

**Report of the
Quality Assurance Review Team
for
Christ Presbyterian Academy**

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North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

Quality Assurance Review Report

Contents

About AdvancED and NCA CASI/SACS CASI	3
Introduction to the Quality Assurance Review	4
Summary of Findings	5
Commendations	5
Required Actions	6
Next Steps	7
Review of AdvancED Standards for Quality Schools	9
Standard 1. Vision and Purpose	9
Standard 2. Governance and Leadership	10
Standard 3. Teaching and Learning	11
Standard 4. Documenting and Using Results	12
Standard 5. Resource and Support Systems	13
Standard 6. Stakeholder Communications and Relationships	15
Standard 7. Commitment to Continuous Improvement	16
Conclusion	18
Appendix	19
Quality Assurance Review Team Members	19
AdvancED Standards for Quality Schools	19

About AdvancED and NCA CASI/SACS CASI

Background. Founded in 1895, the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) accredit public and private schools and districts in 30 states, the Navajo Nation, Latin America, and the Department of Defense Schools worldwide.

In April 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE) came together to form one strong unified organization dedicated to education quality. That unified organization, known as AdvancED, creates the world's largest education community, representing 27,000 public and private schools and districts across the United States and in 65 countries worldwide and educating 15 million students.

NCA CASI and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI and SACS CASI have defined shared, research-based accreditation standards that cross state, regional, and national boundaries. Accompanying these standards is a unified accreditation process designed to help schools continuously improve.

The Accreditation Process. To earn and maintain accreditation from NCA CASI or SACS CASI, schools must:

- 1) Meet the AdvancED Standards and Policies for Quality Schools.** Schools demonstrate adherence to the AdvancED standards and policies which describe the quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance and organizational effectiveness.
- 2) Engage in continuous improvement.** Schools implement a continuous improvement process that articulates the vision and purpose the school is pursuing (vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (profile); employs goals and interventions to improve student performance (plan); and documents and uses the results to inform what happens next (results).
- 3) Demonstrate quality assurance through internal and external review.** Schools engage in a planned process of ongoing internal review and self-assessment. In addition, schools host an external Quality Assurance Review Team once every five years. The team evaluates the school's adherence to the AdvancED quality standards, assesses the efficacy of the school's improvement process and methods for quality assurance, and provides commendations and required actions to help the school improve. The team provides an oral exit report to the school and a written report detailing the team's required actions. The school acts on the team's required actions and submits a progress report following the review.

NCA CASI and SACS CASI accreditation engages the entire school community in a continuous process of self-evaluation and improvement. The overall aim is to help schools be the best they can be on behalf of the students they serve.

Introduction to the Quality Assurance Review

Purpose. The purpose of the Quality Assurance Review is to:

1. Evaluate the school's adherence to the AdvancED quality standards and policies.
2. Assess the efficacy of the school's improvement process and methods for quality assurance.
3. Identify commendations and required actions to improve the school.
4. Make an accreditation recommendation for review by the national AdvancED Accreditation Commission.

A key aim of the Quality Assurance Review is to verify that the school is operating with institutional integrity - that it is fulfilling its vision and mission for its students.

School Preparation. To prepare for the Quality Assurance Review, the school community engages in an in-depth self assessment of each of the seven AdvancED standards. The school identifies and describes the evidence that demonstrates that it is meeting each standard. Through this internal review, the school examines how its systems and processes contribute to student performance and school effectiveness.

Summary of Team Activities. The Quality Assurance Review Team is led by an AdvancED certified team chair and comprised of professionals from outside the school. The team reviews the findings of the school's internal self-assessment, conducts interviews with representative groups of stakeholders, reviews student performance data and other documentation provided by the school, and observes practices and daily operations. The team engages in professional deliberations to reach consensus on the school's adherence to the standards for accreditation. The team provides an oral exit report and prepares a written Quality Assurance Review Team Report designed to help the school improve.

