

**Report of the
Quality Assurance Review Team
for
Cottage Hill Christian 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

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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 at the state level and by the national 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 Alabama State Office (SACS-CASI-AL), a division of AdvancED, visited the Cottage Hill Christian Academy in Mobile, Alabama, United States on 03/16/2011 - 03/17/2011.

During the visit, members of the Quality Assurance Review Team interviewed 5 members of the administrative team, 21 students, 5 parents, and 13 teachers. 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 school maintains a positive school climate that provides an environment conducive to teaching and learning.**

The team observed facilities that are clean and well-maintained. The environment is secure with established safety procedures posted throughout both campuses. New technologies and equipment provide opportunities for students to be engaged in the learning process. Teachers and administrators provide care and support of students in all aspects of their life. Positive interactions between students and students, students and adults, and adults and adults were evident during interviews and throughout the school and church campuses. Instructional time is valued and maintained with few interruptions.

Maintaining a positive school climate is conducive to good teaching and student learning.

- **Teachers use a variety of research-based teaching techniques to engage students in the learning process.**

The team observed teachers using hands-on instruction to engage students. Ebeams and computers are used to support the curriculum, and during interviews students talked about their classes and how teachers kept them engaged and involved. Students like how teachers help them see how their classes relate to the real world. Teachers use the Bible class as a way to get students involved in service activities so they can see how the Bible is related to their daily life.

During interviews teachers talked about how they planned and worked together to create classes that engage students. The faculty works together to plan and implement instruction. Teachers serve as mentors and role models for students. During interviews student talked about their teachers as good Christian role models who mentor and help them in all aspects of their life. Student appreciate how their teachers know them and help them academically, socially, and spiritually.

Carefully planned and executed research-based reflective teaching ensures effective teaching and learning and promotes student achievement.

- **A variety of curricular and co-curricular activities for students is provided at all levels of education.**

During interviews, teachers explained competitions that students participate in such as Scholar's Bowl, Spelling Bee, Geography Bowl, and Science Olympiad. Students have the opportunity to be involved in band, choir, art, and other creative activities. Some students choose athletics, outreach activities, or leadership opportunities. During interviews, students talked about how a variety of activities keeps them engaged and helps them explore their interests. During interviews teachers and administrators discussed the importance of developing the whole child through participation in curricular and co-curricular activities.

Curricular and co-curricular activities are vital to the development of students who are good citizens and who contribute to the common good of their communities.

- **The school implements a research-based curriculum and uses instructional methods that lead to improved student achievement.**

In addition to hiring a curriculum coordinator, the school has well-written curriculum guides for all grade levels and subjects. These curriculum guides are working documents used by the teachers to guide instruction. Teachers work together to plan and to align curriculum with their instructional practices. Student engagement in instruction was observed by the team during classroom visits. During interviews, teachers and students discussed how the enhanced curriculum improved student preparation for college. The faculty also meets to analyze data that are used to plan and implement appropriate changes in curriculum and instruction.

A research-based curriculum and working curriculum documents are vital to improved instruction and student achievement.

- **The administrative team uses a collaborative leadership style to guide and manage all aspects of the school program.**

The administrative team and teachers share common goals and values. They care for and nurture each student to become a well-rounded Christian person. The administrative team provides direction and serves

as good Christian role models for students. During interviews, teachers and students articulated how satisfied they are with the guidance provided by the administrative team and feel they are included in problem solving and decision making. Artifacts, including minutes of meetings, showed how teachers are included in decisions concerning curriculum and teaching. During interviews, students stated that teachers and administrators are role models and who influence all aspects of their lives.

A good administrative team is crucial to governance and leadership policies and procedures that promote student achievement and school effectiveness.

- **The school exemplifies a Christ-centered, Bible-based education as described in the mission statement, vision, and purpose.**

Administrators and teachers use the mission statement to guide decisions about curriculum, leadership training, and service opportunities. Cottage Hill Christian Academy uses the mission statement as an outline for its vision and purpose. The team observed students, teachers, and administrators participating in Bible study, chapel, devotional time, and prayer groups. The mission statement, handbooks, and other artifacts clearly define the mission statement to the school and church community. During interviews, students expressed appreciation for the opportunity to serve the church and the local community.

The mission statement is the guiding and working document that ensures a Christ-centered, Bible-based environment for administrators, teachers, and students.

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.

- **Investigate ways to involve stakeholders in the self-assessment process and develop creative ways to involve the church community in the activities of the school.**

Parent interviews revealed that some parents are not aware of the self-assessment process. Most surveys given to the church stakeholders were not returned. This indicates a need for improved communication between the school and parents/stakeholders. Additionally, more stakeholder participation is needed, especially during the self-assessment process.

Good parent and stakeholder relationships are important to ensure school quality. When parents and stakeholders are aware of the school's achievements they serve as a recruitment team that can become involved and support the school.

