Inspire

Standards and Indicators Checklist

ACSI
STRONGER TOGETHER

Name of School or Program: _____

City, State/Province, Country: _____

In order to self-assess your school, use the following universal rubric and apply it to all indicators. Begin by looking at the Effective column.

- If the trait or concept being evaluated meets all the criteria in the "**Effective**" column, then look to the right at "**Highly Effective**." Depending on the trait, you may see that the additional criteria there are still mostly true of what is being evaluated. If so, then "**Highly Effective**" is probably the correct rating. However, if only a few of those "**Highly Effective**" aspects are true, then you will probably decide the "**Effective**" rating is the better choice.

- The same process would be appropriate for lower ratings. If not quite everything is true for "**Effective**," look to the left to see if "**Somewhat Effective**" is actually the better description. If all those concepts are true and only a few of the "**Effective**" descriptors are true, then you might ask yourself, "Which box is a better overall description?"

- You may see that some of one box and some of another box are true. Decide which box provides the better description or is closer to reality than the other and use that rating.

- Once you have determined a rating, please type the rating into the space provided beside each indicator.

Ineffective	Somewhat Effective	Effective	Highly Effective
•The trait either doesn't exist or is rarely ever observed. •If it does exist, there may be some significant problems in this area. •Definitely needs improvement to meet basic standard.	•The trait is sometimes observed but not consistently, or by only some teachers/staff. •There are no glaring deficiencies, but this area needs some improvement to be at the desired level. •Policies may be in practice but not in writing or may be in writing but not implemented carefully. •Training is inconsistent or rarely evident.	•The trait is observed fairly consistently in its implementation. •Policies are generally found in writing. •Results are documented and communicated, and items are reviewed regularly •Practices comply with the indicator in quality. •Training occurs as needed. •A review process has been developed but may not be systematic or systemic.	•The trait is VERY consistent across levels and faculty. •The trait is well-supervised for fidelity and there is care in implementation by leadership. •Staff go above and beyond requirements...a real strength of the school. •Results are consistently documented, evaluated, communicated, and used for school improvement. •Related policies are regularly reviewed, carefully implemented, and updated as needed. •Training for development is regular/ongoing.

Domain 1 – Purpose

Standard 1: Mission Beliefs, and Foundations	The school operates from a written mission and statement of faith that outline its biblical foundations and beliefs. The school identifies and assesses its expected student outcomes and uses results to drive decisions throughout operations and programs.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 1.1	The school's mission, statement of faith, expected student outcomes, and any other foundational documents are written, collaboratively and systematically reviewed for effectiveness, and communicated to its stakeholders.				
Indicator 1.2	The school's mission is evident throughout the programs, operations, and curriculum and is promoted by the leadership.				
Indicator 1.3	The school assesses its academic and non-academic expected student outcomes and uses results to drive decisions throughout operations and programs.				

Standard 2: Spiritual Formation and Biblical Worldview Development	The school facilitates spiritual formation of students, provides opportunities for discipleship and outreach, and fosters the development of a biblical worldview. Spiritual growth toward maturity in Christ is a priority throughout school programs, is regularly assessed, and is modeled by faculty and staff.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 2.1	The school intentionally cultivates a biblical worldview and spiritual formation through instructional and non-instructional programs, assesses the effectiveness of those programs, and uses the results for program improvement.				
Indicator 2.2	Spiritual formation includes the development of Christian character through discipleship, mentoring, and outreach opportunities.				
Indicator 2.3	The school promotes church participation among faculty and students.				