The Quality Assurance Review Team Report. Following the visit, the review team completes the Quality Assurance Review report. After review by a nationally-trained reader, the report is submitted to the school. The report contains commendations and required actions for improvement.

Using the Report - Responding to the Required Actions. The school uses the report to guide its improvement efforts. The school is held accountable for addressing the required actions identified in the report. The NCA CASI/SACS CASI State Office is available to assist schools in addressing the required actions. At prescribed intervals, the school must submit a progress report detailing the actions and progress the school has made on the team's required actions. The report is reviewed at the state and national level to ensure the school is addressing the required actions.

Accreditation Recommendation. The Quality Assurance Review Team uses the findings from the onsite visit to make an accreditation recommendation that is reviewed by the AdvancED Accreditation Commission. Accreditation is granted by the AdvancED Accreditation Commission and communicated to the school following action from the commission.

Summary of Findings

A Quality Assurance Review Team representing the SACS CASI Tennessee State Office (SACS-CASI-TN), a division of AdvancED, visited the Christ Presbyterian Academy in Nashville, Tennessee, United States on 04/18/2011 - 04/19/2011.

During the visit, members of the Quality Assurance Review Team interviewed 11 members of the administrative team, 18 students, 17 parents, and 30 teachers. In addition, Support Staff, Pastor, Board, alumni and parishioners were interviewed. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

1. Vision and Purpose
2. Governance and Leadership
3. Teaching and Learning
4. Documenting and Using Results
5. Resource and Support Systems
6. Stakeholder Communications and Relationships
7. Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and required actions.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

- **The Christ Presbyterian Community is driven by their faith-based mission.**

Evidenced by stakeholder interviews, a sense of Christian witness and character development were identified as the basis of decision-making in planning the school's vision for the future.

The strong spiritual component of the school provides a united understanding of the mission and direction of the school.

- **The Head of School and administrative team provide strong leadership and share a common vision and commitment to quality education.**

Surveys and interviews indicated that the Head of School works to provide direction and resources to insure student formation and academic excellence.

Strong leadership builds a community rich in ownership and academic excellence.

- **The faculty is committed, mission-driven, and dedicated to the personal care of each student.**

College acceptance data, interviews, and surveys described a well-respected, quality faculty. Teachers maintain high expectations and go beyond the norm to provide individual student care and rigorous educational opportunities for the students.

Students are provided with optimal opportunities to succeed through innovative, creative and personal classroom experiences.

- **Academic excellence is evidence throughout all grade level.**

High standardized test scores, continued curriculum update and shared teacher planning time have contributed to more effective teaching and learning.

A higher standard of teaching and learning has been established by the administration and faculty.

- **There is a supportive and collaborative environment engaging all stakeholders which has resulted in a unified learning community.**

Stakeholder interviews and collaborative networks address the educational needs of students and teachers. This collaboration of school leaders with parents has brought a greater understanding of the mission and direction of the school.

Collaboration, communication, and shared responsibility create ownership among stakeholders and maximize school improvement.

Required Actions

In addition to the commendations, the Quality Assurance Review Team identified the following required actions for improvement. The team focused its required actions on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for addressing each of the required actions noted in this section. Following this review, the school will be asked to submit a progress report on these required actions.

- **Develop a vision statement to set the direction of the school's future.**

Interviews indicated a need to review the present vision statement and develop a more sound vision to direct the future and effectiveness of the school.

A new vision statement could guide the school in a more focused path for growth.

- **Examine school data in a more intentional way to drive instruction and make continuous improvements in the teaching and learning process.**

Interviews indicated a need to use more assessment data to enhance academic growth.

Continued, innovative review of assessment data provides a positive impact on effective teaching and student growth.

- **Establish a professional development plan to prepare teachers to implement future goals.**

Interviews indicated that an intentional inservice plan would enhance teaching strategies to better meet the needs of the students.

