

Submission of Christian Schools International Accreditation March 7, 2025

3.1.a.2. At a minimum, the approved accrediting organization must include the following components as part of the accreditation process and review:

3.1.a.2.A. Professionally qualified faculty members and administrators

Indicator 1.2.6 Member qualifications: Policies or bylaws clearly describe the qualifications of those serving on the governing body, including a strong Christian faith commitment and a demonstrated walk with Jesus Christ.

Indicator 1.2.7 Job descriptions: To further ensure clear expectations, healthy accountability, and organizational clarity, written job descriptions are needed to guide the work of the governing body and clearly define the duties of both the governing body and the head of school. These job descriptions are regularly reviewed and revised when necessary.

Indicator 1.4.3 Head of school qualifications: Governing body policy clearly defines the qualifications of the head of school, including a demonstrated commitment to Jesus Christ and an understanding of distinctively Christian education. Any head of school who is hired meets stated qualifications.

Indicator 1.4.4 Head of school job description and evaluation (reference Indicator 1.2.7): The head of school's job description is clearly defined and reasonable. The head of school is regularly evaluated by the governing body based upon goals developed from the job description, as well as personal and professional goals approved by the governing body that align with the school's mission and school improvement/strategic plan.

Indicator 1.4.5 Faculty qualifications: The Christian school's faculty prepares students to be disciples and servants of Jesus Christ in his redemptive plan for Creation. Faculty demonstrate their commitment to the school's philosophy and mission and are rooted in God's Word and the Christian faith. Faculty integrate their faith into the education they provide for students.

All faculty must meet the professional and hiring requirements according to the school's policies and state law. Each faculty member must possess a degree from an accredited college or university and participate in continual professional development.

Non-certified faculty must submit annual plans to the head of school that evidence professional development of at least twenty clock hours or the equivalent state requirement. Approved activities include coursework, seminars, conferences, mentoring, book study, professional learning community discussions, and on-line classes. Non-certified faculty who work less than a full-time contract must submit an annual plan to the head of school that demonstrates professional development hours equivalent to the percentage of their contract. Professional development hours for all non-certified faculty are to be submitted in the accredited school's annual Christian Schools International reporting.

Indicator 1.4.6 Orientation/coaching/mentoring: Each faculty who is new to the school participates in an orientation program prior to beginning work. An experienced faculty mentor or coach is assigned to and maintains a mentoring relationship with the new hire throughout at least one academic year.

Indicator 1.4.7 Staff handbook: A handbook is maintained, reviewed, and regularly updated. The handbook includes (but is not limited to) a description of faculty responsibilities, faculty job descriptions, and essential school processes and procedures. Affirmation of the school's mission statement and a faith and lifestyle statement should be considered. Employees sign a statement acknowledging that they have read and understand the school policies as stated in the handbook.

3.1.a.2.B. Curriculum, instruction, and assessment

Strand 2: Teaching for Learning: Curriculum, instruction, and assessment must reflect the mission in the planning, delivery, and measurement of school-wide student outcomes. These outcomes reflect not only academic progress measures, but also measures that attempt to assess the social, emotional, and spiritual well-being of students throughout the educational process.

Standard 2.1 Curriculum The school has a thoroughly documented instructional plan that serves as the basis for instruction and is reflective of the school's faith statement, mission statement, and school improvement and/or strategic plan.

Indicator 2.1.1 Articulated: The documented curriculum is designed with a sequential order of knowledge and skills within and across grade levels and subject areas that reflects stated school-wide student outcomes.

Indicator 2.1.2 Biblical perspective: The school's curriculum is grounded in a biblical perspective that points to God as the source of all truth, leads students toward biblical wisdom and a response to God's call to discipleship, and nurtures all students toward Christ-like living and faith formation.

Indicator 2.1.3 Aligned to standards: The school's curriculum is aligned to recognized external standards (typically state or national).

Indicator 2.1.4 Integration and use of technology for learning: Technology is used to engage student learning, support academic achievement, and nurture faith formation in alignment with the school's mission and stated school-wide student outcomes.

Indicator 2.1.5 Curriculum review: The school's curriculum is collaboratively and cyclically reviewed and revised. There is a structure and process for the involvement of all appropriate stakeholders to participate in the review.

Standard 2.2 Instruction: Faculty implement research-based instructional practices that lead to high levels of learning for all students

Indicator 2.2.1 Content alignment: Unit and lesson content are aligned to the school's written curriculum. Scope and sequence and pacing guides are used. Careful planning by the faculty ensures that the taught curriculum content is vertically aligned and integrates a biblical perspective through the grade levels to prevent gaps or unnecessary redundancies in student learning.

Indicator 2.2.2 Student-centered learning: The school's instructional planning considers the diverse classroom community by providing differentiated learning and faith formation for all students who demonstrate different avenues of understanding and processing of new knowledge and skills.

Indicator 2.2.3 Educational support services: Educational support services are in place to meet the learning, social, and emotional concerns of all students, particularly those with individual needs that affect learning and require intervention.

