Cleburne Christian Academy State of School
2022

I. Executive Summary

.

Cleburne Christian Academy has served the community since 1989 when it was founded by three local families as Cleburne Community Christian School. It swelled to approximately 175 students in grades Pre K-8th in 1995. Administrators during and after that period struggled to successfully maintain growth and financial solvency, leading to an eventual decline in enrollment. In 2015 the independent school board considered closing down the school because of financial issues, low enrollment, and lack of leadership. John Turner took over as Head of School the following year and the school has consistently grown since that time. We now have approximately 165 students on campus from Pre K-12th grades and have graduated seniors the last two school years.

During the last five years the culture and philosophy of education have become clear and strong through organic internal collaboration and development. The administrative team is now working to establish formal procedures and policies to ensure this culture and philosophy continues to support future growth in staff and student populations. The school has added an administrative position each year for the past two years to support growth and procedural clarity.

Cleburne Christian Academy serves a primarily English-speaking suburban and rural student population outside of the Dallas Fort Worth Metroplex. Cleburne has a population of approximately 33,000 residents with a median household income of $55,575. Most residents' highest level of completed education is high school. 79% of residents in Cleburne speak only English, while 19.4% speak primarily Spanish.

Cleburne Christian Academy is governed by an independent school board and is not affiliated with any special association, religious group, state department or ministry of education. We are an evangelical school, welcoming students and families of all faith backgrounds. We operate based on a statement of faith that families sign recognizing our theological underpinnings.

Our mission is to equip students for service and success through an exceptional academic experience in a Gospel-Centered environment. CCA believes that small class sizes and a biblical perspective on students, grades, family, and environment provide the best opportunity for children to thrive. CCA also believes that teachers and parents are meant to work together for the cultivation of students. Our teachers are dedicated to providing the best academic experience through thoughtful curriculum selection guided by experienced administrators and creating a classroom environment where the student is known, cared for, and encouraged in their pursuit of academic excellence. To execute our mission well, we espouse core values of **Christ-likeness**, putting others' needs before our own; sacrificially doing the right thing, **stewardship**,relentlessly pursuing growth using God-given gifts and opportunities, **passion**, we are all in, enthusiastically building up others and igniting creativity, and **community**, cultivating trust with one another and guarding against gossip. The vision and core values are reviewed by the school board every spring and were most recently reviewed in May of 2022.

Enrollment at Cleburne Christian Academy has steadily and exponentially grown over the past six years. In 2016 there were 45 students in grades Pre K-6th. By 2019, 78 students were enrolled in grades Pre K-10th. We now serve approximately 165 students in Pre K-12th grades. Several factors have contributed to the growth, including clarifying philosophy of education and culture and general displeasure with the public school system, but the addition of a gifted administrative staff member responsible for admissions and enrollment made a significant impact as well. The student population fills current facilities to maximum capacity, so administration will focus on expanding facilities rather than adding new students over the next few years.

Cleburne Christian Academy operates under an eclectic philosophy of education. For example, by prioritizing the souls and giftings of our teachers and students rather than a specific approach or method we relate to Howard Gardner's work on multiple intelligences. By elevating the Word of God as our ultimate source of truth, we support a sense of essentialism in our philosophy. From a classical, or perennial, orientation, we value high quality literature, critical and independent thought, and writing. Because we submit in all things to Jesus Christ's example, we also believe education is best achieved in relationship and through connection, which ties our philosophy to more modern approaches like place-based learning.

Cleburne Christian Academy's curriculum provides consistent instruction in traditional subjects like reading, writing, history and culture, the sciences, and mathematics from PreK3-12th grades. In the elementary grades teachers seek to augment early literacy and math instruction with meaningful experiences that give students knowledge in the areas of science and social studies. This often occurs through the purposeful inclusion of high quality literature, discussion, and playful learning.

As students mature into middle school they interact with these topics in a more formal context while beginning to explore the variety of professions and fields of study available to them as adults. We do offer traditional electives in fine arts, physical education, robotics and home economics, but also have begun to integrate digital electives that enable our students a wider scope of exploration. These digital electives include the potential to study 1 of over 40 different languages, culinary arts, digital design, coding and web development and several other topics.

Our high school students continue to study traditional subjects in a formal context, but the scope of outside study available to them broadens. We are developing several career focused tracks that involve work based learning experiences in the community, classes that lead to professional certification and licensure through eDynamic Learning and dual credit classes through Christian Halls International. Our graduating seniors should leave with usable skills, strong academic experience and confidence in navigating the professional world.