An intentional professional development plan would correlate with curriculum planning as well as future action plans.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the required actions made by the team. Include methods for monitoring progress toward the required actions.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the required actions. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the required actions. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers

accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The SACS-CASI-TN accreditation seals are available at www.advanced.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the required actions noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Review of AdvancED Standards for Quality Schools

The primary requirement for accreditation is that the Christ Presbyterian Academy demonstrates that it meets the seven standards for accreditation. The findings of the Quality Assurance Review Team regarding the standards for accreditation are summarized on the following pages.

Standard 1. Vision and Purpose

Standard: The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Review of evidence and artifacts, as well as interviews with administrators, staff, parents, students, and trustees all support the fact that the school has achieved strong support for its mission and purpose. The mission statement is clearly articulated, prominently displayed, and was developed within a collaborative atmosphere. All stakeholder groups that were interviewed expressed support of the basic purpose of the school: “to assist Christian families in helping students come to know God, evaluate all knowledge and life by His truth, and live lives transformed by His truth for His glory.” However, the school has not yet articulated a formal statement of vision, although the mission statement has elements of a vision statement.

Curriculum guides and teacher lesson plans survey the constitution, and the curriculum mapping program addresses goals to advance the vision and purpose. Evidence is ample of a comprehensive profile of the school, its students, and its community. Curriculum guides, lesson plans, surveys, and classroom observation reports ensure that the school’s vision and purpose guide the teaching and learning process. Systematic review and revision of the school’s mission statement is evident from surveys and minutes of stakeholder group meetings.

Strengths - The team noted the following successful practices deserving of recognition:

- The school is a ministry of a single church and enrolls only students with at least one Christian parent; there is a high level of consensus among the school’s various constituent groups around the basic mission and purpose of the school.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Develop its statement of vision to undergird its mission statement in a collaborative exercise involving all stakeholder groups.

Finding: Christ Presbyterian Academy has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 2. Governance and Leadership

Standard: The school provides governance and leadership that promote student performance and school effectiveness.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

The school is “an integral ministry of Christ Presbyterian Church, Incorporated of Nashville, Tennessee.” The church Session and the Ruling Elders empower the Board of Trustees to oversee the school. It is the responsibility of the Board of Trustees to develop policy for the school and to hire the Head of School. Implementation of policy is the responsibility of the Head of School and the Administrative team. The day-to-day operation of the school is the responsibility of the Administrative team. A review of supplied data indicates the Academy is in compliance with local, state and federal laws, standards and regulations.

The leadership team has implemented formal processes to evaluate student performance and school effectiveness. These include, but are not limited to, formal in-service training opportunities, PowerSchool, Atlas Curriculum Mapping Program, Educational Records Bureau (ERB) Testing, Responsive Intervention, and technology training. These processes foster a positive learning community that was communicated through interviews and information supplied.

The Academy uses biennial surveys of parents, church members, students, teachers and staff to allow for input into the decision making process regarding the Academy. Also, the administration uses traditional methods such as weekly team meetings, faculty meetings, monthly leadership meetings and PTA meetings to gain insight from stakeholders. These same formats are used to disseminate information and encourage collaboration concerning the Academy. There is a high level of satisfaction from the stakeholders regarding how their voices are heard.

The appropriate administration and staff oversee all extra-curricular activities of the school. As the church and school share common facilities, the leadership from the church and the school work closely to insure facility needs for both entities are accommodated. Faculty and staff are regularly evaluated and observed. The procedure for evaluation and observation are outlined in the school's policy and procedure manual. All employees are required to read the policy and procedure manual.

Strengths - The team noted the following successful practices deserving of recognition:

- The Board of Trustees has established a clear line of governance that allows for a highly functional relationship between the church and Academy.
- The Administration has established a culture of collaboration among all stakeholders regarding student-learning best practices. This structure allows for input across all grade levels of the Academy.
- The Administration demonstrates a commitment to a shared vision among all stakeholders concerning the continued goal of school improvement.
- Auxiliary groups work in support of the stated goals of the Academy and provide meaningful resources for school improvement.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Establish procedures for on-going Board of Trustee training.
- Coordinate the analysis and evaluation of classroom progress, teacher activities and student performance consistently among all grade levels.
- Evaluate and implement programs that would foster leadership opportunities for faculty and staff school-wide.
- Establish a streamlined procedure for observation and evaluation of all employees.