Standard 3: Governance and School Leadership	The school has a Christ-centered governing body that functions within clearly defined roles and responsibilities, establishes governance policies, participates in strategic planning, and advances organizational effectiveness. The head of school works collaboratively with school leadership to implement policies and procedures, support effective instructional practices, and drive school improvement.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 3.1	The school has established a Christ-centered governing body that reflects a clear commitment to the mission and biblical foundations of the school. The governing body engages in systematic orientation for new members, self-evaluation, and professional development concerning governance best practices.				
Indicator 3.2	The governing body develops, implements, and systematically reviews its written policies and procedures contained in their policy manual. They make informed and responsible decisions to advance organizational effectiveness, participate in strategic planning, ensure the financial stability of the school, and review the accomplishment of student outcomes.				
Indicator 3.3	Governing body policies establish a clear delineation of roles and responsibilities between itself and the head of school. Practices demonstrate that relationships and scope of authority are well defined and function appropriately. The head of school is the organizational link between the governing body and the school. (See addendum for church sponsored and proprietary schools - forthcoming)				
Indicator 3.4	The governing body conducts a clearly defined and written evaluation of the head of school that is administered annually with his/her participation. The evaluation is designed to improve leadership capacity, professional practice, and organizational effectiveness.				
Indicator 3.5	The head of school oversees day-to-day operations of the school and works collaboratively with school leadership to develop, implement, and communicate policies and procedures; support effective instructional practices; and drive school improvement.				
Indicator 3.6	School leadership establishes and clearly communicates admissions criteria and program expectations to ensure alignment with the school's mission and goals.				

Comments (Please provide an explanation for any area within Domain 1 marked as "Ineffective" or "Somewhat Effective")

Domain 2 – Relationships

Standard 4: Caring Environment and Positive School Culture	The school develops a Christlike culture in which staff and students demonstrate respect, sensitivity, and responsiveness to individual needs and differences.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 4.1	The school fosters a Christlike culture characterized by a compassionate, caring, and respectful environment that is sensitive to the diverse backgrounds and cultures, as well as varying needs, of each student and family.				
Indicator 4.2	The school provides a structure whereby students are known and supported by adult advocates who are aware of their social, emotional, spiritual, and physical needs.				
Indicator 4.3	The school has established written policy, based upon biblical principles, for resolving conflicts.				

Standard 5: Stakeholder Engagement	The school engages stakeholders in ways that develop community, promote accountability, and improve institutional effectiveness.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 5.1	Regular and effective two-way communication between school personnel and stakeholders promotes a culture of participation, transparency, and accountability.				
Indicator 5.2	The school collects stakeholder data, including survey and demographic data, and conducts analyses to improve instructional and operational practices.				
Indicator 5.3	Collaboration is valued and cultivated in the school culture. Faculty and staff members are invited to participate through perspectives, ideas, and solutions to improve institutional effectiveness while promoting a sense of community.				

Standard 6: Community Engagement	The school provides opportunities to engage with local, national, and global communities in ways that make a positive impact on students and build relationships outside of school.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 6.1	The school networks and engages with the surrounding community and local ministries, as appropriate.				
Indicator 6.2	The school connects with national or global communities to provide opportunities for students to serve.				
Indicator 6.3	Engagement with outside communities positively impacts students and contributes to their holistic development, including spiritual growth.				

Comments (Please provide an explanation for any area within Domain 2 marked as "Ineffective" or "Somewhat Effective")

Domain 3 – Teaching and Learning

Standard 7: Instructional Program	The school provides an instructional program that promotes a biblical worldview; supports the school's expected student outcomes; and fosters high student engagement, critical thinking, and academic growth.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 7.1	The school provides a biblically-based instructional program that integrates a biblical worldview throughout each discipline.				
Indicator 7.2	The school incorporates a variety of challenging, collaborative, motivational, learner-centered, and authentic learning experiences to promote student engagement and independence.				
Indicator 7.3	A variety of teaching techniques and research-based instructional strategies are implemented, monitored for effectiveness, and adjusted to meet individual interests and ability levels.				
Indicator 7.4	The school implements current uses of technology to enhance teaching and learning and to prepare students for future academic and career success.				
Indicator 7.5	The instructional program includes Bible as a required core subject.				
Indicator 7.6	Instruction and programs provided by outside personnel meet safety and instructional guidelines established by the school, including the incorporation of a biblical worldview. (See addendum - forthcoming.)				