Curriculum is reviewed and updated on a continual basis to ensure it addresses our internal standards, state standards and prepares students for learning in any environment after graduation. Leaders continue to clarify desired outcomes for Upper School students and align

curriculum and instruction accordingly. Using an Understanding by Design framework, leadership will evaluate grade level standards, consider action research and student achievement data and re-align curricular resources as necessary.

Instruction at Cleburne Christian Academy is entirely on-site and generally occurs in a traditional format. Although we did briefly offer instruction remotely as a result of the COVID-19 pandemic, we did return as soon as possible to fully on-site instruction because of our belief that education is relational at its core. We encourage teachers to implement the teaching strategies that fit them and their giftings so this results in a mix of teaching methods. Many of our Lower School teachers utilize small group instruction and station work while most of our Upper School teachers utilize either a traditional lecture format or a Socratic dialogue format. We acquired 50 Macbook Airs in 2021 and although teachers do use them as a resource, they are not yet well integrated.

CCA currently employs 8 teachers, 2 aides, and 3 administrative staff members. Open positions are listed on Indeed and on our school Facebook page. Applicants must submit a signed statement of faith, regularly attend a church, have several years of teaching experience and a bachelor's degree. If a teacher does not have a state teaching certificate, we assist them in attaining one through ACSI. Once hired, the Head of Curriculum and Instruction regularly meets with new teachers to answer questions and troubleshoot classroom issues but also to take turns teaching, observing and giving feedback. Administrators consistently perform Eleot observations in all classrooms. Team Leaders meet quarterly with all teachers to address strengths and weaknesses. The Head Administrator has these same quarterly meetings with the other administrators and Team Leaders.

Although not required by any outside authority, we administer academic assessments at least twice a year in 1st-12th grades and also compile holistic, individual portfolios for each student in all grades. We utilize Renaissance assessments for math, reading and early literacy as a screener for intervention and advancement as well as to measure progress and efficacy of intervention. Portfolios include reading logs, writing samples, work samples from social studies and science as well as benchmark math assessments from the curriculum. Student performance in mathematics has continuously improved since 2017 when many students were below grade level. In 2022 grades 1-7 all averaged grade level performance in math. English and reading skills have stayed approximately the same, although some Lower School grades are performing slightly below grade level. Overall, student performance is significantly improving.

Both the independent school board and school leadership set goals and monitor progress. The following goals have been set with attainment projected by May 31st of 2025. The current status of each goal is subsequently listed.

- Develop campus by adding new facility
    - 2 portables that had previously been leased were purchased to add to permanent campus facilities.

- - Hired an administrative staff member to oversee and coordinate Capital Building Campaign

- Introduce dual credit and trade school classes
  - Partnered with Christian Halls to offer dozens of dual credit classes through Colorado Christian University, LeTourneau University, and Indiana Wesleyan University
  - Contracted digital courses that lead to professional licensures through eDyanmic Learning

- Employ highly trained and passionate teachers
  - Hired 6 new educators since 2020.
    - 3 hold bachelor's degrees
    - 1 holds a master's degree
    - 2 early childhood teachers are currently pursuing associate's degrees and will pursue certification through ACSI upon completion
    - 4 hold teaching licenses from ACSI or the state

- Introduce an athletics program that utilizes an on campus field
  - Middle and high school student enrollment now able to support athletics teams

- Enhance compensation packages for staff

- Host foreign exchange students
  - Completion of I-20 and I-17 forms with pending approval by the U.S. Department of Education for the Student and Exchange Visitor Program (SEVP) and the Student and Exchange Visitor Information System (SEVIS).

II.   Review of Data Sources
A. Student Performance

Areas of Excellence

The analysis and synthesis of student achievement data revealed several areas of noteworthy achievement. First, young students who received the highest level of phonics intervention demonstrated tremendous growth, supporting the use of individual, daily intervention and closing early reading achievement gaps. Reading in general showed a strong student growth percentile, indicating 62.6% of students grew more than their peers across the country who assessed at their same level at the beginning of the school year. In math, nearly every grade assessed is performing at grade level, with 5th, 6th, 8th and 9th grades all making more than a grade level of progress since the start of the year. This supports parent survey responses indicating a belief that CCA is preparing students well for further learning.

Areas in Need of Improvement

The cleaned student achievement data also revealed areas in need of improvement. For instance, 2nd and 3rd grade demonstrated less than a half of a grade level's progress in reading between the start of school and semester assessments. Also, students who were identified as needing urgent intervention and were assigned to twice weekly Barton tutoring showed very little progress when compared with those who received general tutoring four times a week. Small group math intervention held twice weekly also had less than desired impact on student achievement. Lastly, most high school students do not demonstrate ACT/SAT readiness.