Finding: Christ Presbyterian Academy has earned the overall assessment level of "Highly Functional" and has met this standard for accreditation.

Standard 3. Teaching and Learning

Standard: The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

The administration and faculty of the school recognize the uniqueness of each child. Academic diversity is appreciated and valued as a positive aspect of the school. Teaching and learning are implemented in creative hands-on approaches such as group and individual presentations and projects which promote active and involved students. Student work from every grade level is displayed attractively throughout the building.

Technology is used in various ways. All students and staff members have regular and ready access to instructional technology and materials that support the curricular and instructional program. The Atlas Curriculum Mapping Program is used by the faculty for vertical alignment of the curriculum and mapping of each course and grade level while also providing teachers the opportunity to update learning objectives each semester. This program definitely enhances the academic goals of the school by allowing each teacher to examine the instructional programs at all grade levels. The Power School Program is used to monitor grades and communicate to parents. Laptops as well as the technology lab provide student research opportunities for creativity allowing each student to excel at his or her potential. Teachers are available before and afterschool for tutoring. Mu Alpha Theta students also tutor younger students.

Standardized test results, grades and observations are analyzed to make curriculum decisions, improve teaching strategies and create learning plans for students.

A positive learning environment has been established by administrators, teachers and students. The administrative team discussed in the interview how important it is to protect instructional time. The school

has a strong commitment to academic diversity through the Learning Service Program for grades K – 12. Six teachers are on staff in this program. Each student in this program has an Individualized Educational Plan. Accommodations are established to enhance the individual needs of the students. Teachers receive professional development opportunities for implementing classroom accommodations.

Strengths - The team noted the following successful practices deserving of recognition:

- Vertical alignment of the curriculum through the Atlas Curriculum Mapping Program creates a strong academic environment based on clearly defined standards and expectations for learning.
- There is strong collaboration among administrators, faculty, and teachers.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Explore research for best practices for classroom instruction.
- Develop a Professional Development Plan to correlate with strategies of future Action Plans.
- Develop and implement a systematic process for reviewing and analyzing student assessment data to improve student learning.

Finding: Christ Presbyterian Academy has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 4. Documenting and Using Results

Standard: The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

The school has utilized the Atlas Curriculum Mapping Program to establish, record, and share student performance measures. The school has developed a broad and comprehensive system of both formative and summative assessments to gauge student progress. Use of student assessment data for making curriculum and instructional decisions is evidenced by review of the Atlas Curriculum Mapping Program, documentation of meetings and training sessions, surveys, and other artifacts.

The school conducts a systematic analysis of its effectiveness and uses the results to improve the learning process, although staff acknowledges that more can be done in this area. Like most schools, the abundance of student performance data can be overwhelming and requires intentional organization and regular analysis to be of maximum usefulness.

Communication of student performance and school effectiveness to stakeholders is made through Internet, regular reports home, newsletters, displays, and special recognitions. The school compares its students'

achievement to similar or area public and private schools, and tracks trends in student performance, including PLAN, PSAT, ACT, and SAT scores. Growth in student performance year by year is verified by longitudinal student achievement data.

Strengths - The team noted the following successful practices deserving of recognition:

- The selection and implementation of a comprehensive program for ensuring curriculum articulation and vertical alignment (Atlas Curriculum Mapping) has been exemplary. Special commendation is appropriate for the school's commitment to the learning process facilitated by this tool.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Implement a program to collect, organize, manage, share, and utilize student performance data for continuing instructional improvement.

