



PROFILE & STANDARDS REPORT

Sample Christian School

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Self-Study Committees

Self-Study Committees

	Committee Name	Committee Chair	Person 2	Person 3	Person 4	Person 5	Person 6	Person 7	Person 8
Steering Committee	Steering Committee	John Doe	Sam Smith	Annie Smith	Suzie Que				
Committee #1	Standard 1	Sam Smith	Susie Sample	Eddie Example					
Committee #2	Standard 2	Bill Johnson	Betsy Ross	Tom Jefferson					
Committee #3	Standard 3	Joe Turner	Frank Boggs	Adam Pitts					
Committee #4	Standard 4	Annie Smith	Steve Smedley	Bobbie Johnson					
Committee #5	Standard 5	Sally Jones	Fred Brown	Sue Stevenson	Teresa Salton	Chris Thronston	Molly Modelo		
Committee #6	Standard 6	Steve Smedley	Fred Brown	Elijah Hendrix					
Committee #7	Standard 7	Paul Primero	Molly Modelo	Sam Sneed					
Committee #8	Standard 8	Jeff Plano	Joanne Jensen	George Jones					
Committee #9	Hospitality	Briana Rincon	Lane Smith	Johnna Lotts					
Committee #10	Surveys/Assessment	Suzie Que	Sharon Rose	Freddy Franklin					
Committee #11									
Committee #12									
Committee #13									

School's Demographics

School's Demographics

	Information
School Name	Sample Christian School
Address 1	123 Main St
Address 2	
City, ST Zip	Anytown, ST 34545
Phone	719-555-5555
Head of School	John Doe
Contact Information	john_doe@domain.com
Dual accreditation	
School Website	www.samplechristianschool.org
Grades Accredited	EE-12
Enrollment in accredited grades	350

Intro to the ACSI REACH Self-Study

ACSI accreditation is a highly effective way for a Christian school to evaluate itself in light of its unique educational mission. A thoroughly Christian school excels in all areas of 1) academic thinking, 2) skills for life and living, 3) biblical worldview development, and 4) personal character and spiritual formation. The self-study process guides a school to evaluate and reflect on all that it does in light of this distinctive four-pronged mission.

Writing the self-study is the critical ingredient in maximizing the value of the accreditation process. The self-study is foundational, addressing all the other components of the process. Therefore, it requires the best efforts of the faculty to prepare an accurate, complete, and well-written document. The written self-study is conducted by subcommittees that review, analyze, and evaluate every area of the school's program. *REACH Standards Manual for Accreditation* provides a framework and a set of rubrics to guide the subcommittees through the process.

There are three basic commitments to a successful self-study:

1. A willingness to invest the necessary time, effort, and cost
2. The complete support of the entire school community— administration, board, faculty, staff, and parents
3. A commitment to make any changes that the self-study brings to light for the betterment of the school and student learning

The school is required to complete a self-study. It must organize the school staff and other stakeholders into Standards study groups to complete the process. Each of the eight standards is carefully reviewed using the indicators and rubrics to guide the preparation of an accurate, complete, well-written report. It must evaluate the evidence, rate itself on each of the indicators, identify strengths and weaknesses, write a concluding narrative in regard to the standard, and compile the evidence used to identify those conclusions. Tools are provided to help schools evaluate whether they *Exceed Compliance*, are *Compliant*, are *Partially Compliant*, or are *Non-Compliant* with the indicators. A Steering Committee oversees the process and works with the subcommittees dedicated to examining each standard. Completion of a quality self-study normally takes 18 to 24 months for a school that is going through its initial accreditation. The self-study is a high-value aspect of the accreditation process, and it must be approached with deliberation and high levels of involvement to attain the quality report that is needed.

In addition to the standards/indicators compliance, the school describes itself by completing a school profile. Information is shared about the school's history, demographics, student achievement, mission, vision for the future, results from surveys, and other pertinent data in order to help the reader understand the context of the school for the accreditation visit.

Also included are any significant changes the school has experienced since the previous accreditation or candidacy visit. These changes may impact the school's ability to meet accreditation standards or implement the continuous school improvement plan.

If the school has been previously accredited, the school addresses whether the major recommendations have been completed or are continuing to be addressed in the current cycle of accreditation.

The self-study serves as the guiding document for the visiting team as they examine the school's compliance to the standards, adherence to their mission, and commitment to quality Christian education.

The REACH process is thought provoking in its approach, stimulating in its methods, and efficient in its procedures, both for the school and the team. The end result produces a Visiting Team Report that will assist the school in its efforts to improve student learning and organizational effectiveness.

School Snapshot

Introductory Statement

PLEASE NOTE...This sample is not a complete report. Standards 1, 2 and 5 were completed along with the general sections, as examples. We left the other standards blank or partially completed because those sections should be done similar to the ones we have completed.

This report has included Early Education indicators. If a school does not have an EE program, their self-assessments will not even show those indicators. If the school has an EE program, the EE indicators will show up at the end of the report once it is printed.

Please read the Quick Reference Guide for specific information on how to use the e-platform.

Sample Christian School (SCS) is located in Anytown, USA. It is a school started by parents, deeply committed to the mission of providing an environment which is built around three key "Learnings": Learning to Love, Learning to Learn, and Learning to Lead. This has not changed over the past 30 years the school has been in existence. This is the third accreditation cycle for SCS. This is the second time for dual accreditation with Cognia. Our self-study chairperson is the same person for this cycle as for the previous visit. SCS believes this has helped with the process and the ability to build on the foundation which was started five years ago. Some of the same evaluative tools have been used and we have been able to compare results. Teachers were better prepared for the work they needed to do as part of the process and very few were asking basic questions such as "How will this accreditation process help us in the long run?" They have seen a commitment to continuous improvement and have been the recipients of more information which they found helpful on a practical level. The general feeling has been one of acceptance of the process and even embracing it rather than being skeptical of its value, as was expressed prior to previous visits. Teachers are actually anticipating the results of this visit but have also expressed that they have learned and accomplished much just by going through the process. The adherence to the mission of the school has been strengthened by all teachers evaluating what they do in light of the mission on a daily basis. Accreditation has helped in that area.

Vision, Mission, and Future Goals

Since the beginning, the mission was focused on students Learning to Love, Learning to Learn, and Learning to Lead. The short version is Love, Learn, and Lead. Every student, parent, and staff member know the mission and live it whether in academics, co-curricular activities, or service/missions. Students are taught that these attributes are just as important when a stranger meets you in a store or when you are seen with the word "Christian" on your jersey on the court. It is something that happens when you are alone in your room, searching the Internet, or on the stage representing your school. It pertains to who you are inside as well as outside.

The vision of the school is to impact the world with students who have been transformed by this love, who are lifelong learners, and who are prepared to lead this next generation. SCS wants to see every student reach their potential for Christ and they believe it will happen when they prepare them in all aspects with the skills and spiritual training necessary to experience success. SCS's vision is to create confident children of God who know their purpose, their calling, and their dependence on God.

Related Files

- [2019-12-04-16:46_SCS_Expected_Student_Outcomes.docx](#)

Historical Overview

In October 1984, parents from a large non-denominational church in Anytown, USA began to meet to discuss the opening of a Christian elementary school in their community. While the first thoughts were to have it be church sponsored, it quickly gathered other interested parents from nearby churches. The group realized that for it to be widely supported throughout the community, they needed to open it up to all the evangelical churches in town. The church with the largest group offered the group free rent for five years while they got started. The group took the remainder of the school year to pray about it and in August of 1985, SCS opened with 65 children in grades K-6 and employed 10 teachers. It grew steadily from that point, adding a grade level each year. As the school grew, it added a school board, a parent advisory council, and a parent-teacher fellowship. It continued to grow in both staff and students.

By 1991, SCS had its first graduating class of seven students. The school had grown to 120 students by that time and was getting too big to use the church. It needed a real gymnasium and science labs in particular. An elementary school that had been closed by the public school district was located and SCS developed a capital campaign to raise money to purchase and remodel the building. The school was paying rent to the sponsoring church by this time but it was able to raise the necessary funds within two years. By the fall of 1993, SCS moved into the newly redesigned facility and the enrollment jumped to 187 that fall. Several grades had a waiting list the previous year but with full-sized classrooms, almost all the students were able to be accommodated.

Along with a full-sized gym, locker rooms, and science labs, other specialized rooms were able to be specially equipped, like music and art rooms, a library, and a computer lab. Teachers were delighted they did not have to store their materials away each Friday afternoon and felt like the teaching/learning environment improved significantly. The playground and outdoor gym areas were still in need of improvement and with the help of many parent volunteers, those took shape over the next 12 months. Parents volunteered to assist with some of the interior work that needed to be done to help keep the costs down and many of the areas of the building were painted and decorated in a way that turned an older building into an attractive learning space. Students and families were blessed by the new facility. Tuition was raised to offset the cost of the building, and with the amount of money that had been raised in the capital campaign, the loan was retired within five years, including the cost of remodeling.

In 2000, a preschool program was added to SCS for 3 and 4-year-olds. That created the need to add a second playground which was paid for completely through the income of the preschool program. Also in 2000, the school was accredited for the first time for K-12 with the ACSI REACH instrument. The K-12 enrollment at that time was 243 (the preschool had 37). Most grades averaged about 20 students. There was a waiting list for some grades as there was a cap on lower elementary grades in the low 20's. Upper elementary had a cap of 24, Middle school had a cap of 26, and HS a cap of 28.

The school is financed primarily through tuition. Since 2000, there has been an increase in the amount of money dedicated to financial assistance. It is raised primarily through annual fund raisers. Parents and donors give specifically to that fund and come to those events knowing they are giving for that purpose. Approximately 24% of the student body now receives some assistance, although not all of that is through the school. SCS connects families to several funds from private foundations as well.

The international student population of the school has increased over the past ten years. Originally, the few international students were from Korea but now the majority come from China. Typically about 7-10% of the high school students are international students. These students pay full tuition and are usually not from Christian families. They come through agents who are well aware that SCS is a Christian school, and who assist in communicating with families about the nature of the school and its expectations. Several of these students come to know the Lord each year, and while it is a challenge to educate them well because of how much work it entails, it is also a privilege and a blessing to those students and to the domestic students whose lives are touched by knowing someone from another culture.

Demographic Portrait

The size of Anytown (greater metropolitan area) is about 200,000 with an average age of 34. Approximately 18% of the population is school aged. The average household income is \$53,000. Ethnicity is Caucasian (78.6)

Hispanic (12.1%), African-American (6.8%), Asian (2%) Other (.5%). The demographics of the school are slightly different with a Caucasian population of 80%, Asian 6%, Hispanic 5%, African-American 4%, Mixed Race 2%, Other 3%. The education level of the parents is typically college educated (over 2/3). Almost 30% of SCS households have someone with an advanced degree. Most households have two incomes. The families whose children attend SCS would definitely be above the norm in both income and education level. However, with the financial assistance available, SCS is able to accommodate a number of children from single parent families, and the median income of families at the school has decreased over the past few years. While this makes donations even more important than in previous years, it means the school is serving a broader segment of the community with Christian education which is intentional by the board and administration.

The teaching staff at SCS has an average of 12 years of experience. Fifty-five percent have been at SCS for 5 years or more and 43% have been at SCS for 10 years or more. 69% are females and 31% are males. 40% have advanced degrees. 95% are certified through ACSI and many are state certified though it is not a requirement.

As is discussed in the Significant Changes section, the demographics of SCS has changed in the past five years. With those changes, some students have been admitted with lower academic readiness levels. This is one of the reasons staff was hired to support students with learning differences. The hiring of another staff person to work with international students and give them ELL support also impacts SCS's ability to support the international student population. These changes have allowed SCS to move toward its vision of increasing its outreach to students in a wider audience. They also benefit from a Christian education while not compromising students' ability to reach their expected student outcomes.