Indicator 2.2.4 Collaborative reflection and refinement: Faculty collaboratively gather and analyze information to continually modify and improve their instruction.

Indicator 2.2.5 Curriculum delivery: Research-based instructional practices result in high levels of student learning; formative data of student learning outcomes are used to determine instructional choices; educators continually design, implement, and adapt instructional approaches to achieve the highest level of student learning.

Indicator 2.2.6 Student engagement: Faculty design lessons and assessments that engage their students, promote active learning, employ student voice, and foster ownership in the context of the school's mission and stated school-wide student outcomes. Higher-order thinking skills are used by students across all curricular areas, enabling students to view God's world holistically and apply their growing knowledge in multiple ways.

Standard 2.3 Assessment: The school systematically gathers, analyzes, and utilizes multiple sources of evidence to monitor student progress toward the school's mission and stated school-wide student outcomes.

Indicator 2.3.1 Assessments aligned to curriculum: Assessments align with the curriculum, match the stated school-wide student outcomes (e.g., knowledge, reasoning, skill, product, or disposition), and ideally lead to real-world applications of a biblical perspective.

Indicator 2.3.2 Valid, reliable, and screened for bias: The school uses standardized assessments that are valid (measure what they are supposed to measure), reliable (yield the same results from repeated trials) and are screened for bias to measure student achievement and progress compared to national, state, and private school norms.

Indicator 2.3.3 Multiple measures: The school uses a variety of criterion-based assessments (formative, summative, diagnostic, and screening) to determine student achievement and growth.

Indicator 2.3.4 Informs instruction: Faculty systematically modify their instruction and the school's curriculum based on review and analysis of assessment data.

Indicator 2.3.5 Sharing results: Assessment results are shared and used collaboratively by faculty, administrators, instructional leaders, students, and parents.

3.1.a.2.C. Student attendance and achievement

Indicator 1.2.1 Legal requirements: The school meets all legal requirements as a school, including incorporation within the state, tax-exempt status, and compliance with all other federal, state, and local regulations.

Indicator 1.2.5 Written policies: To ensure clear expectations, healthy accountability, organizational clarity, and Christian community, a handbook of governing body policies is kept, reviewed, and regularly updated. These policies guide the work of the governing body and the school's operation.

Indicator 1.5.3 Student records: The school has a policy to ensure maintenance and legal access of student records should the school close. This policy is in compliance with state regulations.

School Profile: As part of their School Profile document, each school must provide the following information on student learning:

1. Current stated school-wide school learner outcomes: Explain how the school assesses these outcomes. Describe the school's portrait of a graduate if available.
2. Graduation requirements: For high schools only.
3. Standardized test results: A summary and analysis of standardized test results for the past five years. Describe any patterns demonstrated, strengths, and weaknesses.

Strand 2: Teaching for Learning: Curriculum, instruction, and assessment must reflect the mission in the planning, delivery, and measurement of school-wide student outcomes. These outcomes reflect not only academic progress measures, but also measures that attempt to assess the social, emotional, and spiritual well-being of students throughout the educational process.

Standard 2.2 Instruction: Faculty implement research-based instructional practices that lead to high levels of learning for all students

Indicator 2.2.5 Curriculum delivery: Research-based instructional practices result in high levels of student learning; formative data of student learning outcomes are used to determine instructional choices; educators continually design, implement, and adapt instructional approaches to achieve the highest level of student learning.

Indicator 3.1.2 Focus on student results: Instructional leaders base school improvement decisions on data such as standardized tests, summative and formative assessments, student learning growth data, stakeholder surveys, and faith development surveys.

Indicator 3.1.4 Planned results: Instructional leaders make certain that school improvement goals reflect the school's commitment to continuous improvement. The goals contain measurable educational performance benchmarks that reflect the mission of the school and its stated school-wide student outcomes.

Indicator 3.3.1 Content knowledge: Instructional leaders grow and enhance their own knowledge and skills through frequent professional development opportunities. They increasingly understand how to unfold a biblical perspective in their content areas and support their colleagues in doing the same. With guidance from instructional leaders, students learn to see and understand their own roles in God's story.

Indicator 3.3.2 Results-driven: Professional development initiatives are evaluated based on implementation in the curriculum, changes in instruction, and impact on student achievement and faith development. Professional development is strategically aligned with the school's improvement plan, mission, and stated school-wide student outcomes.

Indicator 4.1.2 Academic and spiritual advocacy: Recognizing that each student benefits from a caring adult Christian role model and an academic advocate, the school has an intentional and documented plan established in which each student is well-known by at least one adult staff member who supports the student academically, emotionally, and spiritually.

Indicator 4.2.3 A climate and culture of faith: All aspects of the school (inclusive of programs, practices, operations, and environment) reflect the desire of the school community to be in relationship with God. Both the people and environment exhibit Christ-like characteristics. The climate and culture reflect the mission, faith, and stated student outcomes of the school community.

Indicator 4.2.4 Service opportunities: Faculty and students understand the importance of serving their faith community as well as the spiritual and physical needs of the broader community and the world. Motivation derives from Christ's example and his commands to love and to serve others. Faculty are diligent in creating and implementing plans for students to participate in meeting the needs of these communities through service.