Findings and Theories of Action

Finding:

- 27% (3/11) of students in the "urgent intervention" category for English who received 2x weekly Barton Tutoring had significant enough gains to move out of the urgent intervention category.
- 20% (1/5) of students in the "urgent intervention" category for math who received 2x a week small group tutoring had significant enough gains to move out of the urgent intervention category.

Root Causes:

- 2x weekly interventions seem less effective overall when compared to more frequent interventions

Theory of Action: If we schedule these students for 3x weekly tutoring with a tutor plus supplemental tutoring sessions as available, then the frequency and consistency of intervention will drastically improve, so that these students will make more significant gains.

Finding:Most high schoolers are not demonstrating readiness for ACT/SAT and are not yet involved in CTE

Root Causes:

- We weren't prepared to address college readiness with a 300% growth in number of middle and high school students this school year
- No classes specifically aligned to CTE standards and testing
- No classes specifically intended to increase proficiency on ACT/SAT skills
- No guidance counselor on staff

Theory of Action: If we integrate a college testing prep class into our schedule and define and implement CTE classes aligned to standards and testing, then students will have the ability to pursue post-collegiate readiness, then many more students will reach their goals.

Summary Narrative

CCA takes great care in measuring student performance, believing that children are uniquely gifted human beings rather than products on an assembly line. For that reason, we seek to assess holistically, gathering Renaissance STAR testing data, student work samples and teacher observations in student portfolios. This process reflects areas to celebrate, areas that need our focus and gives clarity in supporting students in their individual giftings.

The gathering, cleaning and evaluating of student performance data has produced several general and specific findings. First, the school must create a system by which to evaluate student work samples and to aggregate benchmark assessment data currently housed in student portfolios all across campus. Although the current system allows teachers to evaluate student performance, it makes that data inaccessible for school-wide trend analysis. Further, students involved in academic intervention have benefitted much more significantly with daily tutoring rather than weekly plans. Additionally, although several high school students moved into readiness zones for SAT and ACT assessments, many still fall short of readiness. Lastly, student performance in math exceeds expectations as does student growth in math across all grades. This serves to highlight the need to prioritize performance and growth in reading, which has not proved as strong as in math.

Moving forward, CCA plans to take steps to address these findings. First, in response to shortfalls in portfolio assessment: If the Head of Curriculum and Instruction creates rubrics to assess work samples and collects copies of benchmark testing in a central filing system, then student performance will be more easily measured in the classroom as well as at a school level, then allowing leadership to monitor growth and set more appropriate goals in the future. Secondly, to address intervention shortfalls: If the current intervention plan is amended to include at least three tutoring sessions per week, then intervention impact will be maximized, so that the achievement gaps in reading and math close more quickly. Additionally, ACT/SAT

readiness likely involves more than one root cause. Some of our students may be better suited to career preparation than college preparation, but CCA must also improve its college readiness programming. If CCA introduces CTE programming to meet the needs of non-college-bound students and testing preparation classes for college-bound students, then unique student needs will be addressed, and graduating students will more easily integrate into the workplace and college. Lastly, to address lagging performance in reading as compared to math: If curriculum is reviewed for standards alignment and teachers learn to integrate action research, then shortfalls in curriculum and teaching practices can be identified, so that necessary changes can be made to improve student reading performance.

B. Stakeholder Feedback

Areas of Excellence

Our cleaned and analyzed survey data revealed several encouraging trends. First, older and younger students describe their teachers as "fun, caring and honest," which strongly aligns

with our core values. Young students also found their teachers to be "curious." while older students felt they were "real." Further, teachers overwhelmingly said they feel "supported, encouraged, and happy" while at work and that interactions with colleagues were "supportive, encouraging, and collaborative." These sentiments have remained stable across over 5 years. Lastly, the number of teachers, parents, and students reporting that students most often "write" in class doubled between 2017 and 2022. Although writing is not the only good academic activity, it does align strongly with our philosophies of education and curriculum.

Areas in Need of Improvement

Although survey data reveals areas of strength, it also reveals areas that will benefit from increased focus as we move forward. First, survey data indicates that our students do not feel as challenged in the classroom as they have in the past. This is especially true for our older students. Also, our older students have felt increasingly tense when interacting with adults on campus. Finally, all of our students overwhelmingly communicate feeling tired while at school.

Findings and Theories of Action

Finding: In 2022, 29 percent of Upper School students responded "Complete easy work" to describe their activity in class, while "complete challenging work" decreased from 38 percent in 2017 to 14 percent in 2022. 30 percent of the Upper School students also described their experiences in class as "easy."