Reaccreditation Visit Update

1. Substantive Changes

There have been several significant changes to SCS over the past five years. Some of those changes were made as a result of the school board and the administrative leadership team more clearly defining what families the school is best fitted to serve. Five years ago, the Caucasian population of the school approached 90%. There were only a few international students in the high school and very few children of single parent families. The percentage of families receiving financial assistance was about 10% less than it is currently. The changes that are reflected in the current demographic information reflect intentional changes in a desire to be more reflective of the greater family of God. Overall, the response has been positive. Giving to the scholarship fund has been remarkable. Host families have come forward to house the international students and many families have appreciated the increasingly multi-cultural approach the teaching staff has had. A few families have asked questions about how these changes will affect their children but on the whole, communication has been done well, and the growing pains have been minimal.

Other changes have occurred in the community that have had a negative effect on the school. Anytown has become the site of fierce competition for two state online charter schools. These schools make a pitch to families who might be interested in homeschooling their children; they are free, and one even supplies the family with a computer if they qualify financially. Several families have left in order to pursue this option. It has worked out for some and not worked so well for others. Unfortunately, it has become a polarizing issue in the school community. On top of this, some of the churches have started academic support groups and enrichment activities for students in these online schools. Sports is a contentious issue between families. Some students have come back to SCS to join as homeschooled students and others have gone to the public school system. When the online option does not work out well for some students, negative feelings are sometimes so strong that families are uncomfortable returning to SCS. While this is not something that SCS teachers and administrators have caused, they are at a loss for how to deal with it at this point. The numbers of students lost has reached about 15% of the population. Unfortunately, it has affected the middle school disproportionately. While there were some weaknesses in the teaching staff in middle school, this issue has exacerbated that problem. The administration identified the middle school as the area which needed the most attention during this self-study process. The two recommendations in Standard Five are not exclusively written for the middle school, but they may apply there more heavily than at the other two campus levels.

Another significant change in the school includes the addition of a full-time staff member who focuses on

international students. This has helped minimize the issues raised by increasing the international student population. That staff member coordinates international student services, teaches ELL classes, and provides academic support. Other staff changes have included a special needs staff person that assists students in the elementary and middle school. This person has a degree in special education. There is also a part-time resource person at the high school who helps students with math and English in particular. This staff member is a trained teacher but does not have a degree in special education. She assists students in the media center several periods and assists students who are scheduled in the resource room for certain periods of the day.

On the academic side, the curriculum documents have been replaced by the digital product Curriculum Trak. This has been a considerable step up for keeping the documents updated. Teachers have embraced this change and are enjoying the features of being able to share their work with other teachers, other levels, and other departments. Since they have just started this, there is a lot to be done to bring it up to compliance for REACH Indicator 5.2. Another change has been the decision to add Reading Plus for grades 3-12. Students are just finishing the first year of a three year commitment. Data will be examined and changes to instruction will be made in response to progress students make in their reading scores.

2. Updating the Continuous School Improvement Plan

Updating the CSIP has significantly impacted the overall school program the past two years in particular. Under the guidance of the superintendent, a School Improvement Team has been created to monitor and update the CSIP. This team is made up of the superintendent, several administrators, several teachers (from each campus/level), and a couple of non-teaching staff. The CSIP is the annualized goals that the school staff are particularly responsible for. The superintendent works with the board to make sure that these fit within the scope of the long term goals they are working on within the multi-year strategic plan. With the identification of these annualized goals, there is much more clarity between what the staff and the school are each responsible for. Members feel a good, healthy tension to come to the quarterly meetings having made progress on their goals and ready to report on that progress. The CSIP has become an effective tool for continuous school improvement and communication to the constituents and board members.

3. Progress on the Major Recommendations since the last Self-Study

This is a list of the school's major recommendations from the previous accreditation visit and the school's assessment on whether these have been completed or should continue to be addressed in the current cycle of accreditation.

1. Plan and develop a comprehensive Continuous Improvement Plan that includes all factors identified as necessary such as time factors, resources, and personnel. ~Complete
2. Update curriculum guides to include schoolwide expected student outcomes and revise the biblical integration. ~In Process (see Standard Five, Significant Changes)
3. Provide and implement an objective directed professional development program that considers the needs of the individual teacher as well as the general school goals. ~Complete
4. Implement a plan by which all staff and volunteers who work with students complete a background check process and have proper supervision. ~Complete

Survey Information

Administration

1. List and Describe Surveys Used

Two surveys were administered to the staff and students of SCS. The SCS Survey was designed and administered by the school staff twice in the last three years. The survey covered questions the school viewed as important for the future concerning spiritual formation and the foundational documents.

The Cognia survey was also given. SCS had no control over the questions but they did relate to the standards for Cognia. While they do not directly relate to all the indicators for REACH, the two protocols were

aligned and so it was possible to use the results to see how the scores helped inform specific REACH indicators.

Slightly different versions of these two surveys were given to staff, students, parents, and alumni. The alumni were not given the SCS survey in January, 2013 so there is only one set of data for that survey.

Response rates for the four groups were as follows:

- Parents: 54% in January, 2013; 49% in October, 2013; Sent to all 616 parents
- Alumni: 21% in October, 2013; Sent to 327 alumni for whom we had current addresses
- Students: 90% in January, 2013; 94% in October, 2013; Given at school to 304 students
- Staff: 84% in January, 2013; 87% in October, 2013; Given to all 35 staff members

The surveys were made available through Survey Monkey. Recipients received an e-mail with the links to each survey with an explanation concerning the importance of completing both surveys. Questionnaires were administered with complete fidelity to the appropriate administrative procedures.

2. Survey Data

Since the sample school is theoretical, an actual survey cannot be provided. The results given here are created from several real schools' data.

Early elementary surveys were scored on a 1 to 3 scale. Upper elementary and all other surveys were scored on a 1 to 5 scale. When all results were combined, the early elementary scores were converted to 5 point scores.

Analysis

1. Response Rates

Parents: (20% required) The school met the desired response rate with no concerns on the administration of the surveys. Trends in the comments centered around two particular teachers (negative) and a few comments about the improvement in food service.

Alumni: (20% required) The desired response rate was met (only given in October, 2013). The biggest concern is that the school doesn't have current addresses for all alumni. The school is working on updating this database. Trends in the comments are that the school does not do enough for alumni relations.

Students: (40% required) The desired response rate was met because it was given during school in English classes. No particular trends were seen other than several responses asking about extra programs students would like to see offered, better facilities, etc.

Staff: (60% required) The desired response rate was met. No concerns were noted. Trends in comments were more positive in the second survey.

2. Group Results

Significantly High Scores

Early Elementary: – Highest scores were from Indicators 1.1, 2.4, 4.4. Students believe that teachers want them to learn, want them to do their best, and have books for them to read. Also very strong (all over 4.3) were 2.1, 3.1, 3.3, 4.3, 4.5, 4.6, and 5.5.

Elementary: Highest scores were from Indicators 3.4, 3.6, regarding what students know of teachers' support of instructional practices which support student learning, and 4.4, 4.5 showing that students believe there are range of media, information and technology services available to support the school's educational program. Also very strong (all over 4.3) were 1.1, 2.4, 3.2, 3.3, 3.8, 3.10, 4.3, 4.6, 5.4, and 5.5.

Middle/High School: High scores came from Indicators 1.1, 3.2. Middle and high school students understand their purpose in school and what direction their teachers expect from them. They also believe that teachers are monitoring data and adjusting instruction accordingly. Also strong were 4.4 and 5.4.

Staff: High scores were from Indicators 1.2, 3.1, 3.2, 3.3 and 4.1. The staff very much agrees that the school's purpose statement is based on shared values and beliefs that guide decision making. The strengths from standard 3 had to do with curriculum providing equitable and challenging experiences, being monitored and adjusted, and teachers using strategies that ensure achievement of learning expectations. 4.1 asked about

qualifications of staff but it did not ask about sufficient number of staff so that question may not reflect the standard completely. Also strong, approaching the 4.3 line were 2.4, 2.6, 4.4. Interestingly, 5.5 was a weakness on the first survey and approached a strength after 10 months of specifically working on it through inservices, faculty meetings, and one-on-one time with principals!

Parent: High scores came from Indicators 4.1, 4.3, 5.4. Parents feel that the school provides a safe, clean and healthy environment for their students. Parents believe that the school engages in a continuous process of student improvement. Parents also agree that the school provides qualified and quality staff and but it is not possible to tell if they believe there is an adequate number of staff because of the actual question asked.

Alumni: High scores were from Indicators 1.2, 3.1, 3.2. Alumni agreed with staff as seeing the purpose of the school as based on shared values that guide decision making. They also believe teachers are making learning relevant to them.

Significantly Low Scores

Early Elementary: The two lowest were Indicators 3.8 and 3.10, implying that early elementary students don't believe there is enough family engagement.

Elementary: Indicator 5.1 –Only 67% of the students feel that their principal/teachers ask what they think about school.

Middle/High School: Indicator 5.5 – Only 64% of students feel that the school sufficiently shares information about school success and does not consider students when planning new ways to improve the school. Indicator 3.3 – Only 66% of secondary students feel that their teachers have enough variety in instructional strategies, tailor instruction to their needs, or explain their expectations well.

Staff: In January, Indicator 3.5 with a low score of 3.05, indicated that not all staff believed that there were adequate opportunities for collaborative learning communities. In October, that score was up to 3.61 and in the normal range. Not all staff believe they are being mentored or coached. Scores dealing with data and data analysis improved between the surveys showing that the efforts to train in that area seemed effective. This survey was sent to non-teaching staff, so some of these teacher-specific questions may have been answered negatively when the question didn't really pertain to that person's role.

Parent: Indicator 3.12 – Only 65% of surveyed parents agree that the school provides and coordinates learning support services to meet the unique learning needs of students. However, not all parents are aware of the special services the school provides students who struggle.

Alumni: Indicator 3.12 - also agreed with parents about the need for more specialized services to meet the unique learning needs for students.

Variations for different groups – One area that seemed to vary between groups was the satisfaction with technology. Elementary students seemed satisfied with technology use. Parents and staff were satisfied and both alumni and middle/high school students were on the lower end of satisfied. It could be that expectations for those groups differ. This is an area that should probably be explored in a little more detail. Another area where the school saw variations in different groups was with the issue of providing for the special needs of students. In the October survey, teachers rated themselves quite high in this area, 4.04, but it was one of the lower scores for parents.

Increase from one survey to the next – Overall, the staff showed the greatest increases from one survey to the next. The increases covered most areas. This was interesting because they were also going through the work of accreditation. One could surmise that the staff was learning more about the inner workings of the school through the accreditation process and therefore rated the school higher. Another possible explanation is that the staff is slightly different and that change was enough to bring a more positive attitude to the survey. Since the turnover was fairly small between years, that is not likely to account for a great amount of change. It is more likely that the actions taken as a results of the first survey actually increased the results for the second survey. (See last two questions.)

Decrease from one survey to the next – Two areas that elementary students marked lower were 1) students

well known by an adult, and 2) knowledge of assessments and standardized testing. Since the second survey was administered in October, it could be that new elementary students or students still new in a classroom felt less sure of their connection to a teacher in October. They also may not be sure about how important testing is and have some anxiety about that. The first survey was given in January and for both items, more familiarity and information would have been given by that time in the year.

There were no other scores for the survey for other levels that were noticeably lower between the first and second surveys. Most scores were higher.

Plans to address Low Scores - Each level of the school was asked to analyze the scores and develop a plan to address 1-2 of the key areas. The following have become goals by level:

Elementary: family engagement (family ministry nights) AND student involvement in planning, so those family nights are planned by students.

Middle/High School: technology audit, with input from students, staff, and parents. Meets the need of students feeling the need for input as well as up-to-date instructional techniques.

Parents/Staff: Parent/Staff Advisory Committee for special needs. It is important to work on expectations and realistic goals for the school in terms of support services for students.

Alumni: Alumni Advisory Committee for assisting connections and planning events.

3. Other forms of feedback

No conflict was noted with other forms of feedback. Each principal viewed the survey results in light of classroom observations, classroom evaluations, and parent feedback. The two low areas to address above were listed as something to follow up on. These concerns had not been raised by students or parents earlier. Otherwise, the results from the surveys confirmed what teachers/administrators had seen in other forms of feedback.

The only items that were significantly different were the items on technology (both teaching with technology and use of technology integration). A further analysis of this is occurring.

