

Name of Association	Association of Christian Schools International (ACSI)
Contact Person	Dr. Diane Bunker
Date Report Submitted (mm/dd/yyyy)	08/15/2020
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Fax Number	
Website	www.acsi.org
Email	Diane_Bunker@ACSI.org
Current Recognition Status	Recognized
Last Year Status Was Awarded	2018

Accredited Schools 2 Years Ago	20
Accredited Schools 1 Year Ago	20
Accredited Schools Current School Year	20
Pre Accredited Schools 2 Years Ago	1
Pre Accredited Schools 1 Year Ago	1
Pre Accredited Schools Current School Year	1
Total in Accreditation Process 2 Years Ago	21
Total in Accreditation Process 1 Year Ago	21
Total in Accreditation Process Current School Year	21
Total Member Schools 2 Years Ago	36
Total Member Schools 1 Year Ago	35
Total Member Schools Current School Year	33
a. New Applications	0
b. School Site Visits (all purposes)	4

c. Schools Awarded Full Accreditation Status (first-time)	0
d. Schools Denied Accreditation	0
e. Schools Placed on Exception, Warning, or Probation	0
f. Accreditation Re-Evaluations	1
g. Total Number of Students Enrolled (all schools in the accreditation process)	5747
h. Total Number of Teachers	576
i. Conferences/Workshops/Training Seminars	3
Describe	We provide training in accreditation at various events around the region. We held training sessions at our office in Plano, TX, in Wichita, KS, and in San Antonio, TX. We also held personalized training via ZOOM and in person .
j. Other Accreditation Activities/Services	2
Describe_1	In-service training, including professional developemnt for teacher certification and EE events to aid in teacher PD hours.
k. Total Number of High School Graduates	365
l. Total Number of School Employees (paid administrators, teachers, instructional staff)	1034
m. Median Tuition	6326
n. Total Dollar Amount of Need-Based Financial Aid Distributed	4,141,025
o. Total Dollar Amount of Employee Financial Aid (tuition remission)	2,395,671
p. Percentage of Students Receiving Financial Aid	25
q.. Mean Full-Time K-12 Teacher Salaries	30,626
1 Year Ago	
1 Year Ago_1	
1 Year Ago_2	
1 Year Ago_3	
2 Years Age	

2 Years Ago

2 Years Ago_1

2 Years Ago_2

Current School Year

Current School Year_1

Current School Year_2

Current School Year_3

1. Purpose/objectives of the accrediting association

Remained the Same

1. Type of Changes

1. Upload File

2.. Location of Accreditation Association Headquarters

Remained the Same

2. Type of Changes

3. Accreditation and Pre-Accreditation Status Levels

Remained the Same

3. Type of Changes

4. Public Relations Flier and Key Publications

Remained the Same

4. Type of Changes

4. Upload File

5. Articles of Incorporation, ByLaws

Remained the Same

5. Type of Changes

5. Upload File

6. Legal Governing Body

Remained the Same

6. Type of Changes

6. Upload File

7. Accreditation Procedures

Remained the Same

7. Type of Changes

7. Upload File

8. Application Form/Procedures

Remained the Same

8. Type of Changes	
8. Upload File	
9. Nondiscriminatory Policies	Remained the Same
9. Type of Changes	
9. Upload File	
10. Strategic/Master Plan	Remained the Same
10. Type of Changes	
10. Upload File	
11. Accreditation Manual/Handbook	Remained the Same
11. Type of Changes	
11. Upload File	
12. Accreditation Fees and Charges	Remained the Same
12. Type of Changes	
12. Upload File	
13. Other Items Related to Standards or Substantive Change	Remained the Same
13. Type of Changes	
13. Upload File	
Upload File (A)	2020_opsac_association_school_listing_form.xlsx
Upload File (B)	rac_directory_2020-2021.pdf
Upload File (C-1)	
Upload File (C-2)	
Upload File (c-3)	
Upload File ((C-4)	
Upload File (D-1)	acsi_accreditation_online_instruction-9-11-18.pdf
Upload File (D-2)	
Upload File (D-3)	
Upload File (D-4)	
Name	Diane Bunker, PhD

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Accredited Schools in Oklahoma	Address	City	State	Zip	Phone	Grades	Email Address	Head of School
Altus Christian Academy	1700 North Main Street	Altus	OK	73522	580-477-2511	EE-6	dana.darby@altuschristian.org	Dr. Dana Darby
Christian Heritage Academy	4400 SE 27th	Del City	OK	73115-3261	405-672-1787	K-12	jbullard@cha.org	Josh Bullard
Cookson Hills Christian Ministries	60416 Highway 10	Kansas	OK	74347	918-597-2192	1-12	melissa.jackson@cooksonhills.org	Melissa Jackson
Corn Bible Academy	PO Box 38	Corn	OK	73024-0038	580-343-2261	7-12	tmcdonald@cornbible.org	Tim McDonald
Crossings Christian School	14400 North Portland Avenue	Oklahoma City	OK	73134	405-842-8495	K-12	pmacdonald@crossingschool.org	Paul MacDonald
Eagle Point Christian Academy	602 S. Mounds Street	Sapulpa	OK	74066	918-227-2441	K-12	rwhite@epca.net ; epca@epca.net	Rhonda White
Emmanuel Christian School	2505 W Garriott Road	Enid	OK	73703-5224	580-237-0032	K-5	glazier@ecsenid.org	Stephen Glazier
Happy Hands Education Center	8801 South Garnett Road	Broken Arrow	OK	74012	918-893-4800	EE	jan@happyhands.org	Mrs. Jan Pride
Hillsdale Christian School	200 E Taylor Avenue	Hillsdale	OK	73743-0008	580-635-2211	K-8	hcsprincipal1982@gmail.com	Rena Haymaker
King's Gate Christian School	12421 N Mustang Road	Yukon	OK	73099	405-283-0144	EE-7	kgcs@kingsgateschool.com	Wyndi Bradley
Legacy Christian School	107 E. Will Rogers Boulevard	Claremore	OK	74017-7450	918-342-1450	K-6	jhendrickson@lcsclaremore.org	Jill Hendrickson
Little Arrows Child Care Services	1519 Radio Road	Durant	OK	74701	405-377-3748	EE	tina.jackson@littlearrowscdc.com	Tina Jackson
Mingo Valley Christian School	8301 S 107th E Avenue	Tulsa	OK	74133-2577	918-294-0404	K-12	info@mingovalley.org	Boyd Chitwood
Oklahoma Bible Academy	5913 West Chestnut Avenue	Enid	OK	73703-9702	580-242-4104	7-12	oba@oklahomabible.com	Andy Wilkins
Oklahoma Christian School	4680 E Second Street	Edmond	OK	73034-7550	405-341-2265	K-12	aking@ocssaints.org	Dr. Al King
Rejoice Christian School	13407 E. 106th St. North	Owasso	OK	74055	918-516-0050	K-12	info@rejoiceschool.com	Lisa Zingerman
Stillwater Christian School	421 East Richmond Road	Stillwater	OK	74075-1646	405-377-3748	K-8	swhite@stillwaterchristian.org	Stacie White
Wesleyan Christian School	1780 Silver Lake Road	Bartlesville	OK	74006-6115	918-333-8631	K-12	Joe@fwcbartlesville.org	Joe Colaw
Western Oklahoma Christian School	22381 E 1070 Road	Clinton	OK	73601	580-323-9150	K-6	principal@wocs.org	Dora Miller
Wright Christian Academy	11391 East Admiral Place	Tulsa	OK	74116-3804	918-438-0922	K-12	info@wrightchristianacademy.com	Jeffrey Brown

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Commission Chairman

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Tim Kuhns, Middle School Principal

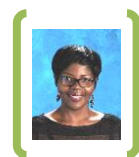
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Commissioners:

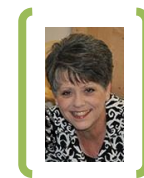
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ACSI ACCREDITATION for ONLINE LEARNING

A REACH Addendum

Schools across America are moving in the direction of online learning because it opens new ways of learning for students. In the national *Speak-Up Survey* for 2013, two-thirds of teachers stated that they were currently using online curriculum, tools, and resources in some type of blended learning arrangement. Thirty-seven percent of principals reported that they are offering online classes to their students in addition to face-to-face instruction. One-third of parents stated that they were supportive of their schools increasing the use of online instruction. For students, there was a positive ten percentage point difference for students who said they enjoyed their studies online as compared to those studying in a brick and mortar school. Looking toward the future, "...40% of district administrators identified the implementation of blended learning environments as having the greatest impact on transforming teaching and learning in their districts today." (Trends in Digital Learning, 2014)

Estimates put the number of K-12 students who attended an online class in 2011-12 at over 2 million or above, when the last statistics were made available for this information. (INACOL, 2014) At the post-secondary school level, estimates vary, but it appears that over 6-7 million students took online courses in 2011-12. The numbers are likely to be much higher today. (Babson, 2012) North America is not alone in this initiative. India, China, South Korea, and even smaller countries like Malaysia are developing programs that invite students from outside their own borders to study online.

This is not an educational fad or a trend that will pass. Students and families continue to choose online learning for the following reasons: ability to meet learning differences, desired change in learning environment, flexibility, and more control of the educational environment. Online learning is changing the very nature of education and accreditation will have a significant role in shaping what constitutes quality programs. (Connections Academy, 2013)

What is Online Learning?

Online learning is defined as instruction that is delivered to a student wholly or partially through electronic means via text, audio, video, CD, DVD, telephone, Internet, or a combination of these or virtually any similar media in a structured course, for credit. These courses may be organized in a synchronous or asynchronous method of presentation and either type includes submission of coursework, grading, feedback, dialog, and guidance of a qualified instructor.

Why is accreditation of an online program important?

While it is recognized that good traditional and online programs have many aspects in common, it cannot be assumed that a school with a quality, accredited brick and mortar program will necessarily provide a quality online program. There are differences in the indicators both in quality and in specific areas that must be considered especially as schools are originally developing online instruction. There is a danger that the poor reputation of schools such as diploma mills will actually call into question the ability of reputable schools to do online education well. Reports such as the U.S. Department of Education's Office of Postsecondary Education's "Evidence of Quality in Distance Education Programs Drawn from Interviews with the Accreditation Community" warn that online programs will be less than effective when faculty attempt to convert instruction to online courses from traditional courses. They suggest that the course must be truly re-envisioned for the medium which will be used to deliver it and

it should be equivalent, not identical in its instructional activities. Research has shown that online students can perform as well or better than traditional students but must have factors in place such as sufficient learning time, adequate learning materials, and additional opportunities for collaboration for the learning to prove effective. (Simonson, Smaldino, Albright, Zvacek, 2012, p. 67) Unique standards and indicators for online programs will help schools determine if they are using truly effective educational strategies and have appropriate conditions for online education.

Accreditation is also important when considering the legal use of educational materials in online instruction. The Copyright Act of 1976 did not extend the concept of Fair Use of education materials to online environments. In 2002, new legislation was passed called the *Technology, Education, and Copyright Harmonization (TEACH) Act*. It applies to **accredited, non-profit schools ONLY** which have a published policy regarding copyrights as well as a training program for faculty, staff, and students. Many school programs erroneously believe they can use the same materials in their online classes as they have been using in their brick and mortar classrooms just because the delivery system is password protected. This is not the case under the law unless the program is **accredited**, and several other conditions are met. (Simonson, Smaldino, Albright, Zvacek, 2012, p. 305)

Who uses this document?

There are a range of schools that might be using this document. For ease of discussion, they will be categorized in three main groups as described below. If schools only allow online courses taken from previous schools as transfer credits, they are not obligated to use this addendum. It is important that the school read through these descriptions carefully. Using this addendum depends on a correct categorization of the school.

Category 1A – Schools that are using **REACH for their regular self-study and offer online courses** as part of their schedules for students (whether they are the originator of the courses or they connect students with external programs). If the percentage of total credits offered at high school (or other campus division in consideration) is:

- a) 10% online, or greater, this definition should apply.
- b) Any single grade is 50% online, or greater.

Category 1 schools will complete the ratings of the indicators in REACH with all of its programs in mind (traditional and online). In addition, the indicators for Standards 1-8 in this addendum which are marked in Column 1 on pages 7-13 will help the school evaluate specifically online components.

Each year, all schools accredited with ACSI must fill out an annual report, and they will be asked to identify what portion of their students' credits are earned online.

Category 1B – If that percentage of online credits earned (in a division) reaches 20% or greater, or any single grade is 50% online or greater, these schools, who are **between self-study cycles**, may be asked to fill out this document, only looking at the indicators in Column 1. It will be a stand-alone report. The report generated will be submitted to the regional office and HQ-Academic Services approximately 3 months after being requested by the regional office. The report will be reviewed, and there may or may not be an actual on-site visit. (See page 3.) These will be treated as substantive change reports, and after review, a team member may be sent to view the school onsite.

Category 2 – Schools that are using an **online protocol from another accrediting body** (WASC, Cognia, etc.). Since those schools will be completing another online protocol, there are a smaller

number of indicators that must be evaluated in order to become dually accredited with ACSI for their online program. Category 2 schools will complete the ratings of the indicators for Standards 1-8 in this addendum which are marked in Column 2 only.

Category 3 – Schools that are **mainly online and wish to use this addendum as the PRIMARY accreditation protocol**. Under the standards below, indicators are listed in Column 3 which will help schools evaluate their online programs without using another protocol. Category 3 schools should follow the REACH self-study outline (Appendix E) for the model of what a self-study report should consist of.

Note: A school that is accredited by another organization that is up for renewal will be treated as a Category 3 school since this document is being used at the primary accreditation protocol from this point on.

Why are the required indicators so different for the various categories of schools?

The indicators have been chosen for each category of program based on the other protocol those schools will have completed.

1. A Category 1A school will be completing a traditional REACH at the same time as this addendum. Only the additional indicators that pertain to online programs are necessary. However, it is important to remember that all the indicators of REACH should be answered with both the regular and the online program in mind. (For example, when considering the Expected Student Outcomes or a question about the school meeting the needs of students, all students, traditional and online, should be considered.) The onsite visit will be part of a regular accreditation visit.
2. A Category 1B school is in between accreditation cycles. The indicators are the same as for the 1A schools but the review of the report is different. The ACSI staff members that review it may decide to visit, to conduct a short review online only, or wait until the school's regular accreditation visit comes up. This decision will be made in consultation with the school and HQ-Academic Services.
3. A Category 2 school is using (or has used) another organization's protocol as the primary document. In this case, indicators that focus on the Christian philosophy and spiritual formation will be essential to becoming dually accredited with ACSI. The list of required indicators is relatively small because a complete accreditation process is being handled by the other accrediting agency. If the accreditation for the other agency is already completed, the review by ACSI personnel may be online only. That will be at the discretion of ACSI personnel.
4. A Category 3 school will need to address all of the indicators because it is using this addendum as the main accreditation protocol for an online school. This is a version of the REACH document, and the Category 3 schools will need to complete the self-study sections as outlined in Appendix E (keeping in mind the additional questions in this document).

What are the next steps?

Category 1A Schools – using this as a supplement to REACH at the time of a self-study

1. Submit the completed self-study, including this addendum, to the regional office at the same time as the REACH self-study.
2. ACSI HQ-Academic Services will work with regional office to schedule a visit.
3. A visiting team will come and complete a visit. (Chair will bring some members with online experience).
4. Once the team has completed the review, they will write the Visiting Team Report covering the appropriate indicators and submit it to the regional commission and HQ-Academic Services.

Category 1B Schools – using this in the middle of an accreditation cycle (not with a REACH self-study)

1. After an annual report is submitted to the regional office, the regional office will inform the school **IF** this document needs to be completed.
2. If requested, submit the completed online self-study addendum to the regional office in the time frame requested.
3. The regional office will forward the submitted self-study addendum to HQ-Academic Services.
4. The regional office and HQ-Academic Services will review the self-study addendum to determine IF 1) an on-site visit, 2) an online review ,3) or waiting until the school’s next accreditation visit is the best plan of action.
5. If it is determined that the school needs an on-site visit, the regional office and HQ-Academic Services will work together to arrange for a 1-2 day visit by a small team that can specifically address the online components. Since much of the work can be viewed online, the actual on-campus portion of the visit may be abbreviated.
6. If an online review is deemed appropriate, that will be scheduled with the school.
7. Once the team has completed the review, they will write the Visiting Team Report covering the appropriate indicators and submit it to the regional commission and HQ-Academic Services.

Category 2 Schools – for schools using the digital/online protocol of another accrediting agency

1. Submit the completed self-study addendum to the regional office. All of the following are to be part of that self-study:
 - a. The details for the Online Program Report are found on pages 7 and 8 of this document.
 - b. Using the spreadsheet provided, rate the indicators marked in the second column, for Category 2 from 1-4. However, the school should send the average team ratings only from the tab labeled “Cat 2 Totals.” If the school needs help, contact the visiting team chair for assistance.
 - c. For any item with a rating of 1 and 2, please address these in the narrative response for the standard. Use the explanation of how to write the narratives on page 7.
 - d. Indicators that receive ratings of 3-4 may be addressed very briefly.
 - e. Evidence must be provided online for all the indicators marked as necessary for Category 2 schools. This evidence should be marked by indicator (Ex. OL 1.1 or OL 1.4, etc.)
2. HQ-Academic Services staff and the regional office will work with the partnering agency to create a visiting team that would include ACSI schools/individuals and those that have online experience. If the visit by the partnering agency has already taken place, an online review will determine if an on-site visit by ACSI is necessary.

3. ACSI members on the team will write a separate report reviewing compliance on the specific indicators for this addendum, from column 2. This additional report is vital to maintaining dual accreditation with ACSI for online schools.
4. Once the team has completed the review, they will write the Visiting Team Report covering the appropriate indicators and submit it to the regional commission and HQ-Academic Services.

Category 3 Schools – for schools that are mainly online, using this as their primary document

1. Submit the completed self-study to the regional office.
2. HQ-Academic Services will work with the regional office to schedule a visiting team that would be made up of ACSI schools/individuals that have online experience. If working with a partnering agency for dual accreditation, members of the other organization would be included if stipulated in the MOU.
3. If working with a partnering agency for dual accreditation, any unique standards/indicators or a standards verification checklist may need to be completed by the school. The consultant would work with the school to make sure the appropriate documents are available.
4. The Visiting Team Report will be similar to any other visiting team’s report and will be submitted to the regional office and HQ-Academic Services (then partnering agencies as per agreements).

When does a school need to apply for accreditation of its online program?

1. If a brick and mortar school is going through the REACH self-study process and anticipates that any of the following are true:
 - a. the percentage of a division’s (HS, MS, or ES) credits earned online will be over 10%, it should complete this addendum as a Category 1A school.
 - b. any single grade is 50% or more online.
2. In the annual report, each school will report on substantive changes in the school program. Included in that report, schools will be asked to estimate the percentage of credits earned in any division of the school (HS, MS, ES) from online instruction. Depending on the information submitted to the regional office, it may be determined that the school has experienced substantive change to such a degree that it must go through an additional review for its online program. Exceeding the 20% threshold in any given year (for total HS credits earned online, for example) would define a school as a Category 1B school.
3. If the online program is a separate division of the school, the new program may be treated as an *Add-on Campus*. The regional office in consultation with HQ–Academic Services will decide when a self-study and visit would be appropriate. **An online program that is added to an existing school is not automatically accredited.** It must go through an accreditation review at the next appropriate time.
4. When a request from a school or information from the annual report generates an inquiry, the request for online accreditation should come to the HQ Academic Services Office. After a consultation with the school and possibly the regional office, a decision will be made about if the protocol will be used, and if so, when. It may be decided, in some situations, to wait a year or two until a school enters into its regular cycle of accreditation to have the online portion of its program evaluated. The HQ Academic Services Office will work with the region to assign a chair and team members.

How should this addendum be used?

As was explained in the earlier section, this addendum is to be used to create a report for schools which fall into one of the four groups:

Category 1A	as a supplement to REACH, (at the time of a self-study)
Category 1B	between accreditation cycles (may or may not result in a visit)
Category 2	along with, or after another regional accrediting body’s protocol (e.g., WASC, Cognia)
Category 3	as the main accreditation document for a primarily online school

The information generated should be submitted along with the self-study report for the rest of the school program. If the main report was submitted online (Ex. Cognia's eProve), the school will communicate with the chair and discuss how they should deliver the document created from this addendum. If the addendum will be submitted directly to the regional office (and HQ-Academic Services), that office will provide the template or online platform for the school’s report which includes supporting materials.

Evidence that is gathered in support of this addendum should be clearly marked in a separate section in the electronic storage method used for the self-study evidence.

There are no rubrics...how do we score our school on each of these indicators?

Use this general rubric below for rating each indicator. This is consistent with the rubrics in the REACH document.

Indicator Number/Letter	1 <i>Noncompliance</i>	2 <i>Partial Compliance</i>	3 <i>Compliance</i>	4 <i>Exceeds Compliance</i>
	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 the 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. Training is inconsistent or rarely evident.	The trait is observed fairly consistently. Policies are generally found in writing and are reviewed regularly. 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.	Trait is VERY consistent across levels and faculty. Staff go above and beyond requirements...a real strength of the school. Results are documented, evaluated, and used for school improvement. Related policies are regularly reviewed, carefully implemented, and updated as needed. Training for development is ongoing.

Once a score is chosen for each indicator and criteria below the indicator, members of the steering committee will enter those on the spreadsheet provided. The average score for each standard will be calculated. The spreadsheet with the final ratings for each standard will be submitted with the school’s report. Totals will be submitted on the on tabs labeled “Cat 1 Totals” “Cat 2 Totals” or “Cat 3 Totals.”

Outline of the Online Program Report

I. Introduction – Overview (All Categories, 1, 2 and 3.)

Numbers of students involved in online instruction: (If answering for more than one division, feel free to use additional lines or narrative explanation.)

1. 100% online (# students) _____ in (HS, MS, ES) Circle one or more than one
2. Part-time online, taking one or more online courses but not full-time online (# students) _____
Average percentage of the day they are in an online class (PT students) _____
3. What percentage of the total credits earned (PT and FT) are online (estimated)? Answer this for each division where there are online courses. HS _____ MS _____ ES _____
4. Are there are grades that are 50% or more online? ___ yes ___ no If yes, what grades? _____

II. Description (Approximately 3-5 pages - Categories 1 and 2). At the time of the self-study, Category 3 schools should follow the format outlined for the Self-Study Report (Appendix D) in the REACH Standards Manual. Category 3 schools should be sure to include any unique information below in their self-study.

1. **Administrative Summary:** Describe how the school’s online program came into being. How long has it been in development? Has it met its intended purpose? What have been some of the highlights or difficulties the online staff has encountered? How has this program been accepted by the school’s parent/student/staff community? What are the goals for the online program in the next 3-5 years?
2. Describe the **learning management system** and method of delivery (synchronous, asynchronous, 100% online, blended, hybrid, mixture?).
3. Type of **curriculum used**, courses purchased, other external entities used? (developed in-house, purchased, specific company?)
4. Describe the **personnel** who are assigned to the online program: # of teachers, monitors, advisors and any other significant positions. Indicate the qualifications/certifications for the personnel listed above.
5. **Assessments** and assessment systems (What standardized tests or other assessments are used? Formative or curriculum based measurements?) How do these align to learning goals and student achievement? How have the results been analyzed and used to improve instruction and programming for students?
6. **Structures used to develop school culture**, co-curriculars, clubs, spiritual formation
7. **Student support services** (technology, counseling, academic support, family involvement?)
8. **Admission and orientation** processes?
9. **Surveys or Information collected for program evaluation or satisfaction?** What measures have been collected from whom? Indicate target groups (parents, students, alumni, staff), response rates and a summary of results. How has this been used to develop the program to ensure better student learning?

III. Standards for Online Programs

- A. Rate each indicator with a 1-4 using the rubric above. (Remember, schools will only complete the indicators that apply to their category of school.)
 - a. Be sure to fill the ratings into the spreadsheet provided. The spreadsheet will calculate an average score for each standard.

- B. After each section (for each of the eight standards), write a **brief narrative** for each standard.
 - a. Identify 2-3 **strengths** and how the school will sustain those as strengths.
 - b. Identify 2-3 **areas in need of improvement** and how the school will address those areas in need of improvement.
 - c. Follow that with a listing of the **evidence** that has been collected to support those conclusions. Label the evidence with the appropriate numbers (1.1, 1.3, etc.) so that the visiting team will know what evidence goes with each indicator or sub-indicator.

STANDARD 1 - The school has developed written statements of philosophy, vision, mission, beliefs, core values, and schoolwide expected student outcomes as well as a statement of faith. These statements are well defined, systematically reviewed, and broadly implemented throughout the school. They outline the school’s Christian distinctives and communicate a clear purpose and direction for school effectiveness and student growth and development.

Rating	STANDARD 1 – PHILOSOPHY AND FOUNDATIONS	1	2	3
	OL 1.1 - Online courses are created, selected, or modified to ensure that they are consistent with the Christian philosophy, mission, vision, and core values of the school. (REACH 1.3)	√	√	√
	OL 1.2 - The school develops a unique, Christ-honoring, school culture in the online environment even though the students do not physically attend the brick and mortar school.		√	√
	OL 1.3 - Leadership and other school staff believe that online learning can be a positive educational environment compatible with the school’s mission and can be an exciting way to meet the needs of families that might desire that method of delivery. (REACH 1.4)	√		√
	OL 1.4 - The philosophy, vision, mission, core value statements, and expected student outcomes of the school are established, reviewed regularly and systematically revised as needed in a collaborative manner to communicate an educational purpose for success in the online environment. (REACH 1.1 and 1.2)		√	√
	OL 1.5 - The school has a clear written statement of faith that identifies the beliefs to which the school adheres and that is consistent with the written statement of philosophy. (REACH 1.3)		√	√

Critical Indicators – (in bold) Must be in compliance in order to be accredited

STANDARD 2 - The school has Christ-centered governance and executive leadership that promotes effectiveness of the school and growth of the student through an established structure that contributes to an operationally and financially sound Christian educational institution. The executive leadership and governing body work in partnership to ensure the integrity, effectiveness, and reputation of the

institution through the establishment of written policies and procedures. The head of school is responsible for the supervision of all operations of the school and implementation of board policies.

Rating	STANDARD 2 – GOVERNANCE AND EXECUTIVE LEADERSHIP	1	2	3
	OL 2.1 - The governing authority establishes written policies and supports practices that ensure effective administration of the online aspects of the school program including admissions, governance, and finance. (REACH 2.5)	√	√	√
	OL 2.2 - The online program’s financial situation is: a. Viable on a long-term basis for the school as a part-time or 100% online program. b. Such that adequate resources are available for the various stages of development, management, sustaining of staff and support services, and providing resources to ensure a quality program (and not detract from other programs in combination settings.) c. Conducted with integrity and in accordance with biblical principles. (REACH 2.7)	√	√	√
	OL 2.3 - The school ensures that any outsourced services will be monitored for philosophy, integrity, reliability, and security to assure quality control that would be equal to any services provided in-house.	√	√	√
	OL 2.4 - The governing authority establishes and assesses policies and procedures for: a. validating the authenticity of student performance; b. defining expectations for student engagement and course completion; c. awarding course credits and grades based on clearly defined policies that address both content and skills; and d. graduation requirements if issuing a diploma when online courses are involved in fulfilling those requirements (including completion of at least 25% of the courses required for HS graduation at the institution).	√		√
	OL 2.5 - The school has clearly defined policies, standards, and procedures for: a. when a student may take an online course and who bears the costs involved, b. what new courses will be developed, c. how courses will be evaluated/approved from external providers, and d. how to incorporate biblical integration for courses from secular providers (if used).	√	√	√
	OL 2.6 - The school has clearly defined policies, standards, and procedures for how the online program relates to the rest of the school if it is a separate division. Mark N/A if school is not related to any brick and mortar program or division.	√	√	√
	OL 2.7 - Leadership engages stakeholders in communication about the development and ongoing progress of the online program.	√		√
	OL 2.8 - The governance and executive leadership of the school reflect a clear Christ-centered governance and executive leadership model. a. According to their defined roles and responsibilities, the governance and executive leadership provide professional and spiritual leadership, to the staff, students, and other stakeholders in fulfilling the Christ-centered mission of the school. (REACH 2.2) b. While the governance board provides direction to the school in terms of policy, it ensures that the administrative leadership of the school has the autonomy to meet goals for accomplishing student outcomes and managing the online school effectively (REACH 2.3). c. The school provides appropriate professional development activities for the governance and executive leadership to enhance their leadership effectiveness (REACH 2.1).		√	√

	OL 2.9 - Policies are in place to see that the educational needs—as well as the developmental needs of the whole child— of each admitted student are being met on the basis of biblical principles, professional ethics, and high standards. Staff members are sensitive to the culture, gender, language, and special needs of students and their families. (REACH 2.6)		√	√
	OL 2.10 - The school ensures compliance with applicable local, state, and federal laws, as well as licensure requirements, standards, regulations, and documentation. (REACH 2.11)		√	√
	OL 2.11 – The school has written policies and procedures to ensure compliance with intellectual property rights (including copyright) guidelines in regard to online resources. <ul style="list-style-type: none"> a. Online policies are published on the website and clearly articulated in course materials. b. Staff and students are trained regularly regarding issues of copyright law compliance and plagiarism specifically related to online resources. 	√	√	√
	OL 2.12 - A review of the school’s finances is conducted by an external CPA who has no vested interest in the school at the time of initial accreditation and renewal. The annual statement of financial practices is submitted with the annual accreditation report. (See <i>Options for Meeting Indicator 2.9</i> for details) (REACH 2.9)		√	√

Critical Indicators – (in bold) Must be in compliance in order to be accredited

STANDARD 3 - The school exists and functions as an institution of reliability and authority by exhibiting a pattern of respect, trust, accountability, and dignity to its constituents, both internally and externally. Effective communication and relationships are fostered with constituents, as well as among constituents. A wide range of strategies are used to incorporate involvement by the parents and the community. It is expected that the school meets the educational and developmental needs of the students it enrolls. Services at the appropriate levels include guidance (both academic and personal) and student activities (curricular and co-curricular). Appropriate resources and planning occur to ensure that the mission, vision, and philosophy are being carried out to meet the expected outcomes.

Rating	STANDARD 3 – HOME AND COMMUNITY RELATIONS AND STUDENT SERVICES	1	2	3
	OL 3.1 - Support services provided to students create a positive environment for student success in the online learning environment. Those services include: <ul style="list-style-type: none"> a. orientation b. academic advisement c. personal counseling d. college preparation counseling (REACH 3.8, 3.9, and 3.10)	√		√
	OL 3.2 - The school engages families of online students in meaningful ways including communication, reporting of student progress, and developing rapport to help them feel a part of the school community.	√		√
	OL 3.3 - The school informs stakeholders regarding processes, procedures, and results as they pertain to the progress of the online program.	√		√
	OL 3.4 - The school provides a structure whereby each student is known personally by at least one adult who can provide support for that student’s online educational experience.	√	√	√
	OL 3.5 - Enrollment must be sufficient to establish the viability of the school and all divisions it offers (i.e., EE, primary, elementary, secondary). (REACH 3.1)		√	√

	OL 3.6 - The school systematically seeks and analyzes input/ feedback from constituents to provide insight and information regarding the learning process in order to adjust its instructional and operational practices. (REACH 3.4 and 3.6)			√
	OL 3.7 - The nondiscrimination statement is demonstrated in the actions, relationships, and programs of the school. (REACH 3.7)		√	√
	OL 3.8 - Processes are in place to identify and address students who have special needs. (REACH 2.6 and 3.9)		√	√
	OL 3.9 - Confidential records of students must be kept in a safe location, and they must be complete, organized, current, and accessible only to appropriate personnel and be compliant with applicable legal requirements. (REACH 3.11)		√	√
	OL 3.10 - The activities program includes the following components: activities that foster balanced opportunities for both genders; (2) activities that reflect the gender mix of the student population; (3) a balance of activities including athletics, fine arts, academics, and other interest-based activities; (4) qualified sponsors, advisors, and coaches who understand and agree with the philosophy of the school. (REACH 3.12)			√
	OL 3.11 - The school has established biblical principles for resolving differences between the school and its constituents. These policies are written, reviewed, and communicated for effective implementation. (REACH 3.5)		√	√

Critical Indicators – (in bold) Must be in compliance in order to be accredited

STANDARD 4 - The school hires personnel who have made a personal commitment to follow Jesus Christ and endorse the school’s statement of faith. They are committed to the written philosophy, mission, vision, and core values of the school. Faculty and staff engage in ongoing professional development to improve instructional practices leading to continual growth in student learning and development of the instructional program. The executive leadership, instructional, and support staff are sufficient in number to provide for the effective delivery of quality education and are appropriately credentialed, degreed, trained, and qualified for their assigned duties.

Rating	STANDARD 4 – PERSONNEL	1	2	3
	OL 4.1 - The school ensures that the teaching and support staff are: a. qualified and prepared to work effectively in the online environment (i.e., hiring, induction, mentoring, coaching, training, ongoing professional development). b. Know and understand the ethical considerations of their respective positions. (REACH 4.2)	√	√	√
	OL 4.2 - Teachers are academically and spiritually prepared to teach in the online program. Teachers whose primary responsibility is online instruction must have either a <u>current</u> state/provincial/national OR ACSI certificate. If using the state/provincial/national license, they must also have completed the ACSI Christian Philosophy of Education or the school-based equivalent within 2 years of employment at the school. (See guidelines for approval available from ACSI.) This indicator needs to be met at 80% or above (FTE) for compliance. (NOTE: OL 4.2 replaces the Critical Indicator 4.6 in REACH.)	√	√	√
	OL 4.3 All K-12 teachers hold, at minimum, a bachelor’s degree (or the equivalent) from an accredited college/university or an institution recognized by ACSI. (REACH 4.5)	√	√	√
	OL 4.4 - Supervisors/principals in the online program work with the faculty to: a. Develop an individualized professional growth plan that includes training and improvement in their specific subject area, online education pedagogy, online assessment strategies, technological competencies, and ongoing professional development in Bible and biblical integration.	√	√	√

	<ul style="list-style-type: none"> b. Set goals that reflect monitoring, analyzing, and applying student achievement data gained from online assessments as part of their annual evaluations. c. Develop professional learning communities that work together collaboratively on curriculum, teaching methods, assessments, and school improvement. (REACH 4.7, 4.9, and 4.12) 			
	OL 4.5 - The number of staff is sufficient to fulfill roles for administration, instruction, and support of online learning. (REACH 4.10)	√	√	√
	OL 4.6 - Each staff member must have a clear testimony of faith in Christ, have endorsed the school's mission, and signed the school's statement of faith, core values, and lifestyle statement. (REACH 4.1)		√	√
	OL 4.7 - The K–12 head of school and all K–12 principals must hold an ACSI administrative certificate. (REACH 4.4)		√	√
	OL 4.8- All personnel, including volunteers and substitutes, must have on file the appropriate screening and background checks, and all personnel must be supervised by qualified staff. Orientation for new staff members is thorough and is conducted before new staff work with the students. (REACH 4.11)		√	√

Critical Indicators – (in bold) Must be in compliance in order to be accredited

STANDARD 5 - The instructional program consists of carefully developed, thoroughly documented, and well-executed curriculum elements that include educational philosophy, schoolwide expected student outcomes, a variety of effective instructional strategies, adequate resources, and appropriate assessments that are based on current research and quality practices. The curriculum of the school is driven by well-written policies and procedures. Core instructional areas include Bible, language arts (reading, English, literature, grammar, and writing), mathematics, science, and social studies/history. It is sufficiently funded, comparatively reviewed on a regular basis, and compiled using the school's mission, vision, core values, and schoolwide expected student outcomes to ensure a biblical foundation for instruction. A method for assessing the effectiveness of learning schoolwide expected student outcomes is in place, and the results of the assessments are communicated regularly to all stakeholders.

Rating	STANDARD 5 – INSTRUCTIONAL PROGRAM AND RESOURCES	1	2	3
	<p>OL 5.1 - The online curriculum of the school, including what is developed in-house, provides a quality, educationally challenging learning experience for students.</p> <ul style="list-style-type: none"> a. In schools that have both online and brick and mortar options for the same course, the essential learning outcomes should be the same for each course while the methods, materials, and learning activities may be different. b. Courses selected to be included in the course offerings for the students from any external provider are deemed to be satisfactory as an alternative to the school's own curricular offering. c. The curriculum guide / plan is based on biblical truth, sound educational practice, and appropriate school selected standards that inform the instructional program for each age and grade level and each program. (REACH 5.1) 	√	√	√
	OL 5.2 - Curriculum for any online course developed in-house meets the criteria of all other curriculum the school has developed with 1) expected student outcomes 2) educational philosophy 3) mapping or scope and sequence for each subject and each grade level (incorporating such items as time frame, overall instructional goals, specific instructional objectives for each unit of study including the developmentally appropriate application of Christ-like character and values, biblical integration concepts, instructional methods, instructional resources and textbooks, and evaluation and assessment strategies.) (REACH 5.2)	√	√	√

	<p>OL 5.3 - Online courses include:</p> <ul style="list-style-type: none"> a. Activities which are creative, engaging, interactive, incorporate multimedia elements, and b. Projects which require application, problem solving, research, and higher order thinking skills so as not to be overly dependent on text and objective types of student responses. c. Group dialog and activities involving collaboration. d. Research-based methods of online instruction that assist with motivation, differentiation, and student achievement. <p>(REACH 5.4 and 5.5)</p>	√		√
	<p>OL 5.4 - The learning management system:</p> <ul style="list-style-type: none"> a. Supports success in the online learning environment in a synchronous and/or asynchronous method. b. Is evaluated periodically with input gathered from students, parents, and staff as to its efficacy. 	√		√
	<p>OL 5.5 - The comprehensive student assessment process:</p> <ul style="list-style-type: none"> a. Includes multiple sources of formative as well as summative assessment and timely and qualitative feedback given by the teacher. a. Accurately evaluates online students as individuals and in groups with disaggregation by gender, ethnicity, and other factors important to the school. b. Provides results which teachers use such as comparison to outside groups and trend data from a variety of instruments/procedures that can be shown to improve student learning. c. Informs staff regarding those students who need to receive academic assistance d. Makes results available which are communicated appropriately to stakeholders. e. Is monitored by school leaders and informs improvement of instructional practice and program development. <p>(REACH 5.6, 5.7, 5.8 and 5.9)</p>	√	√	√
	<p>OL 5.6 - The hardware, software, infrastructure, and learning management system that is used by the school is adequate to support quality teaching/learning for all students enrolled in online programs.</p>	√		√
	<p>OL 5.7 - Sufficient staff are in place to assist students/parents with the technology and learning management system.</p>	√		√
	<p>OL 5.8 - Technology and instructional resources:</p> <ul style="list-style-type: none"> a. are adequate to support a safe and educationally challenging environment for the online program (media, technology infrastructure, filter, instructional materials). b. can be accessed with the help of the instructors and trained support personnel c. represent the Christian distinctive of the school d. are of such quality to support the attainment of schoolwide expected student outcomes <p>(REACH 5.10, 5.11, and 5.12)</p>	√	√	√
	<p>OL 5.9 - The school formally evaluates the instructional program on a systematic basis, including monitoring of the school environment to</p> <ul style="list-style-type: none"> a. ensure that it is conducive to the learning and development of the whole child. b. ensure that learning opportunities are equitable c. ensure knowledge, skills, and beliefs build toward the development of understanding and a biblical worldview d. meet the expected student outcomes of the school 		√	√

	(REACH 5.1 and 5.4)			
	OL 5.10 - The school instructs teachers and students in the ethical and moral use and evaluation of materials from any source, including verification, attribution and credit, appropriate referencing, and media literacy. The school has, and regularly evaluates, a technology plan that includes the acquisition, inventory, maintenance of software and hardware as well as program philosophy, acceptable use policies, student learning outcomes, and strategies for integration of technology into the curriculum. (REACH 5.16 and 5.17)		√	√
	OL 5.11 – Bible is a required core subject. (REACH 5.3)	√	√	√

Critical Indicators – (in bold) Must be in compliance in order to be accredited

STANDARD 6 - Written policies and procedures are in place to ensure students’ wellbeing—emotional, physical, spiritual, and academic. The school facilities (buildings and grounds) are appropriate in size, furnishings, and space to meet the stated philosophy, mission, and vision for the number and age of students served. The entire campus is a safe, healthy, and nurturing environment for teaching and learning. Safety procedures are documented and clearly understood, and they address the prevention and identification of abuse, bullying, and the presence of unwelcome guests. A relevant and thorough crisis management plan is in place, and the faculty and staff have been trained appropriately to handle various emergency situations. Regular drills and practices occur to assist in preparation for crisis events. Transportation guidelines for staff and students are developed, and written policies and procedures are in place.

Rating	STANDARD 6 – STUDENT CARE	1	2	3
	OL 6.1 - Marketing, admissions, and refund policy information is ethical and clearly provided to students and their families to help ensure that students are fully aware of the challenges of the online environment.	√		√
	OL 6.2 - Incoming students are prepared for the online learning environment through required orientation sessions.	√		√
	OL 6.3 - Policies are in place and student behavior is actively monitored to ensure that students are not experiencing bullying, harassment, or intimidation online. Technology infrastructure security supports students’ ability to study in a safe online community. a. Students have an adult they can contact if they feel that another student is being unkind to them. b. Students have an advisor or administrator they can contact if they feel they are not being treated fairly by an instructor. c. There are policies in place including conflict and dispute resolution policies consistent with biblical principles which are followed between students, families, staff, and administration. d. Plans and procedures are in place to educate and address the school community regarding harassment, intimidation, bullying, or any other type of threat internally or externally. (REACH 6.6)	√	√	√
	OL 6.4 - Processes are in place for advisors/counselors to assist students in finding appropriate co-curricular activities to which they desire to connect. a. If the student is located near the brick and mortar school, the school has avenues of involvement into which to direct them. b. If the student is at a great distance, the advisor/counselor will attempt to help them locate opportunities in his/her area that would be appropriate.	√		√

	OL 6.5 - Policies are clearly defined for 100% online, or blended students who will be on campus part-time, regarding: a. Emergency contacts, health information, evacuation protocol, or other emergency procedures. b. Eligibility for activities. These policies will cover areas such as sports eligibility, consideration for positions such as a student officer, issuing of a locker, fees, eligibility for attending retreats, field trips, and other off-campus functions, and to qualify as valedictorian or attending graduation or other ceremonies. (The school will make it clear if these are subject to state athletic associations or league guidelines.)	√		√
	OL 6.6 - The school provides training for staff and complies with its legal reporting responsibilities in cases of alleged child abuse, neglect, or other areas in which reporting is mandated. (REACH 6.7)		√	√
	THE ITEMS BELOW MUST BE ANSWERED BY SCHOOLS WITH STUDENTS WHO MEET IN A FACILITY OR USE TRANSPORTATION FOR ANY REASON. ANSWER THE ITEMS THAT WOULD APPLY TO AN OFFICE SITUATION EVEN IF NO STUDENTS ATTEND AT THAT FACILITY. FOR CATEGORY 1 SCHOOLS, ANSWER ANY THAT WERE NOT COVERED BY THE REACH VISIT.			
	OL 6.7 - A comprehensive written security and crisis management plan has been developed, regularly reviewed, and implemented, and is supported by training for all staff and students. (REACH 6.1)		√	√
	OL 6.8 - Written policies and procedures for all areas of health and safety services have been developed, reviewed, and implemented. (REACH 6.5)		√	√
	OL 6.9 - The facilities are secure and suitable for the size of the school; these facilities are well maintained, enhancing quality instruction for the students. (REACH 6.13)		√	√
	OL 6.10 - Written transportation rules and regulations as well as adequate training for students are provided. (REACH 6.16)		√	√
	OL 6.11 - The school communicates with legal authorities (i.e., the fire department, police department, and other applicable agencies), parents, media, and community members when a crisis or a major incident occurs. (REACH 6.2)		√	√
	OL 6.12 - Required local, state, provincial, and federal legal standards for fire protection, sanitation, and transportation are met. (REACH 6.11)		√	√

Critical Indicators – (in bold) Must be in compliance in order to be accredited

STANDARD 7 - The school shall provide for spiritual nurture and discipleship of its students with the goal of developing a biblical worldview. Spiritual nurturing of Christlike character is planned, intentional, and systematic in implementation. Mentoring and discipleship experiences are necessary components in a spiritual formation strategy. Students are given opportunities to serve others and develop a Christlike attitude toward the poor, needy, and vulnerable. A commitment to a community of faith is modeled by the faculty and emphasized to all students. Spiritual formation assessment is integral to effective and ongoing improvement of the school program.

Rating	STANDARD 7 – CHARACTER, VALUES, AND SPIRITUAL FORMATION OF STUDENTS	1	2	3
	OL 7.1 - Students are encouraged to serve others and develop a Christ-like attitude toward the poor, needy, and vulnerable. Specific times and ways are made for students and faculty/advisors to discuss these opportunities and the impact they have had on the students. (REACH 7.2 and 7.6)	√	√	√
	OL 7.2 - Fruits of the Spirit, a commitment to a community of faith, Christ-like respect, compassion, and caring for self and all others is modeled by the faculty/advisors	√	√	√

	through online discussion and emphasized to all students. Mentoring and discipleship experiences focus on spiritual formation, character development, and the instilling of Christian values. (REACH 7.2 and 7.3)			
	OL 7.3 - The school provides a structure whereby each student is known personally by at least one adult who can provide support for that student’s spiritual formation.	√	√	√
	OL 7.4 - Expected student outcomes include character development, acquisition of Christian values, and spiritual formation. The school assesses these outcomes and uses the information to improve these programs. (REACH 7.1 and 7.8)		√	√
	OL 7.5 - Staff-student interactions reflect the attitude of Christ. Communication between staff and students demonstrates sensitivity and responsiveness to the individual needs, interests, and temperaments of the students. (REACH 7.4)		√	√
	OL 7.6 - All aspects of the school and its instructional programs reflect a developmentally appropriate application of a biblical worldview and Christ-like character and values. (REACH 7.5)		√	√
	OL 7.7 - Active participation in a local Christian church community is required of the faculty and emphasized within the school’s philosophy and goals. (REACH 7.7)		√	√

Critical Indicators – (in bold) Must be in compliance in order to be accredited

STANDARD 8 - The school must, with appropriate stakeholder input, systematically develop and annually update a continuous school improvement plan (CSIP). The plan, based on the school’s philosophy, mission, vision, core values, and schoolwide expected student outcomes, includes specific long-range and short-range goals, as well as action items. The process is driven by data collection and analysis. This plan must have significant focus on how it will promote organizational growth and high achievement of schoolwide expected student outcomes. The CSIP reflects a pervasive culture of ongoing improvement and accountability.

Rating	STANDARD 8 – SCHOOL IMPROVEMENT	1	2	3
	OL 8.1- Leadership and school personnel create and maintain a data-driven continuous improvement process that provides ongoing accountability and improvement of student learning and professional practice. The CSIP reflects the attainment of schoolwide academic and non-academic expected student outcomes and school effectiveness. The school evaluates and documents the effectiveness and impact of its improvement plan and regularly communicates the results to all stakeholders. (REACH 8.2, 8.4, and 8.6)	√	√	√
	OL 8.2 - Long-range and/or strategic planning by the administration and governing authority includes goals and priorities for the online program that are developed, reviewed, and revised regularly. The Continuous School Improvement Plan (CSIP) includes personnel, fiscal, and resource allocation in alignment for each action item. (REACH 8.3 and 8.5)	√		√
	OL 8.3 - The ongoing planning process is collaborative, including a variety of organizational, achievement, and survey data and input from stakeholders. The plan is viewed as a strategy for strengthening mission effectiveness and vision accomplishment. (REACH 8.1 and 8.4)	√	√	√

PLEASE NOTE: All categories of schools must submit a current continuous school improvement plan with this report.

Glossary of terms:

1. **Add-on campus** – an additional campus that a school desires to bring into accreditation after its main campus is already accredited. This may be because it acquired or started the additional campus at a later time or the add-on campus was not ready when the regular accreditation was completed.
2. **Asynchronous Learning** – communication exchanges which occur in lapsed time between two or more people. (Examples are email, online discussion forums, message boards, blogs, podcasts, etc.)
3. **Blended Learning** – blended learning is any time a student learns in part at a supervised brick-and-mortar location away from home and at least in part through online delivery.
4. **Brick and mortar school** – a common way to express a traditional school where students attend face-to-face classes.
5. **Christian Philosophy of Education** – A certification requirement in which teachers read specific materials, watch videos, and write a paper and lesson plans for developing and applying a Christian Philosophy of Education.
6. **Co-curricular** – activities that normally fall outside the regular classes. Examples are sports, clubs, National Honor Society, student government, volunteer opportunities, ACSI student activities, and similar types of programs.
7. **Differentiation** – responding to the various needs of learners by planning several different levels/types of activities that share common objectives within a single lesson. However, lessons are differentiated according to students’ skills, interests, and ways in which they show the mastery of the objectives.
8. **Diploma mill** – less than reputable higher education institutions that grant degrees fairly easily, seemingly to make money, often giving large amounts of credit for life experience or work history. Some of these are not accredited or claim they are accredited by accrediting bodies that do not have a valued reputation in the world of education.
9. **Expected Student Outcomes** – What the school intentionally targets for all students to know, believe, understand, prefer, and be able to do after their tenure in the school. Outcomes are based in the philosophy of the school as well as its statements of mission and vision and then personalized to the lives of students.
10. **Formative Assessment** – Feedback to help students know what they must continue to learn to reach mastery and for teachers to know how to continue to structure the learning process. Assessments FOR learning.
11. **Hybrid Program** – usually indicates that the student is taking a significant portion of their classes online and the rest in the face-to-face environment, in the traditional classroom
12. **Indicators/Criteria** – statements or descriptors that reflect measurable and observable standards.
13. **Learning Management System** – software for the delivery of an online course. Usually manages the presentation of the material, organization of the modules, calendar, grading, discussions, resources, etc. May be web-based.
14. **Online Instruction** – instruction that is delivered to a student wholly or partially through electronic means via text, audio, video, CD, DVD, telephone, Internet, or a combination of these or virtually any similar media in a structured course, for credit. These courses may be organized in a synchronous or asynchronous method of presentation and either type includes submission of coursework, grading, feedback, dialog, and guidance of a qualified instructor.
15. **Summative Assessment** – assessments used to measure students’ learning after the learning process is complete. Assessments OF learning.

16. **Synchronous Learning** – online learning in which the participants interact at the same time but participants will use some form of technology to connect them over a distance. (Examples are web conferencing, webinars, live video streaming, Skype, etc.)

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