Finding: Christ Presbyterian Academy has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 5. Resource and Support Systems

Standard: The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

The school has attracted an outstanding cadre of teachers who are very engaged and excited about the entire program at the school. The staff mentioned that because of a great environment, there is very little employee turnover. The teachers are more than capable of meeting the needs of their students. The teaching staff works collaboratively with the administration to address the responsibilities of meeting the school's mission and goals. With extracurricular clubs as well as drama, chorus and athletic programs, all teachers must participate in the continuous improvement plans of the school.

The school budget appears to meet the academic, athletic, and fine arts needs and at the same time provides for ongoing professional development. The staff is pleased with the Atlas Curriculum Mapping Program and is eager to utilize its capabilities. Time is allotted each week for faculty, department chairs, and staff to collaborate on various issues to ensure that all curriculum indicators are met.

The school and church have recently gone through a restructuring in the financial department. A new Chief Operating Officer and Director of Finance are now serving both the church and the school. This has allowed better use of resources and for a more efficient HR Office to better serve the employees. There is a system in place to account for all financial transactions within the school.

The facility challenges of a growing enrollment has produced the need to build a new high school which is

scheduled for completion this summer. The current high school facility will providing more space for the middle and elementary schools in the fall. An active counseling staff works hard to meet the needs of students. In interviews, the parents mentioned that the school is focused on a college preparatory curriculum while also supporting students with academic needs. The school possesses a written security and crisis management plan and has training for staff and stakeholders.

Strengths - The team noted the following successful practices deserving of recognition:

- A teacher to student ratio of 1:9 is a tremendous asset and indicates a bold commitment to quality individual instruction.
- The school emphasizes, at every grade level, the importance of service and missions.
- The Learning Services Department has six full-time employees and serves approximately 10% - 15% of the student body. This has allowed the school to maintain a rigorous curriculum while at the same time meeting the needs of students who have special learning challenges.
- Communication at the school appears to be good with weekly information sent to parents from teachers, department chairs and staff.
- The Board is engaged and is a great proponent of the school.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Oversee the completion of a new high school building that will open in September 2011 to correct the current shortage of acceptable space.
- Ensure that the entire school complex will be renovated over the summer, providing much needed and improved space for all preschool, elementary, middle and high school students, faculty and staff.

Finding: Christ Presbyterian Academy has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 6. Stakeholder Communications and Relationships

Standard: The school fosters effective communications and relationships with and among its stakeholders.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Through collaboration, the school communicates to its stakeholders in order to support student learning. Interviews with faculty, staff, board members, parents and students revealed a community this is well informed by the school. Collaboration among teachers and administrators revealed that a conscious effort is made to keep stakeholders engaged in the learning process. The addition of PowerSchool as a tool for recording grades allows parents and students to access grades in a timelier manner. A new website for the school which was implemented this year opens the way for even more communication and collaborative opportunities with stakeholders. The implementation of a new demerit notification system encourages all faculty to take part in addressing student behavior in a manner which aids consistency and communicates infractions to the parents through e-mail. Communication is enhanced with such information as “This Week at CPA” which promotes events at the school.

Events such as Career Day and programs such as Friends of the Arts promote opportunities to engage stakeholders in the community. The Parent Compact signed by each parent ensures that each family understands the expectations, mission and standards for each student and family. The school is open to and has a successful network of volunteers which is generated through the Parent Support Fellowship (PSF). Handbooks are used as ways to communicate policies and rules.

Results of surveys from constituents provide administrators, faculty, and stakeholders with meaningful information about students, performance, and effectiveness of the school. These surveys provide the feedback and basis for school improvement plans and goal setting.

Marketing the school’s academic program and its approach to teaching all students should take a more prominent role. With the average ACT score at 26.1 and the development of the Atlas Curriculum Mapping Program, the school has a wealth of information to provide community stakeholders which can assist in engaging outside sources and fostering relationships to help support student learning.