Root Causes:

- We have higher enrollment and also likely have more students who are capable of more challenging work.
- Teachers may unintentional give work at the lowest levels of DOI
- Teachers may not know how to differentiate learning for more advanced students
- We have not typically screened students for academic advancement

Theories of Action:

- If we use Renaissance assessments as a screening tool three times per year, then we can identify students who have advanced skills, so they can be placed in more challenging courses or have differentiated materials given.
- If we facilitate professional development on DOI, then teachers can self assess the level of their assignments, then they can modify assignments and expectations at a higher level using DOI as a reference.
- If we facilitate professional development on differentiated instruction, then teachers will know how to provide more challenging work for those who need it, so all students will feel challenged.

Finding: In 2017, 63 percent of Upper School students described their interactions with adults on campus as "relaxed" as compared to 40 percent in 2022. In 2022, 20 percent of Upper School students described their interactions with adults on campus as "tense."

Root Causes:

- Our staff to student ratio in Upper School became unbalanced in 2022 as a result of high enrollment in the 2 weeks preceding the start of school.
- Teachers feel the strain of larger classes and larger numbers of students on breaks and at lunch.
- Teachers struggle with classroom management and so convey that stress and frustration in interactions with their students

Theories of Action:

- If we can hire teachers in response to enrollment numbers, then the ratio of staff to students will balance, then interactions will become less stressed and tense.
- If we provide professional development on classroom management, then teachers will be able to shift out of behavior control, then they can focus on relationship building.

Finding: Lower School students describe their feelings at school as "tired" more than any other feeling. Upper school students who report feeling tired at school went from 25 percent in 2017 to 63 percent in 2022.

Root Causes:

- School hours have not significantly changed
- There are more students in classes
- Sleep and rest aren't prioritized at home

Theories of Action:

- If we educate parents on the impact of quality rest and sleep, then they will acquire tools to make different choices, then students will be less tired at school.

Summary Narrative

The leaders at CCA strongly believe that education occurs most naturally through relationships and that parents therefore hold exceptionally high value in the education of their children. For the past several years the school has been small enough to flourish through frequent, informal parent and staff communication. As the school has grown, however, the need to formally survey stakeholders has increased. The leaders at CCA have focused in recent years on establishing a solid cultural foundation and have therefore relied most heavily on climate and culture surveys. We look forward to adding regular surveys that address other facets of our school moving forward.

The survey data generally supported our belief that the school culture is strong and vibrant, felt throughout our student and stakeholder body. Our students enjoy the benefits of positive adult interactions, our teachers support and spur each other on towards growth, and our students benefit from many opportunities to write and think independently. The survey data did

reveal, however, that some of our students need to be more challenged in the classroom, that some of our older students feel tense when interacting with adults on campus and that many of our students feel tired at school.

Room for growth excites us at CCA. We started school-wide screening and assessment through Renaissance this year and have already found the data tremendously valuable in differentiating learning. This will allow us to identify those students ready for advanced placement or more challenging classwork. Further, the leaders created and will implement a new professional development schedule that regularly includes differentiated learning and the use of data to inform classroom instruction. Because the middle and high school population exploded this school year, it's likely that adult interactions will improve as we hire more staff. This will lower the workload and stress of the teachers serving that population. Further, leaders will allocate time to peer observation and feedback on Eleot observations to increase classroom management skills that may also improve adult interactions for our older students. Lastly, the widespread prevalence of tiredness in our students is not likely related to classroom experiences, as Eleot observations demonstrate strong engagement. For that reason, leadership will include the importance of sleep and rest in parent communications to support our students while they are at home.

C. Learning Environment Observation

Areas of Excellence

Classroom observations at CCA consistently reveal groups of children happily engaged in learning that is planned and facilitated by a loving teacher. In the last two school years observations scored highly in supportive learning and well-managed learning. Supportive learning requires that students demonstrate a positive community that is engaged, purposeful

and cohesive and that students have strong positive relationships with their teachers. Our well-managed classrooms consistently display respectful communication, clearly understood and followed classroom expectations and minimal wasted time and disruptions.

Areas in Need of Improvement

While we are thankful for our strengths, we look forward to addressing areas of weakness revealed in our observation data. Most significantly, Eleot observations did not occur often between 2018 and 2020. They have increased dramatically and steadily since that time, but must continue. Also, digital learning, active learning and equitable learning scored less highly than others in the last two years' observations. This supports findings in stakeholder feedback and student achievement that point to a need for stronger differentiation in the classroom.

Findings and Theories of Action

Finding: The Eleot observations consistently demonstrate that Digital Learning is our weakest area in all subjects and at all grade levels.

