**Self-Study WORD Template for the ACSI REACH Protocol:**

**Instructions for completing the school self-study in the ePlatform**

Use the following prompts to develop the narratives for the ePlatform. Some people find it is helpful to keep each section as a separate WORD file. The text can then be copied and pasted directly into the ePlatform.

Please note that the word counts are flexible. The ePlatform will not cut off the user at that exact count. In most cases, these word limits should be the upper end of what the team would expect to see. While the larger page limits are an indication that a fuller description is desired, do not feel obligated to use the full limit.

**Gathering Evidence Before Uploading:** We recommend schools work through the Steering Committee or various subcommittees to gather and organize evidence prior to uploading the report into the ePlatform. However, it is not possible to drag/upload documents directly from a Google Drive into the accreditation ePlatform. We suggest you collect and save evidence locally, on your school’s server, organized by folders for each standard, then upload to the ePlatform.

**School Snapshot**

1. **Introductory Statement**: Brief (300 words or less) introduction to the school.  May include location, ownership, or other pertinent information which gives context for the report.
2. **Vision, Mission and Future Goals:** (up to 1800 words, or approximately 2-3 pages) If all goes well, what do you envision the school could look like in three to five years? *(Additional documents will be able to be uploaded in this section.)*
3. **Historical Overview:** (up to 1800 words, or approximately 2-3 pages) Include the following: foundation, original mission and purpose of the school, current mission and purpose if changed, significant historical developments, accreditation history, and major awards/recognitions. *(Additional documents will be able to be uploaded in this section.)*
4. **Demographic Portrait:** (up to 4200 words, or approximately 5-7 pages) provide a data-supported demographic portrait of the school and its various constituencies. The portrait should include descriptive summaries of children, students, faculty, administration, board, parents, and the wider geographic community. Below are samples of what might normally be documented in a demographic portrait:

a. Basic data—school name, address, phone, e-mail, the head of school’s name, contact information

b. Campus locations and grades or age levels seeking accreditation (EE–12)

c. Governance structure: church-sponsored/church-supported/independent, incorporation status, primary functions of the governing body, number of governing body members, and how they are chosen or elected

d. Executive leadership and personnel: degrees or credentials of the head of school, key leadership team members and roles, number of faculty and staff

e. Organization and enrollment: program type and number of students in each level—early education, primary, elementary, middle or junior high, and high school (noting any significant groups of unique populations such as international students, special needs, or first nation students)

f. Instructional program: a general description of the type of instructional program offered, mentioning any special learning needs programs, online/blended, etc. and including core instructional emphasis and schoolwide expected student outcomes; detailed curriculum documents are to be included in the evidence and made available for the team to review electronically

g. Facilities: number of classrooms; specialty rooms such as library, computer labs, gym, music/art rooms; and overall acreage

h. Finance: size of the annual school budget, recent or current capital campaigns, tuition and fee costs

i. Family and student descriptions: geographic communities served, socioeconomic levels, cultural descriptors, denominational backgrounds

*(Additional documents will be able to be uploaded in this section.)*

1. **Reaccreditation Update:**

For INITIAL ACCREDITATIONs - leave this area blank.

For RE-ACCREDITATION: answer the following questions: (up to 3000 words or approximately 3-5 pages)

1. Identify any substantive changes at the school since the last visit.
2. Summarize how addressing the updated continuous school improvement plan (CSIP) has made an impact on student learning in the last three years.
3. Summarize how the school addressed the major recommendations left by the visiting team from the previous full self-study.

~Include a summary of what was accomplished and whether or not they are considered “completed” or still "in progress."

~You may upload a document with information about the progress on your major recommendations but it is not required.  You may put the information right into the text box provided, if you prefer.

1. **Survey Information:** (up to 6000 words or 8-10 pages, which includes attachments, charts, and graphs)

**Administration**

1. List and describe each survey (name and company that wrote, published, or normed the survey; group(s) to which it was given and why; response rate for each group)
2. Provide the actual survey and the survey results for each survey in graph or chart form. Identify the bands of high and low scores and explain how you determined those scores should be considered high or low.