3.1.a.2.D. Library/media and technology resources and support

Indicator 2.1.4 Integration and use of technology for learning: Technology is used to engage student learning, support academic achievement, and nurture faith formation in alignment with the school's mission and stated school-wide student outcomes.

Indicator 2.3.5 Sharing results: Assessment results are shared and used collaboratively by faculty, administrators, instructional leaders, students, and parents.

Indicator 3.1.3 Integration and use of technology for school operations: Instructional leaders ensure that technology is used to provide an efficient, effective, and ethical system for communication,

information management, administrative operations, instructional collaboration, instructional decisions, and continuous improvement.

Indicator 3.2.3 Communication of student learning: Clear, effective, and timely communication regarding student progress and learning between head of school, staff, students, and parents fosters school community and enhances the capacity of the school to achieve its mission and goals.

Indicator 4.4.1 Multiple methods of communication with families: The school believes that effective Christian education depends on vibrant partnerships with parents and families. To enhance these partnerships, the school relies on a variety of interactive, ongoing, and meaningful communication methods and strategies.

3.1.a.2.E. Leadership and continuous improvement

Indicator 1.2.8 Training, evaluation, and continuous improvement: The governing body employs orientation training and continuous improvement opportunities for its members, regularly reviewing and evaluating how it functions.

Standard 1.4 Staff Members: A Christian school's most important resource is an excellent staff. These individuals provide students with a distinctly Christian education, assisting parents in the education and nurture of their children. Instructional leaders ensure that the best staff members are hired, and the governing body assists this process with policies and resources. A formative Christian school has clearly defined qualifications for all staff members, provides professional development for continued growth of all faculty, and develops a research-based evaluation process to develop and retain highly qualified faculty and staff.

Indicator 1.4.3 Head of school qualifications: Governing body policy clearly defines the qualifications of the head of school, including a demonstrated commitment to Jesus Christ and an understanding of distinctively Christian education. Any head of school hired meets stated qualifications.

Indicator 1.4.4 Head of school job description and evaluation (reference Indicator 1.2.7): The head of school's job description is clearly defined and reasonable. The head of school is regularly evaluated by the governing body based upon goals developed from the job description, as well as personal and professional goals approved by the governing body that align with the school's mission and school improvement/strategic plan.

Indicator 1.4.6 Orientation/coaching/mentoring: Each faculty who is new to the school participates in an orientation program prior to beginning work. An experienced faculty mentor or coach is assigned to and maintains a mentoring relationship with the new hire throughout at least one academic year.

Indicator 2.2.4 Collaborative reflection and refinement: Faculty collaboratively gather and analyze information to continually modify and improve their instruction.

Indicator 2.2.5 Curriculum delivery: Research-based instructional practices result in high levels of student learning; formative data of student learning outcomes are used to determine instructional choices; educators continually design, implement, and adapt instructional approaches to achieve the highest level of student learning.

Strand 3: Leading for Learning: Heads of schools and faculty must see themselves in leadership roles in the continuous improvement process. Leadership competency and capacity support the school's mission and establish a best practice, results driven, collaborative culture.

Indicator 3.1.1 Knowledge of curriculum, instruction, assessment, intervention, and faith formation: Instructional leaders have expertise in these areas and direct their implementation in the

classroom and throughout the school. They have opportunities to share their expertise in these areas with the school community and beyond.

Indicator 3.1.2 Focus on student results: Instructional leaders base school improvement decisions on data such as standardized tests, summative and formative assessments, student learning growth data, stakeholder surveys, and faith development surveys.

Indicator 3.1.4 Planned results: Instructional leaders make certain that school improvement goals reflect the school's commitment to continuous improvement. The goals contain measurable educational performance benchmarks that reflect the mission of the school and its stated school-wide student outcomes.

Indicator 3.1.5 Accountability and evaluation: Within a sustained culture of continuous school improvement, instructional leaders collaborate with faculty and staff to develop and evaluate professional growth. School-wide and individual professional development goals are rooted in the School Improvement Plan and lead to improved instruction, increased student learning, and student growth in faith formation.

Indicator 3.1.6 Collaboration: Instructional leaders promote and facilitate dialogue and collaboration to advance the school's mission, support student learning, and foster a culture of continuous improvement.

Standard 3.3 Learning for Leading: Professional educators and administrators prepare for, engage in, and evaluate professional development that positively impacts student achievement and faith formation.

Indicator 3.3.2 Results-driven: Professional development initiatives are evaluated based on implementation in the curriculum, changes in instruction, and impact on student achievement and faith development. Professional development is strategically aligned with the school's improvement plan, mission, and stated school-wide student outcomes

As part of their **School Profile** document, each school must provide information on continuous improvement by providing narrative and evidence summarizing how the current School Improvement Plan has impacted student learning. In addition, narrative and evidence regarding progress on School Improvement Plan goals must be provided on an annual basis as part of the school's annual accreditation reporting to CSI. Reference **Task 7:Annual Reporting** under 3.1.a.2.H.