4. How scores are used to inform instruction/program planning

The second survey specifically showed increases in how teachers felt about collaboration and training on data and data analysis. Those were two areas that were identified in the first survey and specifically targeted with changes in schedules and in-service time.

5. How has the constituent feedback had a positive effect on the mission of the school?

The survey has helped the administration focus on the value of the mission throughout all its activities and into future planning as well. Asking for feedback through this mechanism is a very helpful and tangible way to make sure that all constituents are truly realizing the mission in the same way that the leadership believes it is delivering it. In the areas the survey identified the school needs to grow, it is open to receiving that input and modeling what it means to continue to learn as an organization. This has proved to be a very valuable tool for the administration and the executive leadership as well as the board.

Related Files

- [2019-12-04-16:47_survey_report_placeholder.docx](#)

Student Assessment Profile

Achievement Results *(Please note, this document contains examples of how this could be written. Since Sample Christian School is fictitious, it is not possible to give student assessment results that match SCS's population.*

)

1. Summary achievement data is presented for the past two years for grade 5 for the TerraNova3 as an example. See Figure 1. (Schools using TerraNova3 through ACSI can access longitudinal charts through ACSI Data Online.) Evidence of student learning is substantially greater than state and national averages. SCS compares its scores to the "Proficient" range as defined by TerraNova3 Performance Levels. (See Performance Levels: TerraNova3, ACSI DataOnline.) In 2012, the class size of the 5th grade was 20. The following year, the class size almost doubled to 39. The influx of new students brought a larger percentage of students who had not previously been in a private Christian school. The average score for those students went down a bit in every area. *(A complete answer would discuss academic accomplishments for all grades... and refer to graphs/charts showing test scores.)*

SCS uses a variety of assessment measures throughout grades K-12. The TerraNova3 is used from grades K-8. In grades 9-10, the ACT Aspire is used. In 11th grade, all students take the PSAT in the fall and the ACT in the spring. Many seniors take the SAT as well. In the early grades, students also take the DIBELS test for reading fluency. Students in AP classes have the option of taking the AP tests. However, most AP classes are also dual college credit classes and some students prefer to take the college credit without taking the AP exam. Another form of assessment that SCS tracks is the number of National Merit Finalists and Commended students. For the past five years, SCS has had at least one finalist each year and a total of 12 commended students. A non-testing alternative is the junior and senior level cumulative project which provides students a portfolio of work for college/university admission requirements. *(A complete answer would include school scores compared to national, state, and regional norms where available.)*

Comparisons are available for DIBELS, TerraNova 3, PSAT, ACT, and AP scores. *(A complete answer would include any comparisons or correlations the school had created.)*

2. See the demographic information in the School Profile for an overview of our student population. With the help of the TerraNova3 and ACSI Data Online, it is possible to look at the data from a variety of perspectives: ethnicities, years in Christian schools, special groups, etc. In 2012, only 3 out of 20 students were non-white. In 2013, 26 out of 41 were non-white. The comparison of these subsets from 2012 to 2013 is helpful in understanding the change in population. Scores for reading, social studies, and science are lower in 2013. Scores for language and mathematics are closer but still slightly lower in 2013. Looking at the lower scores, it is clear that most of the decrease comes from the new student population who were not previously at SCS. The biggest single factor appears to be the number of years in attendance at SCS. Since there was a large influx of students this past year due to a state voucher program, it is likely all the new students did not have the same academic preparation as those who were previously at SCS.

In the elementary grades, the school is most likely to reach the Blue Ribbon cutoff scores for reading with only some grades reaching it in math. Math computation is strong across all grades while problem solving reaches the Blue Ribbon cutoff score in only some grades (which is more likely to be true for boys). The middle school is consistently able to hit the Blue Ribbon cutoff with their math composite scores.

One of the most significant gaps is in the high school between white's and Asian's reading scores (with Asian's scores lower). However, the Asian population is significantly impacted by international students in their first and second years at the high school. While their math scores are typically above grade level, their reading scores are significantly below grade level the first and second year of attendance.

Figure 1 shows scores for the 5th grade from the past two years for TerraNova3. A three year comparison was not available since the Stanford 10 was used prior to that. *(A complete answer would include attachments for K-12 scores for the past three years. Include in the analysis any groups of students that had scores increase or decrease over a several year span.)*

Comparisons are made to outside groups with all the standardized tests. The TerraNova3 provides norms for other ACSI schools in the region. The ACT provides comparisons to other high schools in the state, though mostly from public schools. Because the ACT is given in a consortium of other private schools, there is some comparison data that can be viewed. SCS students do considerably better than most public schools and comparable to other similar private schools. They have had the highest ACT average for the city, for both public

and private schools, for the past three years.

Each student's individual scores are monitored and compared to the previous year's scores. At the high school, they are viewed by at least two people, the homeroom teacher and the guidance counselor, to look for specific concerns. Conferences are offered to parents and students to review the test scores and discuss needed modifications to the student's academic program. Conferences are required for students whose cumulative grade point average is below a 2.0.

At the K-8 level, test scores are monitored by the homeroom teacher and the principal. They are tracked through ACSI DataOnline to look for year-to-year growth. The parent-teacher conference uses these scores when discussing grades, progress, scheduling for the next year, summer needs, and possible program accommodations/modifications. Teachers have access to the test information during the year to help them teach each student most appropriately. Test scores are correlated with end-of-year mastery test scores, final grades, and teacher recommendations when determining placement for the following year in math and English for students entering grades 5-9. Summer program recommendations are often made on the basis of this information.

3. Non-academic expected student outcomes are measured throughout the grade levels. Each grade has been assigned four assessments to measure each year from the non-academic areas of expected student outcomes (See SCS's Expected Student Outcomes). These assessments are agreed upon by the teacher, the campus level staff, and the administration, and together they represent all of the areas of the Expected Student Outcomes. The teaching staff plans the assessments as a part of the daily activities and students are made aware of their importance. Some are graded with letter grades and others are pass/fail. Some are reflective pieces which are graded with pre-designed rubrics so that year by year teachers can see what levels students have reached in their thinking on a certain topic. These are grade level appropriate, and when all put together, develop a clear picture of a student developing a heart for "Learning to Love, Learning to Learn, and Learning to Lead."

Each grade level teacher reports these academic and non-academic assessment results to their principal. The principal analyzes them and, along with the teacher, decides if any adjustments need to be made for the current or coming year in terms of interventions, instruction, or goals. Eventually, all reports are combined and the superintendent presents the analysis of the results of all the assessments as her report on the attainment of the Expected Student Outcomes. A summary of this is prepared for the school board, posted on the website, and becomes part of the Annual Report.

The assessment data for a single grade level might look like the following for Grade 5:

October – Assessment 2a – 75% of students articulated a biblical worldview as they explained the symbolism in The Lion, the Witch and the Wardrobe. This is slightly lower than the previous year. It is similar to the scores from two years prior. The rubric is fairly rigorous in the area of critical thinking and has not changed for three years.

December – Assessment 4d – 82% of students demonstrated what it meant to be a wise steward of financial resources (were given \$5 at the beginning of the semester and were able to bring back at least \$10 to give to a needy child. They had to have invested, earned, etc. the money with the "seed" money they were given.) This score is slightly higher than the previous year. There seemed to be less parent involvement the previous year. Since this activity occurs outside the classroom, this one tends to vary with families even though teachers stress that this is meant to be a "student-only" activity.

March – Assessment 6b – 67% completed their two week healthy eating diary and prepared at least one new healthy snack to share with their family. This was slightly lower than the previous year when there was more parent involvement. Similar to the last one, this one is influenced by interactions with family but that is appropriate.

May – 7d – 100% of the students completed their optional leadership project with a group of elementary students including a self-evaluation and individual evaluation conference with the teacher. This was a new outcome so there was no data to compare with from previous years.

A part of every assessment is to determine if the students met the desired goal or if adjustments need to be

made. If changes need to be made, the form asks the teacher to reflect on which need adjusting: 1) the instruction or instructional activity, 2) re-teaching a sub-group of the population for some who didn't meet the goal, and/or 3) change to the assessment if it wasn't a true measure of the intended outcome. Teachers have commented often that they have gone back to the Expected Student Outcomes and seriously considered what it is they are trying to accomplish in the students' lives, re-evaluated the instruction, and made a needed change, either for the whole group or a particular group who didn't meet the goal.

An example of a significant change to instruction occurred when one teacher realized that students who did well writing essays which showed critical thinking probably already came in knowing how to do that. She determined she was going to teach, or scaffold for students, how to construct arguments and put together a logical sequence, and she found most students showed a dramatic increase in their ability to apply that skill. Her conclusion was that previously, she had been satisfied teaching students important facts and telling them how important they were. After focusing on the skills of "think critically" and "write persuasively" from the Expected Student Outcomes, she modified her teaching in a way that significantly impacted her medium and lower students.

Another example comes from the outcome of developing leadership skills. After brainstorming how to develop this non-academic skill, teachers decided every 5th grader would be challenged to develop a leadership project over the course of the year. It would involve students in grades K-4 in some way. Some students chose projects such as teaching younger students a new game at recess. Others asked if they could become a teacher aide in the library, and so on. Each student developed a project where they led a group of younger students over a period of time, monitored the effectiveness of their initiative, and did a self-assessment. Then they met with the teacher to debrief the experience and reflect on their leadership skills. This is just one example of how the analysis of the non-academic Expected Student Outcomes have helped the overall program.

Since each teacher addresses four of the competencies from the outcomes in each course, examples like this are common, raising the quality of program/instruction for some or all the students throughout the school. For a fuller report, see Annual Assessment of Expected Student Outcomes (board or parent version).

Analysis

1. The TerraNova3 that SCS uses is the non-Common Core version of the test. However, it is still standards based; and therefore it is easy to find similarities with the standards with which SCS has chosen to align its curriculum, such as National Council of Teachers of English and National Council of Teachers of mathematics. The tests used in the high school are the tests colleges expect. Scores on those tests translate easily to college representatives and to guidance counselors helping students make decisions about the next stage of learning.

In the high school, some of the tests have specific learning strands identified and students are able to see exactly what they missed. Students are able to use the graded test to identify which question was missed and figure out the correct answer. In some cases, they can actually see what they chose as an incorrect answer which helps them to see what type of mistakes they are making.

For K-8, with the TerraNova3, SCS receives the information it needs in a timely fashion. Scores are available in less than a week after tests are submitted. The Individual Profile Reports each parent receives are a good breakdown of sub-skills within the larger area. It is very easy to see what specific skill(s) a student may need extra instruction. For teachers, reports can be run right at their computers in a way which allows them to disaggregate data. They can look at scores for boys, girls, ethnicity, or even how long the students have been in the school. Teachers may find that a certain population needs more attention in a particular area which would have had no way of identifying without these tools.

2. K-8 Teachers are trained in the proper administration of the tests. Each year, the staff member in charge of administration reviews the rules with all other staff members. She schedules a special session with new teachers and reviews the specific sub-tests in terms of timing and text that must be spoken. At the high school, one guidance counselor is responsible for the training of staff. She does the same as described above.

The guidance counselor at the high school and the K-8 principals keep all the materials in designated locked file cabinets during the year. During the days of administration, K-8 teachers must lock the tests into file cabinets while not in use. High School tests are all administered in one setting.

During the review session for both high school and K-8, the guidance counselor and designated elementary staff member review the rules regarding accommodations/modifications. Special needs teachers disseminate the list of students who have documented accommodations/modifications 2 weeks prior to testing. The testing coordinators make the appropriate accommodations with additional staff if tests have to be read to students or other such accommodations which require additional staff.

3. In the high school and middle school, there was a gradual decline in reading scores over several years. SCS made a decision to purchase a schoolwide program that would be useful for assessing reading skills and helping students to develop better reading skills. The program was web-based so students could complete lessons at home, in the library, or on any of the computers in the school, before or after school. After the testing was completed, the results showed that some students had reading fluency problems, others had reading content problems, and some simply did not read as quickly as one would expect for their grade level. These reading exercises began to shore up the reading skills of students and had the added benefit of building vocabulary as well.