Root Causes:

- Educational philosophy prioritizes relational learning
- Teachers don't know how to use digital tools to facilitate instead of stifle relationship
- Some teachers feel unsure of how to use and integrate digital resources
- Monitoring and filtering internet-connected devices poses a problem

Theories of Action:

- If we introduce professional development that highlights the potential to build relationships through digital means, then teachers will feel invested in learning about how to use, integrate and monitor digital tools, so our students reap the benefits of integrated technology in the classroom. .
- If we provide resources to help troubleshoot technology, then teachers may feel less intimidated or be less apt to shut down and stop using technology, our students reap the benefits of integrated technology in the classroom.

Finding: In the 2022-23 school year, notably low scores within Equitable Learning

Root Causes:

- We don't have extensive resources or training in special education
- Teachers don't always know how or why to effectively differentiate
- Some classes have a very wide range of ability levels

Theories of Action:

If we introduce professional development centering on how and why to effectively differentiate, then teachers will differentiate instruction in their classroom, so students at all levels can access new material and content.

Finding: Between 2018 and 2021 there were very few Eleots completed

Root Causes:

- Extremely limited administrative staff
- Shifting philosophy and culture
- No scheduled time for observations

Theories of Action:

- If another staff member becomes certified, then we can accomplish twice as many observations, so we will accomplish many more observations.
- If observation time is scheduled, then competing tasks won't crowd out observations, so observations will occur consistently.

Summary Narrative

Classroom observations affirm that CCA enjoys a uniquely vibrant culture that saturates our classrooms. Utilizing the Eleot, an observation tool focused on student engagement, leaders observe teachers at least twice per year. The Eleot measures equitable learning, high expectations, supportive learning, active learning, progress monitoring, well-managed learning and the integration of technology in the classroom.

The data gathered from these observations bring clarity to student achievement and stakeholder feedback data. Classrooms score highly in supportive learning and well managed learning, meaning our students have strong relationships in the classroom and spend their time learning because of clear expectations. On the other hand, our classrooms tend to score lower in digital integration and equitable learning.

In the coming years, CCA will focus on each of these areas. Digital resources will continue to be integrated intentionally and carefully to reflect our philosophy of education and curriculum that prioritizes relationships. Professional development on the best use of already existing digital resources will bolster this score. Similarly, equitable learning will benefit from a professional development schedule that features training on differentiated learning and the use of digital data in teaching.

III. Key Characteristics Summary Narratives

There are four key characteristics that are present when institutions effectively and productively tend to the Cognia Performance Standards: Culture of Learning, Leadership for Learning, Engagement of Learning, and Growth in Learning.

D. Culture of Learning

Cleburne Christian Academy has organically grown a vibrant and distinctive culture over the past several years that values Christ-likeness, stewardship, passion and community. As enrollment in the Upper School grades (5th-12th) exploded in 2022, we have begun to intentionally create policies and procedures to not only protect the culture but also to facilitate its expansion into larger student populations and the teachers that serve them.

CCA's commitment to Christ-likeness, passion, and community means we highly value all students, families and staff members. Analyzed climate and culture survey data indicates that our students and parents feel respected by staff and teachers and that parents feel the curriculum and teaching are equitably delivered. The newly implemented Intervention Policy strategically assesses and supports students at their level of learning in the way most beneficial to them. **Eleot observations from this year, however, demonstrate a need to address differentiated learning practices in the classroom with a 2.52 average score in equitable learning.**

CCA believes that quality education hinges on care for the well being of the student. This can be demonstrated in the mission statement, which singles out the necessity of the child being known, cared for and encouraged. Thankfully, this mission statement is lovingly applied by our teachers: in all analyzed eProve Student Climate and Culture surveys a great majority of our students describe the staff on campus as caring. In 2022 Upper School students described adult interactions as "trusting, respectful, supportive and helpful." These students report feeling cared for because of classroom practices: 2022 Elot observations resulted in an average 2.71 in supportive learning. Further, CCA parents overwhelmingly believe administrators create a school environment that helps children learn. As CCA continues to grow in serving older students, the Student Voice and Support policies will ensure those students are heard as well.

