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

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

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 indicators will have to be completed by the individual school. There is not a one-to-one correlation between the FSCI constructs and accreditation indicators; thus, schools may need to gather additional data (i.e., through the use of additional surveys, focus groups, or targeted interviews) to gather and report useful data on compliance with specific accreditation indicators.