3.1.a.2.F. Parent/community outreach and communication

Indicator 2.3.5 Sharing results: Assessment results are shared and used collaboratively by faculty, administrators, instructional leaders, students, and parents.

Indicator 3.2.3 Communication of student learning: Clear, effective, and timely communication regarding student progress and learning between head of school, staff, students, and parents fosters school community and enhances the capacity of the school to achieve its mission and goals.

Strand 4: Learning in Community: Community in Christian schools manifests the shared beliefs of the Christian community through shared care and nurture of students, actions, worship, and service. Community includes the individual classroom, the individual school, the local community, and God's world. The school community values parental involvement and seeks to communicate its mission effectively to stakeholders and the broader community.

Indicator 4.4.1 Multiple methods of communication with families: The school believes that effective Christian education depends on vibrant partnerships with parents and families. To enhance these partnerships, the school relies on a variety of interactive, ongoing, and meaningful communication methods and strategies.

Indicator 4.4.2 Intentional: The school has intentional, formal channels to listen to and communicate with all stakeholders. The school solicits the opinions of parents, employees, and other stakeholders.

Indicator 4.4.3 Volunteer involvement: A volunteer coordination program is in place. This program includes appropriate procedures for recruiting, screening, supervising, and training volunteers.

Indicator 4.4.4 Broader community: The school has effective communications and relationships with the broader community: area churches, alumni, neighbors, community organizations, and others with legitimate interests in the mission of the school.

Task 1: Stakeholder Surveys

Christian Schools International Accreditation requires minimally an annual parent satisfaction survey (see the *Measuring the Mission 2022* Toolbox for Sample Surveys). Other surveys that are highly encouraged include faculty, staff, governing body, student, alumni, and community.

Surveys that are conducted annually should use, as closely as possible, the same questions from year to year so longitudinal data can be gathered. The data from surveys should be used to inform progress on School Improvement Plan goals, accomplishing school-wide learner goals and mission, and meeting the goals of any additional strategic planning. Christian Schools International provides sample surveys as suggestions.

The data gathered from the surveys should also be used to inform the *Measuring the Mission* Self-Study that the school completes. Schools should refer to the analysis of the survey data as evidence for ratings on the appropriate indicators of *Measuring the Mission*. Surveys should be administered a minimum of one year prior to the school's scheduled accreditation site visit and survey results and analysis should be referenced in or hyperlinked to both the School Profile and Self-Study documentation.

Many schools use free online programs like SurveyMonkey or their school learning management systems to conduct these surveys. The benefits of using online survey programs include that the data can be easily quantified, data can be disaggregated as necessary, no expensive mailing is required, and links to the surveys can be emailed to parents and other stakeholders.

The first task of the School Improvement Team is to conduct appropriate surveys and to analyze what the data is demonstrating about how the school is accomplishing its mission, goals, and strategic planning. This task should be completed annually throughout the accreditation cycle.

3.1.a.2.G. Health, safety, facilities, and transportation

Strand 1: Leading with Purpose: The mission of the school must be clearly established, communicated, integrated, and renewed if the school is to achieve its reason for existence. There are assurances that are essential to exist as a well-functioning Christian school.

Indicator 1.2.1 Legal requirements: The school meets all legal requirements as a school, including incorporation within the state, tax-exempt status, and compliance with all other federal, state, and local regulations.

Indicator 1.2.2 Bylaws or constitution: The bylaws or constitution entrusts a designated governing body to hold the school in trust for both God and the community and to establish policies for the school. The bylaws prohibit conflicts of interest and mandate ethical standards of operation.

Indicator 1.3.1 Insurance: The school maintains sufficient insurance or internal resources to protect itself against liability claims, work interruptions, and errors and omissions by staff, governing body members, and volunteers.

Indicator 1.4.1 Employment procedures: Schools must follow all required legal procedures necessary for their employees as dictated by state law. These procedures may include, but are not limited to, criminal background checks, unprofessional conduct checks, and health screenings. All schools must initiate criminal background checks for all employed staff as well as for all volunteers who directly supervise students.

Indicator 1.4.7 Staff handbook: A handbook is maintained, reviewed, and regularly updated. The handbook includes (but is not limited to) a description of faculty responsibilities, faculty job descriptions, and essential school processes and procedures. Affirmation of the school's mission statement and a faith and lifestyle statement should be considered. Employees sign a statement acknowledging that they have read and understand the school policies as stated in the handbook.

Indicator 1.5.1 Student health compliance: The school complies with all applicable state health codes, including, but not limited to, the following:

- a) health and immunization records;
- b) guidelines regarding communicable diseases;
- c) proper disposal, inventory, and storing of dangerous substances, chemicals, and cleaning supplies;
- d) kitchen/dining area regulations and food services;
- e) safety drills (e.g., fire, tornado, hurricane, earthquake, bus, active shooter, or similar threats);
- f) student physicals for admissions or physical activity participation, including concussion protocols;
- g) health screenings and related pandemic responses;
- h) compliance with federal, state, and local regulations for all physical facilities, including but not limited to health and safety codes, asbestos management, barrier-free access, fire extinguishers, and posted emergency procedures.