- **Develop a continuous plan for organizing and disseminating data to all stakeholders.**

Efforts have begun to organize and disseminate data to parents and stakeholders. Minutes from faculty meetings and data meetings serve as artifacts to show that this process has started. During interviews teachers discussed how they have started using data meetings to track student progress and achievement.. Data meetings can be continued and expanded by relaying information to stakeholders about student

progress. Teachers should continue and expand how faculty meetings are used to discuss results from data meeting and to plan curriculum and teaching to meet the needs of individual students.

Using data to guide instruction improves the teaching and learning process at all levels of the school.

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-AL accreditation seals are available at www.advanc-ed.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 Cottage Hill Christian 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:

The vision, mission, and values provide focus and direction for the school community. Stakeholders were involved in the development of the vision, mission, and values during school improvement team meetings. Meetings with teachers, students, and parents revealed knowledge of and a commitment to the vision, mission, and values. The mission statement is displayed attractively throughout the school and is documented in school handbooks, on the website, and appears on outdoor signs around the campus. Curriculum guides contain information about the vision of the school, and teacher lesson plans are linked to the stated vision.

The school maintains a profile of the school and the community. Trend data are available, and teachers are familiar with appropriate data regarding student achievement. These data are currently being reviewed and discussed by teachers, and the results are used to guide instruction. Curriculum guides ensure that lesson plans and the implementation of lesson plans follow the vision, mission, goals, and values of the school community. Parent surveys showed that they are familiar with the review process of the vision, mission, purpose, goals, and values but during interviews the parents in attendance were not familiar with this process and had not been involved in the work of the school improvement team.

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

- The mission is displayed attractively throughout the school.
- The mission and values are lived out daily through common prayer and outreach.
- The curriculum is aligned with the vision, mission, and values of the school.
- The church and school community have a shared purpose and direction as a community that offers a Christian, Bible-based education.

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

- Investigate ways to improve stakeholder communication.
- Increase stakeholder involvement in the school improvement process.
- Utilize stakeholders and alumni to disseminate information about the school.

Finding: Cottage Hill Christian Academy has earned the overall assessment level of "Highly Functional" 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 administration provides leadership in the school improvement process. The head of school, principals, curriculum coordinator, guidance counselor, and the development director work together to plan and implement curricular and co-curricular programs that help students reach their academic goals. Established policies and procedures are published in school handbooks and revised as necessary. Local, state, and federal laws, standards, and regulations are followed. The administrators supervise and control all curricular and co-curricular activities. Parental input is requested and used to help improve the school.

During interviews, teachers described how the leaders of the school provide guidance and support as they work to improve instruction and student achievement. Teachers noted that administrators worked in collaboration with them to implement the plan for improvement. Teachers are evaluated and participate in professional development in areas identified for improvement. Teachers are asked to supervise and lead curricular and co-curricular activities for students. Teachers serve on committees that have responsibilities related to school improvement.

During interviews, students were excited about the governance and leadership of the school. Students feel that teachers and administrators are excellent role models who care about their educational and personal development. Students have the opportunity to lead by participating in student government. They feel administrators and teachers listen to their ideas and support the completion of student sponsored activities.

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

- Teachers and administrators collaborate to plan and implement plans for improvement.
- Teachers feel valued and know that their input is important.
- Students feel valued and feel teachers and administrators care about their personal and academic development.

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

- Increase parent and stakeholder participation in school governance and leadership.
- Encourage parents and stakeholder volunteerism to support curricular and co-curricular activities.

Finding: Cottage Hill Christian 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 school faculty uses research-based instructional practices to support student learning and to increase achievement. Students are given clear and measurable expectations and acquire knowledge, skills, and values while actively engaged in instruction. Students are given a variety of ways to apply their knowledge in real life situations. During interviews, students noted how during Bible class, instructors give them opportunities to live out the things they read about from the Bible.

Teachers gather and use data to inform students and parents of achievement. These data are used to guide instruction and select research-based best practices. Students are challenged to excel and participate in curricular competitions and activities that support the learning process. Instructional time is allocated according to state standards, and during the visit there were few interruptions to the daily schedule. Teachers work together (K-12) to align the curriculum across grade levels. Teachers provide reteaching opportunities, after school tutoring, individualized instruction, and peer tutoring to meet the needs of students.

The school has established a positive learning environment for students. The facilities are clean, quiet, and large enough to serve 600 students on two campuses. Students are engaged, polite, and motivated. Teachers and administrators know each student and provide a positive, caring, supportive, respectful atmosphere. Parents and the church community support the school and provide assistance when it is requested. Media and technology are continuously updated to support the teaching and learning process.

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

- Teachers are positive role models who engage students in the learning process.
- The addition of a curriculum coordinator and subsequent data meetings have improved the teaching and learning process.
- A positive environment supports teaching and learning.
- The students are provided with a variety of electives, activities, and outreach programs that support the curriculum.

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

- Explore additional ways to offer elective courses that expand curriculum opportunities for all students.

