense Voucher
- Task 5 Site Visit Team Hospitality Tips
- Task 5 Sample Invitation for Site Team Members
- Task 5 Site Visit Team Helpful Information
- Task 5 Site Visit Team Member Qualifications
- Task 6 Refining the School Improvement Plan Overview
- Task 7 Annual Reporting Information