Indicator 1.5.2 Student safety compliance: Adequate safety procedures are followed, including the following:

- a) secured school entrances and appropriate barriers around the campus or evidence of an independent safety audit by law enforcement, a security firm, or insurance company provider;
- b) crisis management plan;
- c) sexual and physical abuse policies;
- d) mandatory reporter training;
- e) anti-bullying policies;
- f) traffic control and crossing patrols;
- g) playground supervision;
- h) transportation of students including vehicle policies and busing drills and inspections;
- i) adequate, consistent, and regulated in-school supervision;
- j) first aid/CPR and bloodborne pathogen training for all employees;
- k) procedures for the arrival and dismissal of students;
- l) custodial and noncustodial parent/guardian guidelines.

Indicator 4.1.2 Academic and spiritual advocacy: Recognizing that each student benefits from a caring adult Christian role model and an academic advocate, the school has an intentional and documented plan established in which each student is well-known by at least one adult staff member who supports the student academically, emotionally, and spiritually.

Indicator 4.3.3 Facilities: The school can effectively implement its mission, curriculum, and its academic and co-curricular program using the current physical facilities. The facilities are well maintained and considered an asset to both the school and the broader Christian community.

Indicator 4.4.3 Volunteer involvement: A volunteer coordination program is in place. This program includes appropriate procedures for recruiting, screening, supervising, and training volunteers.

3.1.a.2.H. On-site evaluation, in-person or virtual, by the accrediting organization

Upon approval of accreditation candidacy, a representative of Christian Schools International visits the school, virtually or in person, to verify readiness for accreditation. Unless Christian Schools International has had prior knowledge of or a relationship with a school, the visit will be in person.

An on-site accreditation site visit must be hosted by the school before the expiration of the school's candidacy term or five-year accreditation cycle. The site team visit is used as an opportunity for review of the School Profile, validation of the school's Self-Study through reviewing documentation and data, interviews, and observations, and collaboration around the developing School Improvement Plan. Collaborative discussions include a review of the alignment of the Self-Study and the School Improvement Plan, as well as an identification of potential indicators of progress toward meeting the goals of the School Improvement Plan. The school sends any final edits to the School Profile, the Self-Study, or the developing School Improvement Plan to their Regional Coordinator at least two weeks in advance of the site visit.

The Site Visit Team chair is the school's Accreditation Regional Coordinator or a qualified site team leader trained by the school's Christian Schools International Accreditation. Other members of the Site Visit Team will be trained by the site visit chair before the Site Visit Team begins its work.

Site Visit Team members are chosen by the head of school, School Improvement Team, and the school's Regional Coordinator. The team members must be approved by the Regional Coordinator before they are invited to serve on the team. The head of school or School Improvement Team members contact the potential Site Visit Team members to request their participation and provide necessary details for the visit.

Task 7: Annual Reporting

Each spring, every accredited school is required to submit annual reporting to Christian Schools International Accreditation. This annual reporting contains documentation, data, evidence, and narratives that demonstrate a school's forward progress toward meeting the goals of the School Improvement Plan. Schools receive annual reporting instructions from Christian Schools International Accreditation in January. All annual reporting is to be submitted online in the spring. Failure to submit complete annual reporting will result in loss of accreditation.

Documents required in annual reporting:

1. A **cover form** that verifies the school's address, current enrollment, name and contact information of the head of school, and Christian Schools International Accreditation status. Schools should make appropriate changes to the cover form.
2. A **School Improvement Plan** that details school improvement goals and progress that has been made toward the implementation of each goal. The school will include hyperlinks to data, documentation, and evidence within the progress narratives for each goal in the School Improvement Plan. This should be a cumulative report utilizing a different color print for each of the five years of the plan.
3. A **log of disaster procedure drills** completed on each campus for the past year. All schools must conduct safety drills (fire, hurricane, tornado, earthquake, hostage, etc.) in the frequency and manner prescribed by local, provincial, state, or federal law.
4. A **roster of professional faculty and administrators** listing names, assignments, certification, and other items Christian Schools International requires in order to verify highly qualified faculty. For any non-certified faculty, evidence of appropriate professional development must be submitted.
5. A **substantive change form** that details changes the school has made in the past year that are not included in the School Improvement Plan. Such changes may include the addition or deletion of grade levels, physical plant additions, major enrollment changes, instructional leader changes, school name change, governance changes, etc.

A committee convened by Christian Schools International Accreditation and the accreditation department staff will review the annual reporting documents and make a recommendation regarding continued

accreditation to the CSI Accreditation Commission. Schools whose annual reports are not accepted will be notified of the reason for denial and how to rectify the situation.