A second example came from two of the high school content teachers in history and science. They realized the low scores their students received in their specific subject areas were significantly impacted by their students not being able to read long passages and answer questions on content. Gradually, they started introducing similar tasks into their regular instruction. Rather than allowing their students just to skim a textbook and pick up most of the information in class, they intentionally spent time reading paragraphs, then having students answer questions, and dissecting how they did it. Students began to develop better non-fiction reading skills, started to grasp more quickly how to read charts, graphs, and tables and apply that information to what they were reading.

SCS will monitor test scores for evidence of the impact of these changes in instruction.

Training on use of data and data analysis has increased dramatically over the past two years. Training has occurred during staff meetings and for a full day at the end of the last two school years. Training has included instruction for faculty on types of tests used, information about the results, and the use of the results for instructional and program improvement. In addition, online training has become more available and teachers are making use of it to help them understand how to use the newer tools provided by the testing companies. Principals are including a data analysis goal for every teacher in their annual evaluations.

All staff who have responsibilities for student learning are involved in training on data analysis. In some cases, that includes instructional aides as well as all the teaching staff.

4. Trends: A negative trend in elementary math was evident in grades 3-5. Upon further analysis, it appears this has coincided with the change in the math series being used at those grade levels. Teachers are doing further analysis but they are not satisfied with the approach of the new series. The teachers are divided on whether the old series did a better job or whether they simply have not adjusted to the new series. As the team looked into the details, it appears the teachers were not truly implementing the new materials with fidelity. The elementary principal is aware of the problem and has arranged for additional training by the textbook publisher to see if having more familiarity with the materials and the strategies will help the implementation.

The decrease in reading scores at middle school and high school were discussed previously. While it is clear that these have decreased, it is not clear why. A more proactive approach toward reading is being taken at the early grades to encourage reading of all types. Reading scores will be closely monitored as well as vocabulary scores, books read, and any other related measures. Goals for outside reading have been increased for all grades.

Language composition scores at the middle school are generally increasing over time. This could be from the emphasis on writing across the curriculum or because the middle grades have moved to a different approach on grammar. Rather than work on long grammar units for days on end, grammar is taught in mini-lessons throughout the week, often 5-10 minutes at a time. The follow-up is done during bell-work and then discussed more in-depth during writing instruction. Grammar principles are reinforced in multiple subjects. This approach seems to have had a positive effect on both language mechanics and writing scores.

Along with the analysis on math for the upper elementary grades, teachers will need to assess the gap between boys and girls in problem solving. It appears that computation scores are the same for both but problem solving

scores are different. It may be that how the problem solving has been taught has appealed more to boys at this point. After the teachers spend more time analyzing this, they may find ways to broaden the appeal.

5. Over the past few years, teachers have been encouraged to use formative assessments more strategically. Through a school-wide in-service, they have learned to use formative assessments to identify background skills, knowledge and content, learning potential, and learning styles. As the teachers review the formative assessments, they become better informed on what to teach and how to teach the students for whom they are responsible. While standardized testing is helpful to compare students in SCS with other schools, informal assessments and progress monitoring have become even more helpful when it comes to individualizing instruction and helping students meet their learning goals.

6. Assessments are key to the mission of SCS in two significant ways. First, in order to fulfill the aspect of the mission statement "Learning to Learn," assessment is crucial. In order to provide a learning experience which is appropriate for each individual, assessment must inform the best way students learn and therefore how teachers teach. Secondly, assessment is a significant part of the accountability strategy the school uses to show it is accomplishing its Expected Student Outcomes in the lives of its students in both academic and non-academic areas. Without a good assessment plan, parents and other constituents don't know if the school is truly accomplishing what it says it is doing in the lives of its students.

Related Files

- [2019-12-04-16:48_student assessment report placeholder.docx](#)

Self-Study Process

This was the school's third time through the accreditation process and the second time through with the same self-study coordinator and superintendent, which the school believes helped the process to go very well.

Work on SCS's self-study began in earnest about eighteen months prior to the visit. The leadership team selected a self-study coordinator to oversee the process. She was the chair of the Steering Committee which was made up of chairs for each individual committee. Eight committees were formed to address each of the standards of the REACH protocol. Two additional committees were developed—one for hospitality/logistics and one for survey administration/interpretation & student performance. Timelines and action plans were initiated to work toward the deadlines of a spring visit by a visiting team. The steering committee met each month. After a review of the agenda, sometimes all members were encouraged to come or only those for whom the issue(s) were most pertinent.

SCS conscientiously assembled all of the components required to write a self-study for the school. The chair of the Steering Committee followed the processes laid out in the *REACH Standards Manual* and in the *School Administrator's Handbook*.

SCS was visited about seven months prior to the team visit by the consultant who was also the chair for the team visit. A final date was set for the visit at that time. A Pre-Visit Standards/Indicators Checklist was used to determine readiness for the spring visit. There were only a few outstanding issues noted but the school had the means and the time to address them so the team visit was scheduled for early May.

SCS completed and submitted its self-study, working with the consultant/chair throughout the process. The school provided evidence attaching data, documents, and artifacts which would support the meeting of the accreditation standards along with the self-study. They also indicated which items would be available on-site such as the personnel files, the complete audit, and some student work samples. The self-study and the electronic documentation was provided six weeks prior to the visit.

A daily schedule for the visit was established by the consultant and finalized by the school's self-study coordinator. A workroom was provided and the hospitality committee supplied it with food, drinks, technology access, maps, schedules, and supplies. The self-study coordinator arranged the schedule so the team had

access to parents, students, and staff as requested by the chair.

As was noted in the introduction, this visit was anticipated with positive feelings by both teachers and administrators. Because teachers seemed to understand both the purpose and the process of accreditation, they were appreciative of what they learned through the previous 18 months. They have seen the benefits of the continuous school improvement process at work, and they welcome the accreditation team to complete what has already been a good experience.

Conclusion Summary

SCS has enjoyed the process of identifying new strengths through this self-study process. While the school felt it was doing a number of things well, it was encouraging to step back and realize the good progress SCS was making toward achieving its goals. Some of these goals are not small and they will not be fully realized in a year or two. However, SCS is encouraged that it is considerably farther along this year than last year, and much farther than the year before. We thank God for the wonderful families and staff we have that have enabled us to continue in this direction.

Some of the highlights SCS believes have recently become strengths include:

1) Strong focus on our Continuous School Improvement Plan. We are more intentional about what initiatives belong to the school staff and what belongs to the board. We have a mechanism (School Improvement Team) to monitor and communicate our progress. We are finding that a good tool for moving forward with our goals. (Information gathered through staff survey)

2) We have increased our focus on the use of data and data analysis training. While we believe we can still improve in this area, it is nice to have the tools, skills, and dialog happening to discuss the issues related to student achievement and how it might improve. (Information gathered through evaluation of inservices and comments from staff evaluations)

3) The increase of diversity was just a dream a few years ago. Now it is a reality. It does not come without challenges, but it is a wonderful problem to have. We continue in our quest to be excellent with our student body which looks a little different than it did a few years ago, but we are delighted to have the challenge before us. (Information gathered through parent and staff surveys)

SCS challenges include:

1) We have just recently purchased Curriculum Trak and we are in the process of converting our old curriculum documents to Curriculum Trak. Upon reflection, we wish we would have made this decision a year or two earlier. We have quite a bit of work to do to make sure this work is complete. (Information gathered from administrator and staff meetings)

2) Our challenge of having students with different cultural backgrounds is very much on our minds. We have made strides in this area but we are conscious that some of our teachers are not as adept at working with differences in cultural and learning styles. We hope to continue our training in this area over the next few years. (Information from parent and staff surveys)

3) While the fund-raising at the school has been quite successful, we would like to broaden the avenues through which we raise our funds. We know from others' experience that using the same type of format does not usually continue to work year after year. We hope to add something different and increase donor commitment so that not everything depends on one event. (Information from administrative meetings, research)

All of these areas are addressed in the SCS Continuous School Improvement Plan.

Standards & Indicators

Standard 1 - Philosophy and Foundations

The school has developed written statements of philosophy, mission, vision, core values, and schoolwide expected student outcomes as well as a statement of faith. These statements are well defined, systematically reviewed, and broadly implemented throughout the school. They outline the school's Christian distinctives and communicate a clear purpose and direction for school effectiveness and student growth and development.

INDICATOR 1.1 (CI) The statement of faith and the philosophy, mission, vision, core values, and schoolwide expected student outcome statements of the school are established and are reviewed regularly, and systematically reviewed in a collaborative manner. (C)

Exceeds Compliance (EC): The school regularly and systematically reviews all foundational documents collaboratively with all constituents. All facets of the school program are aligned by utilizing the constituents to assess the validity of the statement of faith and philosophy, mission, vision, core values, and schoolwide expected student outcome statements in the lives of the students.

Related Files

- [2019-12-04-16:49_SCS_Core_Values.docx](#)
- [2019-12-04-16:49_SCS_Expected_Student_Outcomes.docx](#)
- [2019-12-04-16:49_SCS_Statement_of_Faith_updated_2013.docx](#)

INDICATOR 1.2 The school communicates its philosophy, mission, vision and core values statements and schoolwide expected student outcomes to its constituency and community. (C)

Exceeds Compliance (EC): The school thoroughly and frequently communicates foundational statements orally and in print (displayed) to all constituents and community. There is evidence of understanding and support from stakeholders.

Related Files

- [2019-12-04-16:49_Notes_from_Supt_Coffee_9-11-13.docx](#)

INDICATOR 1.3 (CI) The foundational documents are consistently applied as integrative, coordinating, and examining devices throughout all aspects of the programs, operations, and curriculum. (C)

Exceeds Compliance (EC): Stakeholders knowledgeably discuss the foundational documents and affirm the importance of the purpose of the school.

Related Files

- [2019-12-04-16:49 Grandparents Day Debrief - 2013.docx](#)

INDICATOR 1.4 The executive leadership, faculty, and staff continually support the advancement of the philosophy, mission, and vision of the school. (C)

Exceeds Compliance (EC): All staff are committed to and consistently look for opportunities to advance the philosophy, mission, and vision of the school.

Related Files

- [2019-12-04-16:50 Notes from Supt Coffee 9-11-13.docx](#)

INDICATOR 1.5 From a distinctively Christian perspective, all staff demonstrate a commitment to the development of the whole child—spiritually, intellectually, physically, emotionally, and socially (Luke 2:52). (C)

Compliance (C): The school demonstrates a commitment to the development of the whole child from a distinctly Christian perspective, focusing on the following: Spiritually•growth in Christ; Intellectually• instruction/learning •moving forward• for all the students; Physically•health, nutrition, and lifelong fitness; Socially/Emotionally•wholesome interactions

Related Files

- [2019-12-04-16:50 SCS Course Descriptions - 2013.docx](#)
- [2019-12-04-16:50 SCS Parent-Student Handbook - 2013.docx](#)

BRIEF NARRATIVE Provide a 1-2 page (1200 words or less) explanation of how the school is meeting the standard or what factors are hindering meeting the standard with excellence. Use the indicator ratings (from above), data/documentation, supporting evidence, and other sources such as surveys to validate your explanation. Identify what data most relevant to mission attainment the school regularly collects in this standard area and what systems are in place to analyze the data and ensure implementation of improvement strategies.

At the time of the last accreditation, the SCS school board and administrative leadership realized the need for more frequent review of the school's foundational documents. The first fall retreat for the board after the accreditation visit was entirely devoted to this. It was at this time that the leadership decided to increase the scope of who it was serving.

After review, the board did not change the mission of the school. They did, however, slightly change the vision of the school and it became more all-encompassing. The leadership had a vision for less fortunate in the community and students coming from around the world who didn't know Christ. This change in focus caused minor changes in the philosophy statement and the expected student outcomes. Some policies were changed as well to give

more flexibility to the superintendent in admitting students whose parents were not Christians. This had occurred prior to five years ago but as the leadership reviewed their policies, they realized this practice went against the strict policies which were in place.

SCS has made a conscious effort to communicate the school's statement of faith, philosophy, vision, mission, core values, and expected student outcomes to its community and stakeholders. In an effort to ensure that these components have an integral and effective part in the uniqueness and functionality of the school, they have used various tools for this communication. These documents are widely distributed through the policy manual, handbooks, parent nights, and website, and have become a driving force in the culture of the school. SCS's leadership has created the foundational and philosophical documents to have a clear impact on the way the school is run.