Standard 8: Curriculum Planning	The school develops, implements, and maintains curriculum documentation across grade levels and subject areas that effectively supports quality instruction.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 8.1	Comprehensive curriculum documentation is utilized to provide clear instructional guidance across grade levels and subject areas. ("Required elements are included in *Link to appendix"*)				
Indicator 8.2	Curriculum documentation demonstrates the alignment of content standards, objectives, instructional activities, and assessments.				
Indicator 8.3	Curriculum documentation is updated regularly through a collaborative review process.				

Standard 9: Assessment and Use of Learning Data	The school conducts and analyzes varied and authentic assessments to monitor and evaluate student learning. The school then utilizes results to inform decision making.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 9.1	The school systematically collects data from a range of assessments. The school provides feedback to students and communicates assessment results to stakeholders as appropriate.				
Indicator 9.2	The school collaboratively analyzes student assessment data including progress of individual students, schoolwide trends, and disaggregation of data in meaningful ways. Teachers are trained to understand applicable assessment data.				
Indicator 9.3	Teachers effectively utilize assessment data for improving classroom instruction to achieve student outcomes. Instructional leaders use assessment results to inform educational decisions and drive long-range planning.				

Standard 10: Professional Development and Teacher Evaluation	The school plans and implements a coordinated program of professional development and teacher evaluation that results in improved professional practice and increased student achievement.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 10.1	The school's professional development program encourages a growth mindset among faculty, focusing on best practices and meeting student needs. The professional development program includes Bible, training in biblical integration, and Christian philosophy of education.				
Indicator 10.2	A systematic and collaborative process for evaluation of school leadership and instructional staff includes clearly communicated criteria, expectations for biblical integration, written goals, and growth plans appropriate for each position.				
Indicator 10.3	Professional development and teacher evaluation processes result in effective instructional practices that promote increased student achievement.				

Comments (Please provide an explanation for any area within Domain 3 marked as "Ineffective" or "Somewhat Effective")

Domain 4 - Expertise

Standard 11: Legal and Ethical Compliance	The school complies with applicable laws and regulations, while not compromising the biblical foundations of the school, and implements written policies to promote institutional effectiveness.	Ineffective	Somewhat Effective	Effective	Highly Effective
	Use Standard 11 Checklist – Share with visiting team chair either in person or virtual format during a pre-visit.				

Standard 12: Staff Qualifications and Human Resources	The school maintains human resource policies and implements practices which ensure the employment, management, and evaluation of qualified and competent Christian personnel to enhance organizational effectiveness.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 12.1	The school requires all employees to provide evidence of a clear testimony of faith in Christ and agreement with the school's statement of faith and code of ethics.				
Indicator 12.2	The school ensures that all personnel are qualified for their positions or roles within the school. Faculty and administrators meet current ACSI requirements for certification/licensing or an approved alternative.				
Indicator 12.3	The school provides a written annual evaluation of non-instructional staff, with appropriate training and follow-up to enhance professional growth.				
Indicator 12.4	The school maintains written human resource policies that reflect current law, implements ethical employment practices, delivers applicable training, and provides appropriate supervision of all staff.				
Indicator 12.5	School leadership ensures staff members know and understand the ethical considerations of their respective positions, including appropriate student/teacher relationships, confidentiality with student information, and use of copyrighted material.				

Standard 13: Student Support Services	The school provides advising and support services that assist students in preparing for future success while considering the unique needs of each student.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 13.1	The school prepares students for a successful transition between grade levels and division levels.				
Indicator 13.2	The school provides opportunities for exploration of careers and academic counseling to prepare students for future success.				
Indicator 13.3	The school has processes in place to identify and meet individual student learning needs.				
Indicator 13.4	The school identifies and addresses the individual social, emotional, spiritual, and physical needs of students.				