Finding: Cottage Hill Christian Academy has earned the overall assessment level of "Highly Functional" 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:

A comprehensive assessment program that includes summative and formative evaluations is used to assess student achievement. Standardized testing includes PLAN for ninth grade, EXPLORE for tenth grade (both in preparation for the ACT), PSAT (Preliminary Scholastic Achievement Test), and the ACT. Students consistently score well above the national average on standardized tests. Parents, students, and alumni marked surveys positively when asked about students being prepared when they leave Cottage Hill Christian. Middle school and high school students take placement tests for high school mathematics courses. All high school students are placed on a track toward college enrollment.

On the K- 8 campus students take the OL/SAT (Otis Lennon Scholastic Achievement Test) and the MRT6 (Metropolitan Readiness Test for 6th). Elementary students also take the STAR (Standard Test for Accelerated Reader) and AR (Accelerated Reader) tests during library and in the classroom. Classroom teachers use teacher-made and publisher-made tests to assess student progress by quarter. Students (K-5) receive weekly progress reports on behavior and academic effort.

A shared teacher file (available on the computer) is used to store and share information about standardized test objectives and standardized test scores for the west campus. On the west campus, STI (Software Technology Incorporated) is used to record demographic information, attendance, and test scores. Grade entry and progress reports are entered into STI then progress reports are sent home mid-quarter. Grades are posted on STI quarterly. Policies and procedures regarding student assessment are currently being developed/implemented. Teachers collaborate during subject/grade level meetings and data meetings to study test results and to plan ways to help students improve achievement.

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

- Data meetings are used to evaluate student achievement and to plan for individualized instruction for struggling students.
- Teachers utilize STI and the shared teacher file to stay informed about student progress.

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

- Investigate ways to continue and expand data meetings and subsequent assistance for students.

Finding: Cottage Hill Christian 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:

Necessary resources and services support teaching and learning and advance the vision, mission, and purpose. Administrators recruit and employ qualified professionals, and the professional staff is assigned responsibilities based on their qualifications. Using the school improvement plan and data as a guide, staff members participate in professional development. Artifacts support teacher participation in professional development activities. The professional staff is sufficient to cover all grade levels and curriculum areas. A sufficient number of support staff and support staff services provide a quality education for students.

The budget provides sufficient resources to support the educational program. The school abides by legal and ethical practices, and finances are monitored through a regularly audited accounting system. The budget provides regular maintenance, and the facilities are clean and well-maintained. The team observed a safe and orderly environment for students and staff. The school has a security and crisis plan posted in classrooms. Students have access to guidance services. Professional staff and tutors are available for students who need to employ their services.

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

- A variety of arts programs is offered for students.
- Electives are available for high school students.
- Extra-curricular activities support teaching and learning.

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

- Provide additional elective opportunities for students.
- Explore additional ways to serve struggling students.

Finding: Cottage Hill Christian Academy has earned the overall assessment level of "Highly Functional" 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:

The school has an operational system to communicate with parents and stakeholders. School administrators and teachers work to collaborate between campuses by having joint meetings concerning curriculum. The church community has communication with the school and church, and stakeholders were invited to give input during the self-assessment review process. During interviews some parents were not aware of the self-assessment process. Parents are aware of and do complete yearly surveys. The team noted by reviewing self-assessment artifacts that very few stakeholders (the church community) completed and returned the survey distributed during the self assessment process. Information gathered during interviews and through survey, although incomplete, was positive. The school communicates with parents and stakeholders through newsletters, email, and a website.

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

- Handbooks provide a clear description of the school's mission, vision and values.
- Newsletters give school parents important information in a timely fashion.
- The Parent Teacher Association (PTA) supports the work of the school.

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

- Increase stakeholder communication about the self-assessment process.
- Establish regular procedures to inform the church community about school activities.
- Use alumni and other stakeholders for recruitment activities.

Finding: Cottage Hill Christian 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:

Cottage Hill Christian School engages in a continuous process of improvement to ensure that the vision, mission, values, and purpose of the school are aligned with student expectations for learning. The teachers and the school improvement plan committee work together to review and update plans for improvement as necessary. Stakeholders are invited to join in the process of continuous improvement and when possible, stakeholders are given the results of improvement efforts. Professional development is planned by using the results of improvement efforts. Improvement interventions are documented and used to help plan for continuous improvement in the areas of teaching and learning.

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

- Teachers and administrators have begun using data meetings to track student progress.
- Results from parent surveys are used to make changes when necessary.
- Students can articulate what they are learning and how it applies to their lives outside of school.

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

- Increase stakeholder participation in the continuous plan for improvement.
- Expand data meetings and utilize data to drive instruction.

Finding: Cottage Hill Christian 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-AL accreditation with AdvancED.

Appendix

Quality Assurance Review Team Members

- Dr. Lois Silvernail, CHAIR (Spring Hill College)
- Mrs. Charnel Ettawil, MEMBER (Satsuma Christian School)
- Ms. Virginia Zalopany, MEMBER (Morningside Elementary School)

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.