**Analysis**

1. For each survey administered, answer whether the minimum response rate goal was met for each group and any trends in the comments concerning the administration of the survey(s). (See the *Standards Manual, Appendix E* for response rate goals and additional information on surveys.)
2. Discuss each constituent’s group results. Address noted strengths, areas for improvement, variances between the groups, variations over time, and plans to address any scores which are lower than expected.
3. Discuss how the scores above confirm or conflict with other feedback measures the school has collected. These could be focus groups, informal surveys, classroom evaluations, etc.
4. Provide evidence of how data from surveys has been analyzed and used to adjust instruction, the school environment, or other aspects of the school program for the past three years.
5. Discuss how constituent feedback has helped further the mission of the school over the past three years.
6. **Student Assessment Profile** (up to 6000 words or 8-10 pages, which includes attachments, charts, and graphs)

**Achievement Results**

1. In narrative form present the academic accomplishments of the students. Include charts and graphs to help communicate student performance. (Indicator 5.6) Be sure to include:

- Summary achievement data that best represents the overall picture of student performance for the last three years. Be sure to include all grades which the school gives standardized assessments. Report this information in percentiles or stanines.

- Examples showing multiple forms of assessment (include any national, norm-referenced, or criterion-referenced such as TerraNova3, ITBS, ACT, PSAT, SAT, MAP, DIBELS, AP Tests, etc. See <http://www.capenet.org/brs.html> (click on *assessment cut scores*) for a list of nationally- normed achievement tests used for the Blue Ribbon Schools Program. This document also includes average school scores in the top 15% of the nation in reading and mathematics, for private schools. It may be helpful as a point of reference.

- Correlations of test scores, if available.

1. Present evidence that the school analyzes student performance including disaggregation, trends, and comparison data. (Indicator 5.7) Be sure to include:

- Disaggregation of data by gender, ethnicity, and other factors important to the school such as length of time at the school, international students, ELL, etc.

- Schoolwide trends, such as 1) subject areas 2) groups of students by graduation year over the last three years (if available)

- Comparisons to outside groups such as national averages or other Christian schools in the region.

- Examples of how the school monitors individual growth in order to validate each student is making a year’s academic growth. (Scaled scores, percentiles, etc)

1. Present how non-academic expected student outcomes are assessed and include a summary of the assessment results. (Indicators 5.5, 5.6, 7.1, 7.8) Be sure to include:

- An explanation of how the non-academic expected student outcomes are assessed. Provide results in whatever form available (charts, narrative, benchmarks, survey results, etc.)

- Examples of how this analysis of assessment data has helped make programmatic or instructional improvements.

**Analysis**

After the student achievement information abovehas been presented in graphs, charts, tables, or narratives, answer the questions below in brief narrative paragraphs. Focus on the analysis of the information presented.

1. Describe why the school chose the assessments which were chosen. How are the assessments a good fit for the curriculum?
2. Describe how the school ensures that tests are administered with fidelity. Also include: the security of materials of tests administered in-house; accommodations/modifications of testing conditions, inclusions of those scores, and the basis for those decisions.
3. Provide evidence of how data from assessments have been analyzed and used to adjust instruction, make program modifications, or change conditions that support student learning. Include examples of instruction which has been adjusted based on the analysis of test scores for student groups, classroom, curriculum, or program and training of staff on data analysis. How and when does this training occur? What staff is involved?
4. After analyzing trends (#2 above in Achievement Results) provide explanation~~s~~ as to why these trends, positive or negative, might be occurring. Strategies to address any scores that are lower than would be expected and strategies to address any scores that show a gap between comparable subgroups.
5. Discuss how the use of formative assessments fits into an overall assessment plan (include classroom assessments and progress monitoring).
6. Explain how assessments help further the mission of the school.
7. **Self-Study Process** (up to 1800 words or approximately 2-3 pages)
8. Explain the process used by the school to conduct its self-study (gathering evidence, agreeing on ratings, and writing the summaries).
9. Explain how committees were established, how the steering committee guided the overall process, and how approval for the final report was gained by the administration and the board.
10. Describe the timeline. This portion should demonstrate broad involvement and collaboration were accomplished in the self-study process across all stakeholder groups – students, parents, board, faculty, and administration. (Refer to Appendix D in the *REACH Standards Manual for Accreditation* for more detailed information.)
11. **Conclusion Summary**