In past years, CCA has not effectively engaged stakeholders to support the institution's priorities and guiding principles and this will be an area prioritized for growth into the future. Even still, students have demonstrated academic growth and well being as a result of implemented initiatives. Encouragingly, student assessment data demonstrates clear academic growth, new intervention policies have had a positive impact on student performance in early reading, and parents feel confident that the school focuses on student success and creates goals and plans to improve student learning. On the other hand, parents report that they don't feel included in conversations about the direction of the school, its goals or how to share the responsibility of student learning. The school board does communicate effectively through the Head of School to align goals, which is demonstrated through the creation of a CTE program this year. **Engagement with stakeholders as it's related to student learning and wellbeing needs to be addressed in the future.**

Although students clearly enjoy positive relationships with staff and fellow students, CCA has only recently introduced a formal structure that ensures this continues to be the case. In December of 2022 52% of parents strongly agreed that their child has at least one adult

advocate in the school while 33% agreed. This is encouraging when there had not yet been any formal policies or procedures in place to that end. The newest revision of the handbook, however, includes a policy on student voice and support that ensures students receive the adult care they need in exceptional circumstances and that a student council be established. The student council will work through a curriculum focused on identifying student needs using Maslow's Hierarchy and developing programs to meet those needs. Although a school-wide curriculum on positive relationships has not been implemented, teachers and administrative staff frequently talk with small and large groups of the student body about bullying, kindness and inclusion. The handbook also includes guidance for adults helping students to navigate conflict resolution in a manner that restores relationships.

Although staff members communicate that they enjoy collegiality, collaboration and professional development on campus, there is a need to implement formal procedures and policies to that end. Currently, collaboration most often occurs organically during breaks, recess and lunch periods. Teachers report that interactions with colleagues are supportive, respectful and collaborative. Team leaders responsibilities include making time for this type of conversation and helping teachers problem solve. This limits the input and impact of collaboration, however. Further, professional development primarily focuses on the teacher's role as missionary in the classroom and does not yet offer robust learning experiences in pedagogy. New teachers in 2022 took part in formal observation and mentorship with the Head of Curriculum and Instruction and reported that it was highly beneficial, yet wished it occurred more often. **Moving forward, CCA will focus on allocating time and resources towards collaboration and professional development.**

As late as the 2020-2021 school year, CCA only employed two administrative staff members: an office administrator and a Head of School. A full-time teacher from both the Lower School (prek3-4th) and Upper School (5th-12th) also served in the role of Team Lead. In 2021, CCA brought on a full time Community Connections Director and in 2022 a Head of Curriculum and Instruction. With this more robust administrative staff, CCA is equipped to formalize policies and procedures that support the already positive culture of learning.

E. Leadership for Learning

The administrative team at CCA feels empowered by the new accreditation process to guide our stakeholders in the continuous improvement process for the sake of our learners' experiences and needs. Although our last engagement review included a continuous improvement plan, it was created by a singular staff member, it wasn't heavily based on data and it wasn't integrated into the culture of the school. When that staff member left the school, the continuous improvement plan was practically lost. Now that the administrative staff has grown we have the capacity to create policy and procedure that ensures that won't be the case moving forward. Teachers will receive annual training on the continuous improvement process and will collaborate bimonthly at in-service events to assess current data and progress. Parents will similarly receive an annual video and email explaining the continuous improvement process and current findings. The administrative team will meet annually to review findings and progress as well.

The core values of CCA naturally cultivate effective servant leaders.Christ-likeness, passion, stewardship and community, when embodied by the grace of God in a leader, calls

others to grow in those same values and thus grow in leadership. The handbook addresses those core values but does also clearly articulate that demonstrated efforts towards exhibiting the core values qualify a staff member for consideration in leadership. Although not well connected with the core values, the PTO does also offer leadership opportunities to families and this is communicated in the handbook as well.

We prioritize recruiting, supervising and evaluating professional staff members for the sake of our students' education. In regard to hiring, openings are posted both through Facebook and Indeed. Facebook targets our local population and supports a staff demographic that reflects our community. Indeed, however, allows us to consider international applicants and to begin the interview process "blind" through recorded voice response questions. With the exception of our Prek and Kindergarten teachers, all teachers hold a bachelor's degree and either have a teaching certification or are working towards one through ACSI. To ensure those teachers pursuing certification are successful, the Head of Curriculum and Instruction partners with them to meet the long-term requirements. New teachers receive focused support through time allocated to formal peer observation and reflection, which they say is a very beneficial professional development opportunity in survey responses. Finally, all teachers are observed using the Eleot at least once per quarter. **Moving forward, CCA will prioritize the certification of teachers, increased mentoring for new teachers and providing meaningful feedback to teachers based on Eleot observations.**

Leaders at CCA have created and maintained structures and processes that support learners and staff members in both stable and changing environments. The recently revised school handbook covers procedures for handling student conflict, student discipline, staff conflict, requesting time off, communicating with parents and many more situations. These aren't meant to be inflexible requirements, but rather guidelines for our staff. On the other hand, we do have inflexible requirements in regard to emergency and crisis response. These are covered annually and drilled throughout the school year with the exception of active shooter scenarios. We do not drill our students on those procedures. CCA relies on the specialized input of government task groups and their published guidance on school violence such as the FBI's "A Threat Assessment Perspective" to classify threats, level of risk and the appropriate response.