Comments (Please provide an explanation for any area within Domain 4 marked as "Ineffective" or "Somewhat Effective")

Domain 5 – Resources

Standard 14: Financial Oversight	The school operates with integrity through sound financial practices that promote institutional effectiveness and financial stability.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 14.1	Financial policies and procedures are established and implemented to guide all financial operations and business practices with integrity and in accordance with biblical principles. Financial and business oversight is entrusted to those who possess the appropriate qualifications or experience.				
Indicator 14.2	The school equitably budgets for personnel, facilities, and resources. The budget is carefully constructed with appropriate input and prioritizes the funding of student outcomes.				
Indicator 14.3	The school's finances are reviewed* by an external CPA who has no vested interest in the school. The findings and recommendations are used to improve systems and operations, as appropriate. (*See addendum – forthcoming)				

Standard 15: Resource Planning	The school engages in long-range planning to maintain viability, provide sufficient resources, and ensure appropriate staffing to fulfill the school's mission.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 15.1	The governing body and school leadership engage in long-range planning, using enrollment trends and financial models, to promote school vitality and longevity. The school's marketing materials accurately represent the school.				
Indicator 15.2	The governing body and school leadership provide fair and equitable compensation for staff members. Compensation levels promote employee well-being and aid in retention and recruitment of qualified staff.				

Standard 16: Facilities and Transportation	The school provides facilities that are safe, secure, well-maintained, and adequate to fulfill the school's mission. Facilities and transportation, as provided, operate according to applicable legal and safety requirements.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 16.1	The school provides a safe, secure, and well-maintained environment that is organized and developmentally appropriate for the students it serves.				
Indicator 16.2	The school executes written safety policies and procedures regarding facilities and transportation that are routinely monitored, maintained, and documented.				

Standard 17: Instructional Resources	The school curates and provides instructionally appropriate resources to support and enhance the educational program.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 17.1	The school identifies and provides appropriate physical and digital instructional resources, including those with biblical and global perspectives, that represent the diversity of the school and its surrounding community and prepare students for success at the next educational level.				
Indicator 17.2	Staff and students are trained to responsibly utilize instructional resources that support teaching and learning.				

Comments (Please provide an explanation for any area within Domain 5 marked as "Ineffective" or "Somewhat Effective")

Domain 6 – Well-Being

Standard 18: Health and Safety	The school operates from written policies and procedures that ensure the health and safety of staff, students, and campus visitors.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 18.1	A comprehensive written security and crisis management plan has been developed, implemented, regularly reviewed, and supported by appropriate training for all staff, students, and volunteers. The plan includes a strategy for communication with legal authorities and stakeholders in the event of a crisis.				
Indicator 18.2	Policies and procedures which promote social and emotional health and safety both prevent and address situations including harassment, intimidation, and bullying, with clearly defined conduct expectations for students, staff, parents, and volunteers.				
Indicator 18.3	The school has developed child safety policies and procedures that address child abuse, sexual abuse, and neglect, as well as legal reporting responsibilities for staff and volunteers. Training and conduct expectations for students, staff, and volunteers are clearly established.				

Standard 19: Staff Wellness	The school provides all personnel with a Christ-centered work environment, appropriate support, and encouragement to pursue a healthy lifestyle.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 19.1	The school provides a Christ-centered working environment characterized by elements such as positive relationships, mutual encouragement, prayer support, and Christian community. The school provides new teachers with adequate support.				
Indicator 19.2	The professional preparation and number of instructional and support staff are sufficient for the scope of the school.				
Indicator 19.3	Policies and practices related to employee well-being set healthy and realistic expectations with a focus on work-life balance.				

Standard 20: Student Wellness	The school provides a distinctively Christian environment in which students are well cared for, feel supported and secure, and are encouraged to pursue godly and healthy living.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 20.1	From a biblical perspective, the school cultivates an emotionally healthy environment in which students experience support in their social/emotional development.				
Indicator 20.2	The school provides instruction and programs that emphasize and encourage godly and healthy living habits.				
Indicator 20.3	The school provides student activities that are consistent with the mission of the school, varied in focus, and reflective of the needs and interests of students.				

Comments (Please provide an explanation for any area within Domain 6 marked as "Ineffective" or "Somewhat Effective")

Concluding Comments: