

Name of School: _____ Date of Visit: _____

Address: _____ City: _____ State: _____ Country: _____

Phone Number: _____ Name of Consultant: _____

Introduction to the Candidacy Status Report

Although the candidate status visit is brief, it is necessary for formal admittance into the ACSI accreditation program. The visit can also be used to discuss specific questions related to the accreditation process and/or to further familiarize parent groups, board members, or faculty with the meaning and process of accreditation. Once candidate status has been granted, the school will receive official notification from the ACSI regional office. A consultant will also be assigned to work with the school.

The purpose of the candidacy status visit is twofold:

- To gain sufficient knowledge of the school and assess its suitability and readiness for the ACSI accreditation program (special needs schools or schools that cannot meet a Standard must receive approval from the Academic Services office)
- To prepare the school for the self-study process and the subsequent evaluation by the visiting team

The role of the candidacy status consultant is to determine whether the school has the capacity and commitment to demonstrate ongoing compliance. The candidacy status consultant seeks to determine where the school needs to focus its efforts to arrive at compliance. The question the consultant asks himself/herself is whether the school can achieve compliance with the standards within three years.

Standards for Accreditation

Accreditation requires a strong, pervasive, and continuous commitment. Typically, accreditation stretches the organization and infuses change into it. In order to become or continue to be accredited by ACSI, a school must meet foundational requirements. Compliance with all the ACSI Standards of Accreditation is required for the duration of the term of accreditation. The standards are written as summary paragraphs at the beginning of each standard section (below). A school is determined to be in compliance with a standard when 90% of all the critical indicators are shown to be in compliance and most other indicators are determined to be in compliance. Within each standard area, the school must commit to coming into compliance with all indicators and the standard as a whole, but there may be indicator areas that are determined to be in partial compliance and therefore are areas for the school to commit to continuous improvement.

During a candidacy visit, only a cursory look can be given to the individual indicators. Some will be marked PC (Partial Compliance) or C (Compliance) when they may actually exceed compliance when the visiting team comes and is able to review the evidence. These lower ratings are not because there is a concern but simply because evidence has not yet been reviewed to determine a higher rating.

This application should be submitted with a completed *REACH Standards Checklist* utilizing the rubric below to assess the school's level of compliance with each indicator.

For the following standards, the consultant should check the box that reflects the school's level of compliance. It is important to focus on the Critical Indicators and any area(s) the school had marked as NC or PC.

<p>NC = Noncompliant The trait or quality in the indicator does not exist or is not in practice.</p>	<p>PC= Partial Compliance The trait or quality is observed but not consistently. Policies may be in writing but not followed or practiced. This area needs some improvement to be at the desired level.</p>	<p>C = Compliant The trait or quality is consistently in practice by the school. Written policies are regularly reviewed. Practices comply with the Indicator in quality. Training for ongoing development is evident. A review process has been developed but may not be systematic or systemic.</p>	<p>EC = Exceeds Compliance The trait or quality is consistent across levels and faculty. Staff go above and beyond requirements. Results are documented, evaluated, and used for school improvement. Related policies are systematically reviewed, carefully implemented, and updated as needed. Training for development is ongoing.</p>
-----------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Candidacy Status Consultant Comments regarding Standard 1:

Candidacy Status Consultant Comments regarding Standard 2:

Candidacy Status Consultant Comments regarding Standard 3:

Candidacy Status Consultant Comments regarding Standard 4:

Candidacy Status Consultant Comments regarding Standard 5:

Candidacy Status Consultant Comments regarding Standard 6:

Candidacy Status Consultant Comments regarding Standard 7:

Candidacy Status Consultant Comments regarding Standard 8:

Consultant's name: _____

Consultant's signature: _____ Date: _____

Recommends candidacy Does NOT recommend candidacy

Reason(s) for not recommending candidacy at this time (if there is additional confidential information the regional office needs to know, please contact them directly):

Summary

The consultation visit to _____ was conducted _____.
School Name Date

Information was collected in extensive conversations with _____ and other school leaders listed below.
Head of School (Leader)

_____	_____	_____	_____
School Leader's Name	Position	School Leader's Name	Position
_____	_____	_____	_____
School Leader's Name	Position	School Leader's Name	Position

Working together with the school administration, the REACH Standards were examined to determine the school's current compliance with each. A review of curriculum documents, policy and procedure manuals, and teacher/student/parent handbooks was conducted with the school leader.

Guidance was provided to the school leader and the school administrative team in the REACH accreditation process. A suggested timeline for the completion of accreditation was discussed with the school leader.

The accreditation process requires stability in the administration while the teaching faculty begin the process and carry it to completion within the suggested timeline. It is recommended that the administration and staff be provided sufficient time outside of regular school days to complete the self-study.

Recommendation:

Name of Candidacy Status Consultant

Date