CCA continuously evaluates the efficacy of curriculum and instruction. The Lower School aligns to an in-house set of standards for math and ELAR that is based on academic research on developmentally appropriate learning. In many cases they do resemble the CCSS and TEKS, but have been streamlined for the sake of clarity and usability. Student achievement data indicates our students demonstrate similar mastery of CCSS and TEKS material when compared to their peers. The Upper School depends primarily on the CCSS and TEKS to guide curriculum and instruction and those students do also similarly align to their peers in demonstrated mastery of those standards. Even though our students perform similarly to their peers, we have identified domains of learning that need attention. The Lower School students demonstrate a weakness in phonemic awareness, genre distinctives and personal financial literacy overall while the Upper School students' greatest weakness is in author's purpose and craft and expressions, equations and relationships. All curriculum is reviewed collaboratively according to the curriculum review procedures. **The areas of domain weakness will be specifically reviewed during that time.**

The personnel at CCA are qualified for their work and are the backbone of supporting the mission, purpose and beliefs of the school. The most recent Eleot observations

demonstrated that teachers create supportive and well-managed learning environments. Students report they are happy and supported at school and parents feel teachers match their child's learning style and motivate students well. The leaders at CCA have prioritized hiring staff who understand the culture and core values and want to grow in them, believing we can equip them with extra teaching skills and credentials more easily than shaping their hearts towards our mission. For that reason, although almost all of our educators hold degrees, they do not all hold teaching certifications. **Over the next year, the school will partner with those teachers to obtain permanent ACSI teaching licenses. This process will further develop them as educators and support their professional growth.**

Although supplemental resources are reviewed and approved, CCA will develop a process to document and evaluate those resources. The handbook contains a list of approved digital resources as well as the procedure for requesting purchase reimbursement and approval for supplemental resources. Submitting a form for approval of supplemental resources is a new practice, as previously these approvals were done informally. Moving forward, supplemental resources will be evaluated using the grade level standards and the core values.

Leaders at CCA rely on teacher observation, parent input, assessments and screenings to drive the equitable allocation of human, material, digital and fiscal resources. Based on beginning of year Renaissance STAR screenings in math and ELA, students were grouped by level of need into different categories of intervention. Those demonstrating the highest levels of need received one-on-one tutoring while those in middle ranges of need received digitally based group intervention. These groups were further broken down into different frequencies of weekly intervention based on level of demonstrated need in the screening. These groups were then shared with teachers and parents and their feedback sometimes initiated a re-test. Students placed in formal intervention plans took screenings every four weeks for the rest of the first semester and re-tested with the general school population in December. The analyzed data demonstrated that more frequent interventions were much more impactful than those less frequently occurring, even if they were one-on-one. 89% of students in daily one-on-one reading intervention tested out of an intervention-needy category, 60% of students in 3 times weekly small group math intervention tested out of an intervention-needy category, 50% of students in large group daily digital reading intervention tested out of an intervention-needy category, 27% of students in 2 times weekly Barton reading intervention tested out of an intervention-needy category and 20% of students in 2 times weekly small group math intervention tested out of an intervention-needy category. This data resulted in a move towards more frequent intervention for those students demonstrating a need even though it also does require less one-one-one tutoring and more use of digital intervention. The data supports this is more effective than less frequent, non digital, one-on-one intervention. CCA will continue to screen for needs and allocate resources to maximize student growth.

F. Engagement of Learning

Cleburne Christian Academy is proud to have an engaged stakeholder population. Eleot observations demonstrate that students are engaged in the classroom, intervention policies screen for and provide support to struggling students, and achievement data supports the intervention strategies implemented. This means students gain momentum and confidence in the classroom as their skills improve. Students have active input in their own learning goals through individual learning plans, through the selection of career preparatory tracks and classes

and through the student council. Leaders intentionally implement programs that foster engagement and soft skill development like Destination Imagination, Big Blue Blocks play and project based learning classes.

CCA is providing effective screening and intervention strategies that maximize student growth and confidence, and is implementing practices that support lifelong learning, creativity and ownership of growth. On the other hand, CCA has room to grow in integrating technology and facilitating strong in-class differentiation for all learners.

To address areas of weakness in engagement of learning, CCA plans to provide teachers with professional development focused on differentiated learning practices and the integration of technology, then students will be consistently and actively engaged with learning material at their level, so that students are confident and growing learners.