Christian Schools International Accreditation Commission and Reviewing Teams

Christian Schools International Accreditation Commission Membership Guidelines

1. The Commission will hold a minimum of one meeting per year while maintaining contact regularly throughout the year; four voting members present will be considered a quorum.
2. The Commission is composed of a minimum of six voting members and one Christian Schools International Director of Accreditation as a non-voting member.
3. Individuals are invited to become a member of the Commission through a vetting process in which the Christian Schools International Director of Accreditation requests feedback and recommendations about potential members from instructional leaders in a particular region, Christian Schools International staff, and the Regional Coordinators. New commissioners are approved by the Commission before receiving an invitation to serve a term on the Commission by the director.
4. Commissioners hold a six-year term.
5. Commissioners must be a head of school, faculty member, or retiree from an accredited Christian Schools International school who has some level of experience in the Christian Schools International accreditation process.
6. Commission members may fulfill their Commission terms in situations of retirement from a Christian Schools International school position.
7. The Commission is accountable to the Christian Schools International Board of Trustees.

Responsibilities of the Commission

1. Members are required to attend the Commission meetings which are held in January and July and to be available for contact throughout their terms.
2. Members receive and review accreditation recommendations from both Site Visit Teams and accreditation report readers.
3. Members approve or deny the initial and renewed accreditation of all schools.
4. Members review evaluations of the accreditation process and makes changes as necessary.
5. Members consider and approve accreditation standards as needed.
6. Members conduct business brought to them by the Christian Schools International Director of Accreditation.
7. Members report to the Christian Schools International Board of Trustees annually.

Review of Reports

Prior to the Commission meeting, Christian Schools International Accreditation will assign a minimum of two accreditation report readers to review the School Improvement Plan of each school. The following will apply to these readers:

1. Readers must be current or retired faculty or administrators of Christian Schools International member schools.
2. Readers will be trained by the Director of Accreditation and/or the Manager of Accreditation Support.
3. Each report must be read by two different trained readers.
4. Readers may not read and approve the reports of their own schools or those of other schools that may present a conflict of interest.
5. The Christian Schools International Manager of Accreditation Support will review staff rosters, professional development hours, and disaster drills which are included in the schools' annual reporting. Concerns regarding these documents will be addressed by the Director of Accreditation.
6. Through the use of specified Christian Schools International accreditation report forms, readers will make recommendations to the Christian Schools International Accreditation Commission for or against initial or renewed accreditation for each school.

Overview of *Measuring the Mission* Accreditation Process

Approval for Accreditation

1. The school submits an online application for Christian Schools International membership. Membership is approved by the Christian Schools International Membership Team.
2. The school submits an application and fee for accreditation candidacy with Christian Schools International Accreditation. Candidacy status is approved by Christian Schools International, and the school is granted a three-year candidacy term (five years for newly established schools.)
3. Christian Schools International Accreditation assigns the school an Accreditation Regional Coordinator.
4. Christian Schools International visits the school, virtually or in person, to verify readiness for accreditation.
5. The school establishes a School Improvement Team composed of appropriate, knowledgeable stakeholders of the school.
6. The Regional Coordinator trains the School Improvement Team, virtually or in person, to prepare the school for the upcoming tasks of the accreditation process.

Task 1: Stakeholder Surveys

1. Parent surveys are required. Staff, governing body, and student surveys are highly encouraged.
2. Surveys should be administered a minimum of one year prior to the school's scheduled accreditation site visit.
3. The school analyzes the data collected to inform the work of the School Profile and Self-Study.

Task 2: School Profile

1. Development of the School Profile is led by the School Improvement Team.
2. The school submits the School Profile to the Regional Coordinator six months prior to the scheduled accreditation site visit.

Task 3: Self-Study

1. The school takes one to three years to complete their Self-Study.
2. Development of the Self-Study is led by the School Improvement Team using the standards of *Measuring the Mission*.
3. Assigned school, governing body member, and parent teams gather evidence and write narratives for each of the four strands of *Measuring the Mission* for the Self-Study.
4. Once complete, the Self-Study is sent to the school's Regional Coordinator a minimum of six weeks prior to the scheduled visit.

Task 4: Developing the School Improvement Plan Goals

1. The School Improvement Team, with input the school staff and governing body, develops a draft of identified goals for a School Improvement Plan.
2. The school submits the initial School Improvement Plan goals to the Regional Coordinator four weeks prior to the scheduled accreditation site visit.

Task 5: Site Visit Team

1. An accreditation site visit must be hosted by the school before the expiration of the school's candidacy term.
2. The Site Visit Team validates the information reported in the school's Self-Study and collaborates with the School Improvement Team on goals for the School Improvement Plan.
3. The Site Visit Team writes a report that is submitted to Christian Schools International.
4. In its final report, the Site Visit Team makes a recommendation for accreditation status to the Christian Schools International Accreditation Commission who then votes for accreditation approval in January and July of each year.

Task 6: Refining the School Improvement Plan

1. The School Improvement Team, with input from appropriate stakeholders, refines the goals of the School Improvement Plan using the Site Visit Team's report.
2. The revised School Improvement Plan is submitted to Christian Schools International Accreditation for final approval within an agreed-upon timeframe between the School Improvement Team and the school's Regional Coordinator.