To ensure compliance, the leadership team regularly reviews activities and events in the light of their stated mission and core values. At the debrief for many events, one of the questions is often placed before the group, "How did this accomplish our mission?" Notes on this are then available to review by the leadership team when focusing on how the school is doing in mission attainment. The same occurs with the Core Values and other foundational documents, depending on the activity.

STRENGTHS In 600 words or less, describe one to three areas that describe strengths that exceed compliance in this standard. Reference your school's ratings on the indicators. What measures might the school need to take to keep these areas strong?

The SCS board and executive leadership believe that it had not been reviewing the foundational documents often enough in the past, prior to the last accreditation cycle. Throughout the past five years, all the foundational documents have been systematically reviewed and revised as needed. There is now a regular schedule for review of all documents for which the board and executive leadership are responsible. During the past five years, this cycle has been adhered to and the documents have been revised to truly represent the school. Some significant decisions have been made as a result of this review.

AREAS FOR IMPROVEMENT In 600 words or less, state one to three goals that target needed improvement in this standard. Reference your school's ratings on the indicators. If the school is not in compliance, what needs to occur for it to become compliant?

For Indicator 1.5, it is clear that the school needs to continue to support teachers who may have students who are more diverse than they were trained to teach. Some have embraced the change faster than others. Some need additional training.

DATA/DOCUMENTATION Have you included all the Required Documentation? If not, please include any of the pieces of evidence that have not been included that are required **BELOW**. If you are unable to supply a piece of required data/documentation, use this textbox to explain why it is not available. (If all required evidence is supplied, no response is needed.)

The Grandparents' Day debrief is one example of how the leadership team regularly collects information on how it is accomplishing its mission. It asks the question, "How did this activity/event help us accomplish our mission?"

Standard 2 - Governance and Executive Leadership

The school has Christ-centered governance and executive leadership that promotes effectiveness of the school and growth of the student through an established structure that contributes to an operationally and financially sound Christian educational institution.

The executive leadership and governing body work in partnership to ensure the integrity, effectiveness, and reputation of the institution through the establishment of written policies and procedures. The head of school is responsible for the supervision of all operations of the school and implementation of board policies.

INDICATOR 2.1 A governing body has been established, and its primary responsibilities include: developing general school governance policy; hiring the head of school; providing direction and strategic planning; ensuring the financial stability, effectiveness, and consistency between all campuses of the institution; defining the role of the governing body; defining the role of the head of school; and conducting systematic board self-evaluation and training. (C)

Exceeds Compliance (EC): The governing body has an extended history of effective functioning within their board role and provides significant evidence that they function in that role at an exemplary level, including an annual, formal, written board self-evaluation in which all board members participate. The governing board has an extended history of demonstrating best practices in their relationship and functioning with the head of school.

Related Files

- [2019-12-04-16:50_SCS Board Manual.docx](#)
- [2019-12-04-16:50_SCS Org Chart.docx](#)
- [2019-12-04-16:50_Annual board evaluation.docx](#)

INDICATOR 2.2 (CI) The governance and executive leadership team of the school reflects a clear Christ-centered governance and executive leadership model. A policy is in place that requires a testimony and evidence of faith in Jesus Christ from all board members and executive leadership. (C)

Compliance (C): The governance and executive leadership team of the school reflects a clear Christ-centered governance and executive leadership model. A policy is in place that requires a testimony and evidence of faith in Jesus Christ from all board members and executive leadership as evidenced in the signed statement of faith.

Related Files

- [2019-12-04-16:54_Board testimony form.docx](#)

INDICATOR 2.3 The governing body supports the head of school's prerogatives and responsibilities, and it provides for an appropriate annual evaluation of the head of school. (C)

Compliance (C): The board and other stakeholders recognize and support the executive prerogatives of the head of school. The roles of the board and the head of school are clearly defined, and the head of school is recognized as the administrative and educational leader of the school. An appropriate written evaluation system is developed

and is used annually.

Related Files

- [2019-12-04-16:54_SCS Board Training re roles responsibilities.docx](#)

INDICATOR 2.4 Constituents and stakeholders are given opportunities to provide feedback to leadership regarding decisions of the school, a practice that promotes a culture of participation and transparency. (C)

Compliance (C): Constituents and stakeholders have ongoing opportunities to provide feedback regarding the decisions of the school. Feedback provides stakeholders and leaders opportunities for healthy dialog and to strengthen communication throughout the school community. The school has written policies that ensure integrity in decision making and limit conflict of interest for all involved in the school.

Related Files

- [2019-12-04-16:55_SCS Annual Members Meeting Minutes Sept 2013.docx](#)
- [2019-12-04-16:55_Annual report on Expected Student Outcomes Academic and Non-academic.docx](#)

INDICATOR 2.5 (CI) Established written policies and procedures promote effective operations in admissions, governance, finance, and other operational aspects. Appropriate legal documents and clearly articulated articles of incorporation, governing body policies, and bylaws are established and are available for review. (C)

Compliance (C): Written policies and procedures exist to promote effective operations. Bylaws and all policy manuals are current. The financial requirements of the continuous school improvement plan are incorporated in the annual budget and/or capital improvement plan. Legal documents are prepared, filed, and secured by legal counsel.

Related Files

- [2019-12-04-16:55_Hiring Policy - SCS.docx](#)
- [2019-12-04-16:55_SCS Board Manual.docx](#)

INDICATOR 2.6 (CI) Established written policies are in place to see that the educational and developmental needs of each admitted student are being met on the basis of biblical principles, professional ethics, and high standards. Staff members are sensitive to the culture, gender, language, and special needs of students and their families. (C)

Compliance (C): An admissions policy is in place whereby students whose educational and/or developmental needs can be met in the existing programs are admitted. Admission criteria are clearly communicated to prospective families. The school has identified the needs of students that have been admitted, and it consistently meets those needs.

Related Files

- [2019-12-04-16:55_SCS Parent-Student Handbook - 2013.docx](#)

INDICATOR 2.7 (CI) Financial resources are available to fulfill the mission and programs of the school, and financial operations and decisions are conducted with integrity and in accordance with biblical principles. Income received from tuition is appropriately used for education-related expenses within the school. (C)

Compliance (C): The school consistently has the required resources to fulfill its mission and program goals and objectives. The governing board and the administration consistently display evidence of accuracy, integrity, honesty, equity, impartiality, good stewardship, and compassion in financial decisions and operations. The school provides an annual financial report to its stakeholders.

Related Files

- [2019-12-04-16:56_SCS Financial Review Information.docx](#)

INDICATOR 2.8 The budget is constructed carefully—using input from program heads—and is managed properly in accordance with the stated goals of the school. The budget reflects an accurate assessment of the cost of educating a student, including instructional supplies and informational technology. Stated student outcomes are appropriately financed. (C)

Partial Compliance (PC): The budget is developed on a year-to-year basis to determine tuition and salaries, but it is not used as an ongoing management tool. Not all fiscal aspects of the school are reflected in the financial documents. The program heads are invited to participate in the budgeting process, but they have limited ability to influence decisions.

Related Files

- [2019-12-04-16:57_Budget Development Instructions for Departments.docx](#)

INDICATOR 2.9 (CI) A review of the school's finances is conducted by an external CPA who has no vested interest in the school at the time of initial accreditation and renewal. The annual statement of financial practices is submitted with the annual accreditation report. (See *Options for Meeting Indicator 2.9* for details.) (C)

Compliance (C): A review of finances is conducted in a timely fashion and at the level recommended in the chart provided on Options for Meeting Indicator 2.9. The review is conducted by an external CPA.

Related Files

- [2019-12-04-16:57_SCS Financial Review Information.docx](#)

INDICATOR 2.10 Just compensation packages are documented for all employees and are commensurate with the training and services rendered. (C)

Compliance (C): Just compensation packages are written, reviewed, and adequate for meeting the financial needs of staff. Just compensation packages of local and regional schools were considered in the development of benefits, and benefits were based on equitable recognition of training and level(s) of responsibility.

Related Files

- [2019-12-04-16:57_Salary and Benefits Compensation - SCS.docx](#)

INDICATOR 2.11 (CI)* The school ensures compliance with *applicable* local, state, and federal laws, and it is in good standing with all regulatory agencies. (C)

Compliance (C): Compliance is reflected in appropriate policies, and where indicated, appropriate certificates and licenses are posted. The school is in good standing with regulatory agencies including, but not limited to, the areas of employment practices, tax compliance, or other use of funding. Regulatory documents (including reports of inspections, approvals, and corrected deficiencies) are maintained on file.

Related Files

- [2019-12-04-16:57_Liability Insurance - SCS.docx](#)

BRIEF NARRATIVE Provide a 1-2 page (1200 words or less) explanation of how the school is meeting the standard or what factors are hindering meeting the standard with excellence. Use the indicator ratings (from above), data/documentation, supporting evidence, and other sources such as surveys to validate your explanation. Identify what data most relevant to mission attainment the school regularly collects in this standard area and what systems are in place to analyze the data and ensure implementation of improvement strategies.

SCS sees its leadership team as one of its major strengths. The governing body takes its role seriously and self-sacrificially. The character of these leaders has ensured the distinctive of a biblical worldview in all areas of operation. The school board holds itself accountable by a set of policies which delineate its responsibilities and practices systematic self-evaluation. They meet twice monthly, once for board business and once for prayer.

The school board and head of school enjoy a professional and balanced relationship. They each know their roles and stay within the scope of their respective job descriptions. The school board functions as a governing board and empowers the superintendent with the operation of the school. A regular evaluation of the superintendent is conducted by the board. It is a thorough evaluation with input from those who report to her on a rotating biannual basis. The addition of input from the staff is something that was added within the past two years.

Professional policies and practices by the school leadership team ensure financial stability within the school. The controller and board finance committee monitor the financial condition and regularly provide an independent audit. A report is given to the entire board by the controller each month which has been reviewed by the financial committee in detail with the superintendent.

The board has a unique but thorough method of training board members. Each new board member is actually "in training" for their first year and they do not vote. They meet for 30 minutes prior to the first six meetings with a

mentor who goes through the policies which will be covered that evening. They also have pages in the manual which they have agreed to read. This way, the concepts of governance, the specific policies, and the various processes of the board are discussed and reviewed while the new board member is able to observe, listen, and learn. After the first year, they must receive a vote of affirmation by the rest of the board to become full board members.

The school board and the leadership team regularly collect minutes from their respective meetings to ensure that policies and procedures are followed. Evaluations of board process as well as the evaluation of the head of school are kept in confidential files and discussed in executive sessions of the board. An annual report is given to the constituents at the annual meeting which reviews the general actions taken in terms of financial stability, the overview of the audit, accomplishment of the expected student outcomes, and other measures of general health of the school. A summary of results is posted on the website as well.

In addition, the school ensures ongoing compliance with their policies by requiring the superintendent to give a regular report on how the Board Ends are being accomplished each month. Those reports are written with attached evidence from the various departments which are involved. Each of those Ends such as the expected student outcomes, safety, finances, are presented in detail periodically, and the other staff members responsible for those actually present the report so that the board is able to hear from members of the leadership team in their areas of expertise.

STRENGTHS In 600 words or less, describe one to three areas that describe strengths that exceed compliance in this standard. Reference your school's ratings on the indicators. What measures might the school need to take to keep these areas strong?

The governing body is self-perpetuating but it works hard at bringing in new members who fulfill key roles necessary for a well-developed and supportive board. They ensure the training of new board members is thorough and that new members are trained before they are allowed to vote on policy decisions. The quality and on-going training of board members is a real strength of the school. In addition, the way they evaluate the head of school is much stronger than it was previously. The current board chair established the new system and it seems to have been well-accepted.

AREAS FOR IMPROVEMENT In 600 words or less, state one to three goals that target needed improvement in this standard. Reference your school's ratings on the indicators. If the school is not in compliance, what needs to occur for it to become compliant?