After completing the self-study, write a brief narrative that identifies 2-3 overall strengths and 2-3 major areas for improvement. Please note what evidence you have reviewed and what particular stakeholder feedback helped you determine these areas. The areas for improvement should be addressed in your continuous school improvement plan.

**Standards & Indicators**

***Standards 1-4, 6-7 will have these components. There are special instructions below for Standards 5 and 8.***

**Standards/Indicators –** The school will use the results from the *School Indicator Ratings Spreadsheet* to fill out its choice of EC (Exceeds Compliance), C (Compliance), PC (Partial Compliance), and NC (NonCompliance) for each indicator. ***There is no text to write in Word for these.***

**Brief Narrative:**  In one to two pages (1200 words or less) explain how the school is meeting the standard or what factors are hindering meeting the standard with excellence. Provide a brief overview of "what is" in relation to this standard.  Reference evidence or examples in your comments about the school's compliance to the standard. (Note any Critical Indicators that are not in compliance.) Use the indicator ratings, data/documentation, supporting evidence, and other sources such as surveys to validate your explanation.

**Strengths**

In one page or less (600 words) 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?

**Areas for Improvement**

In one page or less (600 words) 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?

**Data/Documentation**

For every standard, there is a list of Required Documentation that schools will be asked to provide. There is also a list of Supporting Evidence that may be helpful to evaluate as well.

1. For the ePlatform, the evidence may be attached directly to the indicator for which it was used. The directions in the ePlatform allow the user to attach many types of files, including links to webpages in textboxes at the end of each standard.
2. It is not possible to drag/upload documents directly from a Google Drive into the accreditation ePlatform. We suggest you collect and save evidence locally, on your school’s server, organized by folders for each standard, then upload to the ePlatform.
3. There are some items which cannot be made available electronically or in advance. Some examples of those items might be personnel records, confidential financial documents, textbooks, and physical samples of student work. Those should be available at the school at the time of the team visit.

**Standard Five**

Overall Instructional Program, Part A:

In two pages or less, (up to 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.

If the instructional program is best described by focusing on the different divisions or campuses that would be an appropriate way to write the narrative. For example, this may be done in one narrative each for elementary, middle school, high school, and one for early education, or a total of four narratives. If the school is really one single program like a K-6 school might be, then only one narrative might be sufficient for this section.

Instructional Program Content Synopsis, Part B:

In one page or less, (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 area of instruction.

As in the instructions above, the school may choose to write these instructional area summaries by campus/division if that works best. If the school teaches some areas in combination such as Language Arts/Social Studies, they may write those together.

Early Education programs may choose to write their instructional summaries by age levels and then subject areas.

**Standard Eight**

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 a 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.

For each action plan section, include:

* 1. Statement of area for improvement (goal)
  2. Time frame
  3. Specific action steps to achieve the goal
     1. Person responsible for the action
     2. Resources needed
     3. Action due date
     4. Evidence of progress
  4. Communication to constituents
  5. Expected schoolwide learning results this improvement addresses

A school may create a document, chart, or spreadsheet with the components listed above or they may use the *Continuous Improvement Plan Template* provided by ACSI.

**REQUESTED INFORMATION TABLES -** The ePlatform will help you prepare these.

**School’s Demographics** Complete this table with all appropriate information.

**Self-Study Committees** Complete this table for the Steering Committee members and each sub-committee for the self-study.