Task 7: Annual Reporting

1. Implementation of the School Improvement Plan begins.
2. Annual reporting, which requires evidence and narrative demonstrating continued progress on School Improvement Plan goals, is submitted to Christian Schools International Accreditation each spring for the duration of the school's five-year accreditation cycle.



SOCIETY FOR CLASSICAL LEARNING

PROPOSAL FOR SCL ACCREDITATION APPROVAL UNDER WVBE POLICY

INTRODUCTION

The Society for Classical Learning (SCL) respectfully submits this proposal for recognition as an approved accrediting organization by the West Virginia Board of Education (WVBE), pursuant to Policy 2330 (Title 126, Series 13C). SCL is a national organization committed to the flourishing of classical Christian schools, and it provides a rigorous, mission-aligned accreditation process emphasizing classical pedagogy, institutional health, and student formation.

COMPARISON TABLE

The table below compares WVBE’s required accreditation components with how SCL addresses each component. Further details are provided in the guide to accreditation linked later in this document.

WVBE Requirement (Policy 2330, 3.1.a.2)	SCL Accreditation Evidence
Professionally qualified faculty members and administrators	<p>SCL Standards 2, 3, and 5 require schools to employ faculty and staff who are classically committed and appropriately trained.</p> <ul style="list-style-type: none"> • Indicator 2.3: Teachers model a classical Christian understanding of teaching and learning. • Indicator 3.2: School leaders oversee teacher development, hiring, and evaluation. • Indicator 5.2: School leadership is spiritually mature and missionally aligned. <p>*We require teachers to be certified in states where this is a requirement (West Virginia, Louisiana, etc.)</p>
Curriculum, instruction, and assessment	<p>SCL Standards 2 and 4 address classical curriculum design, pedagogy, and student assessment practices.</p> <ul style="list-style-type: none"> • Indicator 2.1: The curriculum aligns with the classical telos—conforming the soul to reality. • Indicator 4.1: Assessment practices are coherent, formative, and aligned with classical pedagogy. • Indicator 4.2: Student work reflects



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	classical rigor and progression in knowledge, virtue, and wisdom.
Student attendance and achievement	<p>SCL Standards 4 and 6 include analysis of student outcomes.</p> <ul style="list-style-type: none"> • Indicator 4.3: Schools evaluate academic progress through classical and conventional assessments. • Indicator 6.2: Schools track and use achievement data to inform instruction and planning.
Library/media and technology resources and support	<p>SCL Standard 7 includes evaluation of facilities and instructional technology.</p> <ul style="list-style-type: none"> • Indicator 7.3: Schools provide adequate instructional resources, including library/media services. • Indicator 7.4: Technology is used judiciously and appropriately in alignment with classical principles.
Leadership and continuous improvement	<p>SCL Standard 5 evaluates school leadership and governance structures.</p> <ul style="list-style-type: none"> • Indicator 5.1: The board and head of school have clearly defined roles. • Indicator 5.4: The school engages in ongoing strategic planning aligned with its mission. • The SCL accreditation program requires annual check-ins and update on progress during the improvement years.
Parent/community outreach and communication	<p>SCL Standard 8 addresses parent/community engagement.</p> <ul style="list-style-type: none"> • Indicator 8.2: The school communicates clearly and consistently with families. • Indicator 8.4: The school fosters a vibrant parent community through service, fellowship, and communication.
Health, safety, facilities, and transportation	<p>SCL Standard 7 includes evaluation of facilities and safety.</p> <ul style="list-style-type: none"> • Indicator 7.1: The campus is safe, clean, and conducive to classical learning. • Indicator 7.2: The school complies with relevant health, safety, and legal requirements.
On-site evaluation, in-person or virtual	<p>SCL conducts multi-day, in-person site visits with classroom observations, stakeholder interviews, and document reviews. This is a foundational feature of</p>



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	the accreditation process and a core aspect of our verification protocol.
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The following linked documents are available to support this application and demonstrate alignment with WVBE Policy 2330:

- [SCL Guide to Accreditation](#)
- [SCL Website](#)
- [Sample final report](#) *

*all identifying information has been removed but this is an actual report

CONCLUSION

We feel confident that SCL's accreditation process reflects the thoroughness and mission alignment expected by WVBE. We are currently in the process of pursuing recognition in all states where we currently serve schools. To date, we are recognized in Arkansas and Missouri. We have also applied to join the National Council for Private School Accreditors (NCPSA).

We respectfully request recognition as an approved accrediting agency for non-public schools in the state of West Virginia. Please contact us with any questions or to request additional supporting materials.

Proposal: Alignment of NACSAA Accreditation Standards with West Virginia Policy 2330

Submitted on behalf of the North American Christian School Accrediting Agency (NACSAA)

NACSAA Partner Accrediting Bodies: Cognia • Middle States Association (MSA-CESS) • National Council for Private School Accreditation (NCPSA)

1. Introduction

The **North American Christian School Accrediting Agency (NACSAA)** respectfully submits this proposal to demonstrate how its **Accreditation Standards, Instrument, and Policies** align with **West Virginia Policy 2330**, “Establishing Standards for Nonpublic School Accreditation.”

As a nationally recognized accreditor and a member of the **National Council for Private School Accreditation (NCPSA)**, NACSAA maintains peer-reviewed standards that parallel the rigor, structure, and accountability of WV Policy 2330.

Through the **NACSAA Alliance Partnership**, co-accreditation is provided in cooperation with **Cognia, Middle States Association (MSA-CESS)**, and **NCPSA**, ensuring full alignment with both state and national expectations for continuous school improvement and educational quality.

2. Overview of NACSAA

- **Year Formed:** 2003
- **Legal Status:** 501(c)(3) non-profit organization
- **Primary Office:** Columbia, South Carolina
- **Recognized By:** National Council for Private School Accreditation (NCPSA)
- **Accredited Schools:** 70+ schools in 18 states and territories, representing 15,000+ students
- **Mission:** To advance excellence in Christian education through a biblically based accreditation process that is nationally recognized and educationally sound.

NACSAA is a **Cognia–NCPSA Partner**, recognized under the **International Alliance for School Accreditation**, which includes MSA-CESS, SAIS, WASC, and other regional and national accreditors.

3. Alignment with WV Policy 2330

The table below identifies specific areas of congruence between NACCSAA's Accreditation Standards and WV Policy 2330.

WV Policy 2330 Standard	NACCSAA Standard / Practice	Alignment Explanation
1. Philosophy, Mission, and Governance	NACCSAA Standard 1 – Purpose and Governance	Requires a clear, published mission statement, governing authority, and policy framework ensuring alignment between philosophy, operation, and educational outcomes.
2. Educational Program and Instruction	NACCSAA Standard 2 – Curriculum and Instruction	Requires a curriculum that meets or exceeds state and national norms while integrating a biblical worldview. Instructional practices are evaluated for rigor, alignment, and student engagement, consistent with WV Policy 2330.
3. Faculty Qualifications and Certification	NACCSAA Standard 3 – Professional Staff	Requires professionally qualified faculty and administrators to be certified or on an approved plan toward certification, in full agreement with WV Policy 2330.
4. Student Support Services	NACCSAA Standard 4 – Student Services	Aligns with Policy 2330's requirements for health, counseling, recordkeeping, and support for academic, physical, and emotional development.
5. Facilities, Safety, and Finance	NACCSAA Standard 5 – Facilities and Resources	Requires compliance with all safety and legal codes, fiscal integrity, and resource sufficiency. Mirrors WV Policy 2330's expectation of safe, well-maintained, and adequately equipped facilities.
6. School Improvement and Accountability	NACCSAA Standard 6 – Continuous School Improvement	Requires a formal self-study, external review, and strategic improvement plan. Mirrors WV Policy 2330's requirement for ongoing evaluation, goal-setting, and accountability.

4. Teacher Certification Requirement

NACCSAA verifies that administrators and faculty are appropriately certified through state, regional, or national credentialing processes. Professional growth and continuing education are documented as part of the school's annual review. This standard aligns directly with WV Policy 2330's requirement for fully certified instructional personnel, ensuring comparability to recognized accrediting systems in West Virginia.

5. Co-Accreditation and Recognition

NACSAA’s membership in the **NCPSA Alliance** provides for **mutual recognition** among approved national and regional accreditors. Under this structure, schools accredited by NACSAA may hold **dual accreditation** with Cognia or MSA-CESS. Such recognition confirms equivalency to state-approved accreditation systems under **WV Policy 2330**.

NACSAA Partner	SCOPE	Relation to WV Policy 2330
Cognia	Regional / National / International	Recognized by WVDE and other state departments as a high-quality accreditor; NACSAA co-accreditation ensures compliance equivalence.
Middle States (MSA-CESS)	Regional / National / International	Recognized by WVDE and other state departments as a high-quality accreditor; NACSAA co-accreditation ensures compliance equivalence.
NCPSA	National clearinghouse for private accreditors	Validates that NACSAA meets national benchmarks parallel to state policy standards. [WVDE currently recognizes The Adventist Accrediting Association(AAA); both NACSAA and AAA share membership in NCPSA.

6. Evaluation and Renewal Cycle

- **Self-Study and Peer Review:** Every 5 years
- **Annual Reports:** Required to verify continued compliance
- **Co-Accreditation Review:** Conducted jointly with NACSAA Partners when applicable
- **Certification Verification:** Reviewed annually for all instructional staff

These procedures ensure continuous alignment with WV Policy 2330 standards for accountability and transparency.

7. Conclusion

NACSAA accreditation fully aligns with the structure, rigor, and professional requirements outlined in West Virginia Policy 2330. Through its partnerships with Cognia, Middle States Association (MSA-CESS), and NCPSA, NACSAA ensures that Christian schools meet both state equivalency and national best practices in accreditation and certification.

NACSAA respectfully requests that the West Virginia Department of Education recognize this alignment for schools pursuing or maintaining accreditation under NACSAA and its partners.