As the needs increase for financial assistance, the burden for raising those funds continues to fall on one event. Staff and administration both are concerned that a single event is not going to be able to sustain the current funding level and other avenues or events will need to be generated. The superintendent is exploring additional options for raising funds.

Standard 3 - Home and Community Relations and Student Services

The school exists and functions as an institution of reliability and authority by exhibiting a pattern of respect, trust, accountability, and dignity to its constituents, both internally and externally. Effective communication and relationships are fostered with constituents, as well as among constituents. A wide range of strategies are used to incorporate involvement by the parents and the community. It is expected that the school meets the educational and developmental needs of the students it enrolls. Services at the appropriate levels include guidance (both academic and personal) and student activities (curricular and cocurricular). Appropriate resources and planning occur to ensure that the mission, vision, and philosophy are being carried out to meet the expected student outcomes.

BRIEF NARRATIVE Provide a 1-2 page (1200 words or less) explanation of how the school is meeting the standard or what factors are hindering meeting the standard with excellence. Use the indicator ratings (from above), data/documentation, supporting evidence, and other sources such as surveys to validate your explanation. Identify what data most relevant to mission attainment the school regularly collects in this standard area and what systems are in place to analyze the data and ensure implementation of improvement strategies.

We did not complete this standard (K-12) in the sample report.

DATA/DOCUMENTATION Have you included all the Required Documentation? If not, please include any of the pieces of evidence that have not been included that are required BELOW. If you are unable to supply a piece of required data/documentation, use this textbox to explain why it is not available. (If all required evidence is supplied, no response is needed.)

We did not complete this standard (K-12) in the sample report.

Standard 4 - Personnel

The school hires personnel who have made a personal commitment to follow Jesus Christ and endorse the school's statement of faith. They are committed to the written philosophy, mission, vision, and core values of the school. Faculty and staff engage in ongoing professional development to improve instructional practices leading to continual growth in student learning and development of the instructional program. The executive leadership, instructional, and support staff are sufficient in number to provide for the effective delivery of quality education and are appropriately credentialed, degreed, trained, and qualified for their assigned duties.

BRIEF NARRATIVE Provide a 1-2 page (1200 words or less) explanation of how the school is meeting the standard or what factors are hindering meeting the standard with excellence. Use the indicator ratings (from above), data/documentation, supporting evidence, and other sources such as surveys to validate your explanation. Identify what data most relevant to mission attainment the school regularly collects in this standard area and what systems are in place to analyze the data and ensure implementation of improvement strategies.

We did not complete this standard (K-12) in the sample report.

Standard 5 - Instructional Program and Resources (5.1-5.10)

The instructional program consists of carefully developed, thoroughly documented, and well-executed curriculum elements that include educational philosophy, schoolwide expected student outcomes, a variety of effective instructional strategies, adequate resources, and appropriate assessments that are based on current research and quality practices.

The curriculum of the school is driven by well-written policies and procedures. Core instructional areas include Bible, language arts (reading, English, literature, grammar, and writing), mathematics, science, and social studies/history. It is sufficiently funded, collaboratively reviewed on a regular basis, and compiled using the school's mission, vision, core values, and schoolwide expected student outcomes to ensure a biblical foundation for instruction. A method for assessing the effectiveness of schoolwide expected student outcomes is in place, and the results of the assessments are communicated regularly to all stakeholders.

Informational resources exist to carry out the mission of the school by supporting the instructional program with ample and appropriate print, media, and technology resources. Qualified staff provide effective services to students, staff, and parents.

INDICATOR 5.1 (CI) The curriculum documents developed by the school provide a well-documented biblical basis for all courses consistent with the goal of developing a biblical worldview in students. (See *Guidelines for Accepting Credits from Other Sources.*) (C)

Compliance (C): Curriculum guides/maps are comprehensive and provide a well-documented biblical basis for all courses consistent with developing a biblical worldview in students.

Related Files

- [2019-12-04-16:58 Scope and Sequence for SCS.docx](#)

INDICATOR 5.2 (CI) The curriculum guides/maps drive the instructional program. The guides/maps are current and include the following components: 1) schoolwide expected student outcomes, 2) course goals and objectives, 3) biblical integration concepts, 4) school-selected standards, 5) resources, 6) time allotted for each unit, 7) instructional methods, and 8) assessments. A document, often called a Scope and Sequence, is available to guide the overall curriculum plan through electronic means (curriculum mapping software) or a traditional written format. The guides/maps are accessible to all faculty and inform instruction that clearly values the development of the whole child—spiritually, intellectually, physically, emotionally, and socially. (See Appendix H in the Standards Manual regarding initial vs. renewal visit expectations.) (E/S)

Partial Compliance (PC): The curriculum guides/ maps are somewhat developed, but several of the requirements are not included. There is little or only anecdotal evidence the curriculum addresses the developmental needs of the whole child. The curriculum documents are not readily accessible to the faculty. The instructional program is highly textbook driven and not curriculum driven. A curriculum review process exists, but it is not consistently followed.

INDICATOR 5.3 (CI)

Bible content and instruction are required in the core curriculum. (E/S)

Exceeds Compliance (EC): Every student is in a Bible class four days a week or, due to a varied school class schedule, its equivalent instructional minutes. Every student has age-appropriate opportunities for exercising spiritual disciplines, personal reflection, and character development on a regular basis related to their Bible instruction.

Related Files

- [2019-12-04-16:59 Bible Scope and Sequence for SCS.docx](#)

INDICATOR 5.4 The school systematically evaluates its instructional strategies, learning activities, and instructional technology, ensuring that these are research-based and that they reflect sound educational practice. (C)

Exceeds Compliance (EC): Annual school improvement plans have been developed in response to effective assessment of the curriculum and the instructional strategies. There is a historical pattern of an improving school learning environment that has been initiated as a result of the assessment processes.

Related Files

- [2019-12-04-16:59 Title II Evaluation Needs Assessment SCS 14-15.docx](#)

INDICATOR 5.5 Instructional strategies and equitable learning activities focus on active student engagement, the achievement of essential knowledge and skills, biblical wisdom and understanding, and higher-order thinking skills. (E/S)

Exceeds Compliance (EC): The school is utilizing and widely implementing learner-centric instructional strategies that are reflective of best practices. All students have an equal opportunity for meeting the learning outcomes.

Related Files

- [2019-12-04-16:59 Strategies to Enhance Reading Practice.doc](#)

INDICATOR 5.6 (CI) There is a systematic process in place for the assessment of student learning and development that includes multiple assessment measures over time to accomplish the expected student outcomes. (See Appendix F in the Standards Manual.) (E/S)

Exceeds Compliance (EC): Assessments are continually administered with fidelity over time to include standardized, formative, and consistent school-based measures addressing all areas of expected student outcomes. Authentic assessment is readily seen in many classrooms and at many levels.

Related Files

- [2019-12-04-17:00 Student Assessment Plan - Elementary - Copy.docx](#)
- [2019-12-04-17:00 Student Assessment Plan - Secondary.docx](#)

INDICATOR 5.7 (CI) The school analyzes student performance data including: 1) implications of schoolwide trends seen from year to year; 2) monitoring the progress of individual students; 3) disaggregation of data by gender, ethnicity, and other factors important to the school; and 4) comparison to outside groups. Teachers are trained in data assessment and analysis for program improvement. (E/S)

Exceeds Compliance (EC): The school uses all of the factors listed at the compliance level as well as analyzing scores that are 1) higher or lower than expected; 2) showing increasing or decreasing gaps; and 3) correlations with other school indicators such as grades or graduation rates. Teachers are regularly trained on how to do analysis of both formative and summative assessments and how to use that for program improvement.

INDICATOR 5.8 The school uses the analysis of data in making educationally sound decisions regarding students, instructional strategies, and programs to better attain expected student outcomes. (E/S)

Compliance (C): The school consistently uses data and data analysis to make educationally sound decisions regarding students, instructional strategies, and programmatic improvements.

INDICATOR 5.9 The school has implemented procedures for regular communication of student achievement to all stakeholders. This communication includes the following: (1) major tests used, (2) schoolwide trends in achievement, (3) accomplishment of schoolwide expected student outcomes, and (4) annual progress of individual students. (C)

Compliance (C): The school has procedures for regular communication regarding the results of both formative and summative assessments used, schoolwide trends in achievement, and accomplishment of schoolwide expected student outcomes.

Related Files

- [2019-12-04-17:00 Newsletter May 2014.docx](#)

INDICATOR 5.10 Age-appropriate instructional and information resources which support teaching and learning are appropriate in number, culturally representative of the students, and include the Christian distinctives of the school. (C)

Exceeds Compliance (EC): Resources in multiple media formats are plentiful and appropriate for the vast majority of programs offered. The faculty, students, and parents are intentionally solicited for recommendations regarding the selection of information resources used by the school population. There is alignment between the assessment of the schoolwide expected student outcomes and the selection of the school's information resources.

Standard 5 - Instructional Program and Resources (5.11-5.16)

The instructional program consists of carefully developed, thoroughly documented, and well-executed curriculum elements that include educational philosophy, schoolwide expected student outcomes, a variety of effective instructional strategies, adequate resources, and appropriate assessments that are based on current research and quality practices.

The curriculum of the school is driven by well-written policies and procedures. Core instructional areas include Bible, language arts (reading, English, literature, grammar, and writing), mathematics, science, and social studies/history. It is sufficiently funded, collaboratively reviewed on a regular basis, and compiled using the school's mission, vision, core values, and schoolwide expected student outcomes to ensure a biblical foundation for instruction. A method for assessing the effectiveness of schoolwide expected student outcomes is in place, and the results of the assessments are communicated regularly to all stakeholders.

Informational resources exist to carry out the mission of the school by supporting the instructional program with ample and appropriate print, media, and technology resources. Qualified staff provide effective services to students, staff, and parents.

INDICATOR 5.11 Information resources are readily accessible to students and staff. Training for students and staff on the use of information resources is supported by specially trained staff. (C)

Compliance (C): Information resources, including those beyond online search engines, are adequate for college prep coursework and are readily accessible by students and staff. (Adjust appropriately for schools with lower grades.) Trained staff are usually available to assist staff and students with their research and support needs. Schools with elementary grades incorporate library/ media center skills into the curriculum. Professional development for staff is provided as needed.

INDICATOR 5.12 Instructional technology competencies are incorporated into the teaching and learning process to improve the achievement of expected student outcomes. Well-integrated technology promotes creativity, collaboration, innovation, research skills, problem-solving, and digital citizenship. (C)

Compliance (C): Technology is incorporated into the curriculum. Uses vary with teachers. Some have higher level use which incorporate critical thinking, collaboration, and creative uses for students. Other teachers are still using technology primarily as a presentation tool. Students use technology to complete assignments at a similar variety of levels.

INDICATOR 5.13 The school has a written classroom management philosophy and policies that are developmentally appropriate and biblically based, and they are implemented effectively and communicated to the school community. (E/S)

Compliance (C): The school has a written classroom management philosophy and policies that are developmentally appropriate and biblically based, and they are implemented effectively and communicated to the school community.

INDICATOR 5.14 Written policies and procedures are in place to allocate and protect instructional time and learning opportunities and support student learning and graduation requirements. The number of students per classroom is monitored for effective learning and student-teacher relationships. (C)

Compliance (C): The school has a written policy regarding student/ teacher ratio for each school division. The school has a written policy regarding the time allocated for instruction that meets the requirements of the state, province, or foreign country of the school's geographic location.

INDICATOR 5.15 The school instructs teachers and students in the ethical and moral use and evaluation of source materials, including verification, attribution and credit, appropriate referencing, and media literacy. (E/S)

Compliance (C): The school instructs teachers and students in the ethical and moral use and evaluation of materials from any source, including verification, attribution and credit, appropriate referencing, and media literacy, and provides appropriate documentation of the instruction. The curriculum includes instruction in the proper documentation of sources.

INDICATOR 5.16 The school has, and regularly evaluates, a technology plan that includes the acquisition, inventory, and maintenance of software and hardware as well as program philosophy, acceptable use policies, student learning outcomes, and strategies for integration of technology into the curriculum. (C)

Compliance (C): The school has created a technology management plan that includes the acquisition, inventory, and maintenance of software and hardware as well as program philosophy, acceptable use policies, student learning outcomes, and strategies for integration of technology into the curriculum. The school implements the plan and regularly evaluates it.