Strengths - The team noted the following successful practices deserving of recognition:

- Communication and collaboration enhance the programs and relationships of all stakeholders.
- The Parent Compact assures that all involved understand the mission and goals of the school.
- The relationship between administrators, faculty, and students indicates a strong sense of trust.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Continue to seek ways to engage community stakeholders to support student learning and promote the academic achievements of students.
- Develop a streamlined program for recording Parent Support Fellowship in order to best utilize

volunteers.

Finding: Christ Presbyterian Academy has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 7. Commitment to Continuous Improvement

Standard: The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

The school adheres to a process of continuous improvement that articulates the mission and beliefs of the school. Each faculty member is on a committee. Survey results as well as the vision and purpose are the basis for forming the action plans. The process is monitored, and results are communicated to all stakeholders. Stakeholders take ownership and are involved in the continual improvement process through participation in surveys, parents and board update meetings, and by being committee members.

The school maintains a rich and current description of students and the school community in the school profile which is updated yearly. Expectations for student learning are included in the curriculum plans of each teacher which are updated on a semester basis in the Atlas Curriculum Mapping Program. The expectations are discussed with each teacher by the academic dean and are discussed at department meetings.

Provisions are made to meet the professional development requests of teachers. Training for teachers has been provided in the Atlas Curriculum Mapping Program, technology use and Professional Learning communities. Two faculty session reviewing the continuous improvement process were held. The effectiveness and impact of continuous improvement is evaluated and documented through committee minutes posted in the school, parent meetings, and weekly stakeholder emails.

Action Plans are in place and used to guide the plans and direction of the school board, administrative staff and budget. The school holds high expectations of itself and others through the pervasive belief of its faith-based environment.

Strengths - The team noted the following successful practices deserving of recognition:

- All stakeholders are included in planning, and results are communicated.
- A strong Continuous Improvement Plan is in place which articulates the school mission.
- The community is open to and welcomes improvement opportunities.
- The previous five-year action plans met timelines and were accomplished.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Continue to document results if improvement plans are to measure effectiveness of strategic initiatives.

Finding: Christ Presbyterian Academy has earned the overall assessment level of "Highly Functional" and has met this standard for accreditation.

Conclusion

The commendations and required actions in this report are designed to focus the school on those areas that will have the greatest impact on student performance and school effectiveness. While powerful in potential, the commendations and required actions only have meaning when acted upon by the school. The strength of this report lies in the school's commitment to using the findings to continuously improve. The key is action. The school is encouraged to use the report as a call to action, a tool to sustain momentum in the ongoing process of continuous improvement.

The team identified required actions for improvement that the school will need to address. Following this review, the school will be required to submit a progress report summarizing its progress toward addressing the team's required actions.

The Quality Assurance Review Team expresses appreciation to the School Administration, members of the professional staff, students, parents and other community representatives for their hospitality throughout the visit. The team wishes the school and its students much success in the quest for excellence through SACS-CASI-TN accreditation with AdvancED.

Appendix

Quality Assurance Review Team Members

- Dr. Therese Williams, Chair/Lead Evaluator (Diocese of Nashville Catholic Schools)
- Dr. Carl Chaney, Team Member (Davidson Academy)
- Mr. Paul Davis, Team Member (Father Ryan High School)
- Dr. Daniel Kellum, Team Member (Donelson Christian Academy)
- Mr. Donald Snider, Team Member (Christian Academy of Knoxville)

AdvancED Standards for Quality Schools

The AdvancED Standards for Quality Schools are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance and organizational effectiveness. As schools reach higher levels of implementation of the standards, they will have a greater capacity to support ever-increasing student performance and organizational effectiveness. Each of the seven standards listed below has corresponding indicators and impact statements which can be accessed at www.advanc-ed.org.

Vision and Purpose

The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Governance and Leadership

The school provides governance and leadership that promote student performance and school effectiveness.

Teaching and Learning

The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Documenting and Using Results

The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Resource and Support Systems

The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Stakeholder Communications and Relationships

The school fosters effective communications and relationships with and among its stakeholders.

Commitment to Continuous Improvement

The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.