

The *Flourishing School Culture Instrument* (FSCI) was designed to identify elements of school culture that contribute to flourishing. The instrument is comprised of constituent-specific surveys for seven groups: students; parents; alumni; teachers; leaders/administrators; support staff; and board members. Over 40 constructs predictively related to flourishing outcomes are grouped into five domains: *Purpose*; *Relationships*; *Learning Orientation*; *Expertise and Resources*; and *Well-Being*. The FSCI is the only culture-level instrument of its kind explicitly developed with and for Christian schools.

The school level reports received by schools that participate will give schools good information on areas in which they are strong and areas in which they have opportunity for growth and improvement. The predictive constructs support many of the school improvement practices typically undertaken in Christian schools (e.g., improving staff qualifications through hiring practices, promoting student well-being, responding well to students’ learning needs, providing ample classroom resources, and ensuring teachers develop caring relationships with students).

Schools interested in assessing their school culture for information related to ACSI accreditation standards will find some significant overlap. **As such, the FSCI is approved for meeting the survey usage requirements in the ACSI REACH accreditation protocol, as well as that of partnering agencies** (see Appendix E: Survey Administration in the REACH Handbook for details of survey usage requirements and principles of survey administration). Schools will generally find concepts from the FSCI domains applicable to the REACH Accreditation standards, as follows:

| <b>FSCI Domains</b>                   | <b>Applicable REACH Accreditation Standards</b>                |   |   |
|---------------------------------------|--|---|---|
| <b><i>Purpose</i></b>                 | Standard 1 - Philosophy and Foundations                        | Standard 5 - Instructional Program and Resources        |   |
| <b><i>Relationships</i></b>           | Standard 3 - Home and Community Relations and Student Services | Standard 7 - Character, Values, and Spiritual Formation |   |
| <b><i>Learning Orientation</i></b>    | Standard 4 – Personnel   | Standard 5 - Instructional Program and Resources        | Standard 8 – Continuous School Improvement              |
| <b><i>Expertise and Resources</i></b> | Standard 3 - Home and Community Relations and Student Services | Standard 4 - Personnel                                  | Standard 5 - Instructional Program and Resources        |
| <b><i>Well-Being</i></b>              | Standard 4 - Personnel   | Standard 6 - Student Care                               | Standard 7 - Character, Values, and Spiritual Formation |

It is important to note that, as with any existing survey utilized to satisfy the survey usage requirements of the REACH protocol, *analysis of connections between survey results and specific accreditation indicators will have to be completed by the individual school*. There is not a one-to-one correlation between the FSCI constructs and accreditation indicators; thus schools may need to gather additional data (i.e. through the use of additional surveys, focus groups, or targeted interviews) to gather and report useful data on compliance with specific accreditation indicators.