Related Files

- [2019-12-04-17:01_K-12 Technology Plan.docx](#)

OVERALL INSTRUCTIONAL PROGRAM - PART A In two pages or less, (1200 words) prepare a narrative description of the overall instructional program. Use the indicator ratings, data/documentation, supporting evidence, and other sources such as surveys to validate your explanation.

The instructional program at SCS is built on a well-developed, biblically-integrated curriculum that includes all the essential elements for effective student learning. Students are challenged to learn and demonstrate their learning through engaging activities, thought provoking discussions, in-depth projects, and access to high quality materials including multiple media types and primary sources. The level of rigor develops appropriate challenge throughout the school program so that students will be ready for the next level of learning and independence as a learner. Teachers seek to develop wisdom and practical application along with knowledge and skills at every level.

Appropriate instructional strategies are employed at each level starting with the development of basic skills in the

elementary school. While children are loved and nurtured, they are also given the skills and knowledge base they will need to succeed. There is an intentional focus on reading and math essentials at the early grades. Students are challenged to learn at their own level, even if that means that the teachers must move students around in classes, provide additional enrichment material, or support those who struggle with additional help. Often, the subjects of social studies, science, and even Bible are taught with and through the skills of reading, writing, discourse, speaking, and computation. Teachers strive to keep parents informed as to what specific skills their children are working on and those that are mastered. If a student is falling behind, teachers communicate quickly so that parents have an opportunity to help their students gain additional practice in that area.

Middle school students receive an academic challenging education but theirs may not be as individualized as it is in the elementary school. Assignments tend to be fairly standard for all students and the pace is rigorous. The review completed for this accreditation has brought to light the need to review some of the instructional practices. The middle school staff has recognized that their students would benefit from more active, engaging activities in the future rather than those using pencil and paper. Communication is more difficult at the middle school level since there are six or seven teachers for every student. Teachers have expressed a desire to improve communication to parents and have suggested several ways they can accomplish this for the following school year.

The high school has a number of teachers who are known for creative, innovative teaching. Students are expected to research from primary sources, prepare presentations, get out in the community, interact with professionals, and do all of these with high level biblical integration. Older students benefit from being more independent, able to be active in their community and around the world, and they see themselves as developing leaders. They appear to be highly skilled users of technology and enjoy taking challenging classes that utilize a wide variety of new digital tools. Also highly rated are the junior and senior projects. Juniors have a project that focuses on career choices. Seniors complete a project that answers one of life's big questions. These both require students to interview others, research options, reflect on it from a personal and biblical perspective, and present the material in a way that is meaningful to their audience.

Some of the weaker aspects of the high school program affect students who are learning in a second language. Not all the teachers seem equally skilled in their ability to work with ELL students. Some of the teachers have asked for additional help in the area of knowing how to teach in ways that better meet the needs of international students. Communication to parents varies for high school faculty. This is a strength for some but not so much for others. As a staff, they have made great strides in this area in the past year and parents commented in focus groups, that this was an improved area. When the ratings of all campuses were combined, they averaged "Exceeds Compliance" in Bible content and instruction, systematically evaluating its instructional strategies, focusing on quality instructional strategies, analyzing student performance data, and using quality informational resources. All other areas were in "Compliant" except for having the documented curriculum complete which received a "Partial Compliance." With the recent purchase of Curriculum Trak, some teachers did not finish transitioning their material from the old copies in WORD. Because of that, they did not finish updating the curriculum maps and adding all the required components.

At all three levels, data collection, analysis, and training has improved considerably over the past several years. With the dedication of time for data analysis at the beginning and end of each school year, teachers have felt more prepared to start teaching with the information they need on each student. They have received training to know what to do with scores that previously they simply filed away. Having time at the end of the school year to chart students' annual growth helps the school to pay special attention to the progress of every student. More aggressive summer work on the part of the school and parents has happened as a result. Continued in-service training and more practical application will be critical to increasing effectiveness in the area making appropriate program/instructional modifications based on data.

In order to ensure compliance of mission attainment, the curriculum is reviewed on an annual basis for all subjects rather than only once every 4-5 years as was previously the case. With the current curriculum review process, each department has a process they must complete each year to ensure that their curriculum is being followed with fidelity and is truly meeting the needs of students. In addition, questions about mission, philosophy, core values, and expected student outcomes are asked periodically at staff, department, and grade level meetings. Notes are taken on these discussions and analyzed, along with other input such as course evaluations, by the principals and department heads on each campus.

INSTRUCTIONAL PROGRAM CONTENT SYNOPSIS - PART B In one page or less PER SUBJECT, (600 words) prepare a Brief Synopsis of each subject area INCLUDING assessment of strengths, weaknesses, and suggested improvements: (Bible, mathematics, science, technology, language arts (including reading), social studies/history, classic and modern language, art, music, physical education, and any other major area of instruction).

Reading/Language Arts/English

In the elementary school, reading and language arts scores continue to be strong overall. The only decline noted was for new students entering SCS. Since there has been an influx of new students lately, this has affected the scores slightly. However, with the number of students affected being fairly small, teachers have been able to respond quickly and new students' scores have come up to grade level and above within a few months.

In the high school and middle school, there was a gradual decline in reading scores over several years. SCS made a decision to purchase a schoolwide program, Reading Plus, that would be useful for assessing reading skills and helping students to develop better reading skills. The program is web-based so students can complete lessons at home, in the library, or on any of the computers in the school, before or after school. After the testing was completed, the results showed that some students had reading fluency problems, others had reading content problems, and some simply did not read as quickly as one would expect for their grade level. These reading exercises began to shore up the reading skills of students and had the added benefit of building vocabulary as well. Many of the students whose scores were below grade level were new students. The students were behind several years in some cases and while making progress, it is more difficult for them to catch up. Outside reading is encouraged through the Reading Counts program.

In middle and high school, teachers have increased the amount of time students are writing in the classroom. In many classes, grammar questions are part of the "bell-work" than occurs at the beginning of each day. Journaling about primary source materials and presentations is common. Teachers have students pick one of their pieces of writing each week and use peer editing to finalize it for submission. Teachers also use short reading samples from primary sources, newsfeeds, fictional accounts, and various types of writing to help students learn about a new subject. Students must answer questions, much as they would on a standardized test, and then afterwards, the class discusses their answers and some of the various interpretations they have made. All of these help students augment their language arts skills in classes other than language arts and English.

While the average test scores for the school are holding steady in many subjects such as science and social studies which are heavily dependent on reading in context, an examination of scores for individual students who have been at SCS for several years show steady increases. The school's conclusion is that the large influx of new and ELL students tend to lower the overall test scores in Reading/English. However, as a student attends SCS over time, their individual scaled scores and percentile scores generally increase.

In the EE program, work is kept for portfolios on a regular basis. The teachers categorize and select examples of various types of work to keep in the portfolio each quarter, as they prepare for teacher conferences or moving the child to the next teacher. Teacher assistants are all trained in capturing the work, entering it into the student's portfolio, and digitizing it when possible. Frequently, and at least once a month, a selection of work is sent home electronically as well as physically in a folder with explanations of what were the goals and how well the student

did at accomplishing the goals. Parents are invited to provide feedback, ask questions, and compare notes with what they are seeing at home.

TO FINISH THIS SECTION, ADDRESS EACH SUBJECT AREA IN A SIMILAR MANNER

STRENGTHS In 600 words or less, describe one to three areas that describe strengths that exceed compliance in this standard. Reference your school's ratings on the indicators. What measures might the school need to take to keep these areas strong?

One of the major strengths related to the instructional program is the use of data. SCS has increased the amount of data teachers have access to, spent time training the teachers how to use the data, and set aside time to work with colleagues in discussing how best to use this information to improve instruction. There are short conversations that happen regularly about students and their daily and weekly progress and there are times at the beginning and end of the school for training and making sure that all teachers have the tools they need.

The culture of the high school is one of developing leaders. This translates into students who are willing to take ownership of their learning, willing to be active learners, and engaged. Teachers feel as though they are channeling a great deal of creative energy on a regular basis rather than having to manufacture motivation.

The elementary school is very student-centered, responsive to the individual needs of students, and a nurturing place for students to learn. In the last few years, the team of teachers that work with these young children have become a real team, working together for the best interest of each child. The reorganization of the schedule so that teachers could work in teams by grade levels has benefited the students tremendously. The special needs teacher makes sure she regularly visits each team even though it makes her schedule even more complex than it would be otherwise. All the staff involved with each child is highly committed and is willing to do what it takes to help them succeed.

In the EE program, all staff are trained in collecting and categorizing student work for portfolios. Much of this work is also digitized and is used in monthly communications with parents to demonstrate progress toward the student learning outcomes of the school program. The physical examples are sent home frequently as well. Parents are invited to provide feedback, ask questions, and compare notes with what they are seeing at home.

AREAS FOR IMPROVEMENT In 600 words or less, state one to three goals that target needed improvement in this standard. Reference your school's ratings on the indicators. If the school is not in compliance, what needs to occur for it to become compliant?

As was noted elsewhere, several teachers need to finish updating their curriculum in Curriculum Trak. The leadership realizes that they should have purchased this product a year or two earlier. Having to do the reworking of the curriculum while completing accreditation was probably too much work for some teachers to finish in one year.

Having many new students this year has been a blessing and a concern since a number of them have been from different cultures. The diversity is welcome but challenging. Some of these have come from within the community and from other schools whose academics were not on par with SCS. Other students have come through the International Student Program and have come from other countries. Teachers have done admirably trying to accommodate the learning challenges of these students but have not had the skills needed in some cases. They are requesting more training.

DATA/DOCUMENTATION Have you included all the Required Documentation? If not, please include any of the pieces of evidence that have not been included that are required **BELOW**. If you are unable to supply a piece of required data/documentation, use this textbox to explain why it is not available. (If all required evidence is supplied, no response is needed.)

The visiting team may have access to Curriculum Trak within 4 weeks of the visit. While not all the teacher may be done with the final version of their course maps, the majority will have the standards, instructional objectives, major activities, and assessments entered.

Standard 6 - Student Care (Indicators 6.11-6.16)

Written policies and procedures are in place to ensure students' well-being—emotional, physical, spiritual, and academic. The school facilities (buildings and grounds) are appropriate in size, furnishings, and space to meet the stated philosophy, mission, and vision for the number and age of students served. The entire campus is a safe, healthy, and nurturing environment for teaching and learning. Safety procedures are documented and clearly understood, and they address the prevention and identification of abuse, bullying, and the presence of unwelcome guests. A relevant and thorough crisis management plan is in place, and the faculty and staff have been trained appropriately to handle various emergency situations. Regular drills and practices occur to assist in preparation for crisis events. Transportation guidelines for staff and students are developed, and written policies and procedures are in place.

BRIEF NARRATIVE Provide a 1-2 page (1200 words or less) explanation of how the school is meeting the standard or what factors are hindering meeting the standard with excellence. Use the indicator ratings (from above), data/documentation, supporting evidence, and other sources such as surveys to validate your explanation. Identify what data most relevant to mission attainment the school regularly collects in this standard area and what systems are in place to analyze the data and ensure implementation of improvement strategies.

We did not complete this standard in the sample report.

Standard 7 - Character, Values, and Spiritual Formation of Students

The school shall provide for spiritual nurture and discipleship of its students with the goal of developing a biblical worldview. Spiritual nurturing of Christlike character is planned, intentional, and systematic in implementation. Mentoring and discipleship experiences are necessary components in a spiritual formation strategy. Students are given opportunities to serve others and develop a Christlike attitude toward the poor, needy, and vulnerable.

A commitment to a community of faith is modeled by the faculty and emphasized to all students. Spiritual formation assessment is integral to effective and ongoing improvement of the school program.

BRIEF NARRATIVE Provide a 1-2 page (1200 words or less) explanation of how the school is meeting the standard or what factors are hindering meeting the standard with excellence. Use the indicator ratings (from above), data/documentation, supporting evidence, and other sources such as surveys to validate your explanation. Identify what data most relevant to mission attainment the school regularly collects in this standard area and what systems are in place to analyze the data and ensure implementation of improvement strategies.

We did not complete this standard in the sample report.

Standard 8 - School Improvement

The school must, with appropriate stakeholder input, systematically develop and annually update a continuous school improvement plan (CSIP). The plan, based on the school's philosophy, mission, vision, core values, and schoolwide expected student outcomes, includes specific goals, as well as action items. The process is driven by data collection and analysis. This plan must have significant focus on how it will promote organizational growth and high achievement of schoolwide expected student outcomes. The CSIP reflects a pervasive culture of ongoing improvement and accountability. The CSIP should reflect major goals determined as priorities through the self-study process.

THE CONTINUOUS SCHOOL IMPROVEMENT PLAN - NARRATIVE The Continuous School Improvement Plan (CSIP) is a required piece of documentation. It should reflect conclusions reached from the self-study and through strategic planning. It must have significant focus on improving student learning. The school will be required to update the plan to include any major recommendations from the Visiting Team and annually thereafter based upon assessment of progress of each component, including assessment of student accomplishment of schoolwide expected student learning outcomes. The plan includes implementation of an accountability system for monitoring the accomplishment of the action plan (see *School Continuous Improvement Plan Template* on the website).

We did not complete this standard in the sample report.

EE Standard 3

The school exists and functions as an institution of reliability and authority by exhibiting a pattern of respect, trust, accountability, and dignity to its constituents, both internally and externally. Effective communication and relationships are fostered with constituents, as well as among constituents. A wide range of strategies are used to incorporate involvement by the parents and the community. It is expected that the school meets the educational and developmental needs of the students it enrolls. Services at the appropriate levels include guidance (both academic and personal) and student activities (curricular and cocurricular). Appropriate resources and planning occur to ensure that the mission, vision, and philosophy are being carried out to meet the expected student outcomes.

INDICATOR 3.4A The program has a plan for collaboration and communication with the families regarding the child's developmental milestones, individual learning goals, and classroom experiences, while developing effective strategies to support learning at home. (EE)

Exceeds Compliance (EC): The program's plan is evaluated yearly, and all staff are annually trained for effective communication with families. Formal conferences are conducted annually.

INDICATOR 3.13 The director ensures that daily transitions and regrouping of children are minimized through organization, written policies, and staffing. (EE)

Compliance (C): The daily schedule indicates the commitment to minimize daily transitions. The director has provided highly organized staff schedules to support the program; there are sufficient staff to minimize daily transitions. Staff who share the primary responsibility of a group of children communicate with one another to ensure smooth operation of the program.

INDICATOR 3.14 Each group of children has one primary teacher/caregiver to help ensure the individual child is cared for and nurtured. (EE)

Exceeds Compliance (EC): The bonding procedures are tailored to the development and ages of the children served.

INDICATOR 3.15 (CI) Staff members receive professional development on how to intentionally prepare and maintain an emotionally healthy environment (outlined in the *EE Evidence Guide for REACH Indicators*). (EE)

Compliance (C): Staff members receive professional development on how to intentionally prepare and maintain an emotionally healthy environment (outlined in the *EE Evidence Guide for REACH Indicators*).

INDICATOR 3.16 The program utilizes a research-based developmental screening tool within three months of enrollment and has a written early intervention plan for helping children who exhibit

varying developmental delays or challenges in the learning environment. Staff are trained annually in implementing the plan. (EE)

Compliance (C): The program utilizes a research-based developmental screening tool within three months of enrollment and has a written early intervention plan for helping children who exhibit varying developmental delays or challenges in the learning environment. Staff are trained annually in implementing the plan.

INDICATOR 3.17 The program has an established plan offering a variety of engagement opportunities for families supporting their participation in the education of their child while promoting the inclusion of multicultural and linguistic diversity. (EE)

Compliance (C): The program has an established plan offering a variety of engagement opportunities for families supporting their participation in the education of their child while promoting the inclusion of multicultural and linguistic diversity.

INDICATOR 3.18 Families are provided with information, materials, and resources from local or state agencies or services to assist with the health, developmental, and educational needs of their children. (EE)

Compliance (C): Families are provided with information, materials, and resources from local or state agencies or services to assist with the health, developmental, and educational needs of their children.

INDICATOR 3.19 Families are provided with an annually updated handbook outlining policies and procedures of the program, and parents/guardians sign acknowledgement indicating agreement with the information. (EE)

Compliance (C): Families are provided with an annually updated handbook outlining policies and procedures of the program, and parents/guardians sign acknowledgement indicating agreement with the information.

INDICATOR 3.20 The program has a marketing and recruitment plan to attract families to their distinct mission and vision for high quality care and early education. (EE)

Compliance (C): The program has a marketing and recruitment plan to attract families to their distinct mission and vision for high quality care and early education.

EE NARRATIVE

Here, you would want to provide a brief narrative addressing how the EE program complies with the indicators.

EE Standard 4

The school hires personnel who have made a personal commitment to follow Jesus Christ and endorse the school's statement of faith. They are committed to the written philosophy, mission, vision, and core values of the school. Faculty and staff engage in ongoing professional development to improve instructional practices leading to continual growth in student learning and development of the instructional program. The executive leadership, instructional, and support staff are sufficient in number to provide for the effective delivery of quality education and are appropriately credentialed, degreed, trained, and qualified for their assigned duties.

EE NARRATIVE

We did not complete this standard in the sample report.

EE Standard 5

The instructional program consists of carefully developed, thoroughly documented, and well-executed curriculum elements that include educational philosophy, schoolwide expected student outcomes, a variety of effective instructional strategies, adequate resources, and appropriate assessments that are based on current research and quality practices.

The curriculum of the school is driven by well-written policies and procedures. Core instructional areas include Bible, language arts (reading, English, literature, grammar, and writing), mathematics, science, and social studies/history. It is sufficiently funded, collaboratively reviewed on a regular basis, and compiled using the school's mission, vision, core values, and schoolwide expected student outcomes to ensure a biblical foundation for instruction. A method for assessing the effectiveness of schoolwide expected student outcomes is in place, and the results of the assessments are communicated regularly to all stakeholders.

Informational resources exist to carry out the mission of the school by supporting the instructional program with ample and appropriate print, media, and technology resources. Qualified staff provide effective services to students, staff, and parents.

INDICATOR 5.2A The program has developed a curriculum guide/plan that flows out of the philosophy and foundational statements and that is based on current early education research and principles. The curriculum plan includes the following components: 1) an educational philosophy of teaching and how children learn based on early education research, 2) schoolwide expected student outcomes, 3) mapping of instruction for each age group, 4) incorporating overall goals and objectives aligned with state/national standards for each domain: spiritual, social, emotional, physical, and cognitive, 5) developmentally appropriate instructional methods, 6) instructional resources, and 7) evaluation and assessment strategies (outlined in the *EE Evidence Guide for REACH Indicators*). (EE)

Compliance (C): Every teacher has access to and utilizes a current curriculum guide/plan that includes all components specified in the indicator.

Related Files

- [2019-12-04-16:45 EE Scope and Sequence.docx](#)

INDICATOR 5.3A There is age-appropriate biblical instruction integrated into the core curriculum. (EE)

Compliance (C): Age-appropriate biblical instruction is evident in every classroom, and biblical concepts are part of the core curriculum.

INDICATOR 5.5A Appropriate instructional strategies include the following developmental domains: spiritual, social, emotional, physical, and cognitive to include Bible, language, math, and science/discovery (outlined in the *EE Evidence Guide for REACH Indicators*). (EE)

Compliance (C): Appropriate instructional strategies include the following developmental domains: spiritual, social, emotional, physical, and cognitive to include Bible, language, math, science/ discovery (outlined in the Compliance section of the EE Evidence Guide for REACH Indicators).

INDICATOR 5.5B Teachers incorporate appropriate instructional strategies and learning activities in the lesson plans that reflect the goals of the program and connect with the overall expected child outcomes (outlined in the *EE Evidence Guide for REACH Indicators*). (EE)

Compliance (C): Lesson plans accurately reflect the program goals and expected child outcomes, and the teaching staff clearly incorporate appropriate instructional strategies and learning activities in the lesson plan (outlined in the Compliance section of the EE Evidence Guide for REACH Indicators).

Related Files

- [2019-12-04-16:45 EE Lesson Plans 4 yr olds Fall.docx](#)

INDICATOR 5.5C The daily schedule provides for stability, security, and flexibility to meet the group's needs, capitalizing on the children's interest and attention span. The classroom schedule includes a balance of activities that are age appropriate in length (outlined in the *EE Evidence Guide for REACH Indicators*). (EE)

Compliance (C): All classroom schedules reflect a plan for appropriate activities as described by the indicator and are consistently implemented.

INDICATOR 5.6A Developmentally appropriate child assessments such as portfolios, work samples, and observation data are collected at least twice per year and shared with parents. (EE)

Exceeds Compliance (EC): All staff are trained in using a variety of assessment tools. Parent input is used as a collaborative means of assessing the needs of each child.

Related Files

- [2019-12-04-16:45 Sample EE student conference - October.docx](#)

INDICATOR 5.11A Passive media (television, DVDs, CDs), when used, meet the following requirements: 1) are appropriate to the age and the attention span, 2) enhance the effectiveness and values of the program, 3) are previewed by the staff for overall content and age appropriateness, 4) serve as an occasional supplement to daily activities rather than a significant part, and 5) include appropriate teacher involvement in introducing and following up the viewing with questions and activities that elicit children's active involvement. (EE)

Compliance (C): Passive media (television, DVDs, CDs), when used, meet the following requirements: 1) are appropriate to the age and the attention span, 2) enhance the effectiveness and values of the program, 3) are previewed by the staff for overall content and age appropriateness, 4) serve as an occasional supplement to daily

activities rather than a significant part, and 5) include appropriate teacher involvement in introducing and following up the viewing with questions and activities that elicit children's active involvement. OR, the program does not include any screen time for children (iPad, television, computers, videos except for use in worship, etc).

INDICATOR 5.11B If the program includes screen time for children, program guidelines have been developed for classroom use to ensure children's active involvement. Guidelines address strategies to ensure interactive involvement and consider the needs of the young learner. (EE)

Compliance (C): Program guidelines have been developed for classroom use, addressing strategies to ensure interactive involvement and consideration for the needs of the young learner.

INDICATOR 5.13A Child guidance policies and classroom management procedures are in place and published for parents and staff. The policies and procedures support staff in maintaining effective orderly classrooms (outlined in the *EE Evidence Guide for REACH Indicators*). (EE)

Compliance (C): The child guidance policies and classroom management procedures are published in both the staff and parent handbooks. Staff understand and follow the established child guidance policies and procedures (outlined in the Compliance section of the *EE Evidence Guide for REACH Indicators*).

EE NARRATIVE

You would need to provide a brief narrative here addressing how the EE Program complies with the indicators

Completion of the Self-Study

The school should send its self-study to the team chair at least six weeks prior to the visit. A copy should also go to the appropriate ACSI regional office for review.

The visiting team will use the self-study to help them identify what areas the school has strengths, areas in which it needs to improve, and it will also make an overall recommendation for accreditation. The overall purpose of this process is to give the school very specific information that will help them on their quest to continuous improvement toward excellence.

The accreditation recommendation goes to the regional commission which considers both the self-study and the team report. The commission has the authority to approve the accreditation recommendation or ask further questions. They can change the term or status of accreditation for a school.

If the school is working through a dual accreditation process, the self-study and visiting team report are forwarded to the partner association along with any additional documentation required. The regional association will communicate directly to the school regarding its accreditation decision.

In the period after the final copy of the report is received, the school is expected to review and communicate the findings, address the recommendations and include them in the school improvement process, continue to report progress on annual reports to ACSI, and maintain accreditation standards.

Accreditation makes a statement about the past, present, and future of a school. In the past, the school has worked hard to meet the standards at a level that shows compliance or above. In the present, accreditation signifies a stamp of approval by ACSI as the accrediting body through the work of a group of peers who know what makes a quality Christian education institution. Finally, accreditation also signifies a commitment to ongoing continuous school improvement as it develops appropriate plans and monitors them for the benefit of student growth and achievement in all areas.