ACSI *Inspire* Indicator Alignment with ACSI's Flourishing School Culture Model

ACSI developed the [Flourishing School Culture Model](#) (FSCM) to provide a framework to measure community strengths and areas for improvement and help schools create an action plan to see transformational results. The research identified 35 validated constructs that were organized into five primary domains. The [Flourishing School Culture Instrument](#) (FSCI), which undergirds the research, draws input from seven groups of individuals in the school community to give a well-rounded view of the school culture. The survey results from the FSCI yield rich data that can inform schools on how they are doing in many areas of accreditation. The charts below show the alignment of various *Inspire* indicators with the FSCM constructs. Following are ways schools can use FSCI results to inform their self-study:

1. FSCI results, including the Meaningful Strengths and the Key Growth Opportunities, can directly inform the school's survey response section in the self-study.
2. The school's FSCI scores on individual constructs can function as one piece of evidence to inform *Inspire* Indicator ratings, Domain strengths and areas for improvement, and Domain reflections.
3. The school can use their FSCI Key Growth Opportunities, along with Indicator ratings, reflections, and additional evidence, to inform their Prioritized Goals at the end of their self-study, which may directly inform the school's Accreditation Action Plan after the visit.

PURPOSE Domain						
Responsibility	Holistic Teaching	Integrated Worldview	God's Story	Questioning	Partnership	Spiritual Formation
1.1	13.3	2.1			5.1	2.2
1.2		7.1				2.1
3.1						

RELATIONSHIPS Domain								
Supportive Leadership	Leadership Interdependence	Family Relationships	Community Engagement	Mentoring Students	Insular Culture	Christlike Teachers	Prosocial Orientation	Caring Environment
3.5	3.3	4.1	6.1	2.2	6.1	4.1		4.1
5.3		5.1	6.3	4.2	6.2	12.1		4.2

TEACHING & LEARNING Domain										
Feed back	Collabo ration	Systems Thinking	Data-Driven	Professional Development	Outcomes Focus	Culture of Improvement	Individualized Instruction	Best Practice	Engaged Learning	Behaviors for Learning
10.2	5.3	3.5	1.3	10.1	1.4	3.5	7.2	7.3	7.2	
10.3	8.3		5.2	10.3	9.3	9.3	7.3	7.4		
			9.3			15.1				

EXPERTISE & RESOURCES Domain				
Responsiveness to Special Needs	Qualified Staff	Resources	Resource Planning	Resource Constraints
4.1	12.2	16.1	14.1	
13.3		17.1	14.2	
			15.1	

WELL-BEING Domain		
Stress (teachers/leaders)	Healthy Living (students)	Resilience (students)
19.4	20.2	20.1

Due to the alignment of the *Inspire* accreditation protocol to the domains in the FSCI, schools will find some significant overlap. **As such, the FSCI is approved for meeting the survey usage requirements in the ACSI *Inspire* accreditation protocol, as well as that of partnering agencies** (see Guidelines for Survey Administration, Analysis, and Application for principles of survey administration). Please note that the **Inspire** protocol divides "Expertise and Resources" into separate domains where the *Flourishing Schools* model has them combined.

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

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