G. Growth in Learning

Students at CCA are educated holistically and their growth is evaluated in kind. Nationally-referenced testing data indicates that our students are prepared academically for their next level of learning and they are meeting expectations in knowledge and skill acquisition. The inclusion of Individual Learning Plans will grow self-reflection skills and support self-actualization. Opportunities to demonstrate growth in learning through work samples of various kinds recognizes in demand "soft skills" of non-traditional learners.

Holistic assessment accurately identifies academic and non-academic needs of students and directs them toward appropriate interventions and programs that demonstrate positive outcomes. Although our students come from different academic backgrounds and ability levels, Renaissance assessment data demonstrates that our students grow academically at a faster-than-average rate as compared to their peers across the country. Leadership continues to assess growth data to maximize student learning.

CCA performs well in assessing academic and non-academic growth holistically and effectively, leadership utilizes that data to inform curriculum and instructional practices as well as integrate academic intervention that advances learning. CCA can grow in equipping teachers to perform action research, to utilize data to inform classroom instruction and to effectively partner with students in creating academic and non-academic goals

In response, CCA will integrate action research and data-driven instruction into the professional development schedule so that teachers can provide more meaningful instructional practices and deliver content that advances student growth in learning.

IV. Areas of Excellence

After reviewing the standards and key characteristics narratives the leadership at Cleburne Christian Academy has identified the following areas of excellence: learner-centric orientation, community well-being, and holistic student assessment and intervention.

At Cleburne Christian Academy, the gospel saturates everything we do, demanding that we place a high value on the individual hearts, souls and minds of our students. Our students consistently communicate that they feel cared for, our parents overwhelmingly report that their students have a strong advocate on campus and professional development consistently emphasizes the central nature of caring for the souls of children as we educate. This prioritization of the learner flows past feeling and into academic action. Intentional and holistic assessment informs action research supported intervention plans tailored to each student. Further, non-academic elements of learner wellbeing are constantly evaluated and implemented: breaks and recess, college and career preparation and social and emotional support.

The gospel does not just demand a learner-centric orientation, it also naturally produces strong community well-being. Although not memorized by all or even overtly known by some of our younger students, the core values of the school are woven into the fabric of the community experience at CCA. Conflict resolution guides for staff and students provide the tools to immediately address problems in a way that validates the heart and soul of all parties while guiding them towards forgiveness and peace.

Finally, Cleburne Christian Academy excels in holistically assessing students and providing tailored intervention. In a commitment to recognize the inherent value and giftings of each child, staff compile student portfolios that showcase work samples of various kinds as well as teacher observations, students complete formative and summative assessments and are also screened regularly for academic intervention and to measure progress. In response to these assessments, students participate in intervention programs supported by action research.

V. Areas for Improvement

The accreditation review process has revealed three areas that will be included in the continuous improvement process moving forward: stakeholder engagement, professional development in instructional practices, and the prioritization of student voice in learning and leadership.

Effective engagement with stakeholders at Cleburne Christian Academy will facilitate a united vision for the school that uplifts the education experience universally. Although some parents participate significantly in the school through organized efforts like the PTO, many do not and report feeling disconnected. Leaders at the school have identified a candidate to join the administrative team in the 23-24 school year as a family connections representative. In the interim, regular parent education videos and emails will go out on important topics.

Secondly, leaders at Cleburne Christian Academy have put considerable impactful effort into the development of teachers as Biblically Christian Educators, but it must be augmented with training in strong pedagogical practices. Classroom observations demonstrate a weakness in differentiated learning and the use of data and assessment to inform instruction. In response, leaders developed a professional development plan that covers these and other important teaching topics. Leadership has also allocated time to peer observations and collaboration, believing our teachers have tremendous experience to share with one another as well.

Finally, the significant growth in student population over the past several years requires an intentional and formal method of facilitating student voice in both learning and in leadership. To address this area, CCA has formed a student council focused on mentoring and developing servant leadership in the student body while giving those students a voice in school vision and decisions. Student learning portfolios will also be augmented with Individual Learning Plans that focus on student goal-setting and progress monitoring. CCA has also implemented a new Career and Technical Education program that facilitates career exploration, community internships and dual credit classes with partnering Christian Universities.

VI. Challenges

While recognizing internal areas of excellence and areas for improvement, the leadership at CCA also recognizes external challenges that require attention: exponential growth in demand for private Christian education in our area and limited facilities and financial constraints that impact staffing, resources and facilities.

Because of growing unrest with the local public school system for a variety of reasons, the demand for Christian education continues to rise. CCA is the only private preK-12th Christian school in the area. The current campus facilities cannot comfortably accommodate more than 175 students and many of those facilities are degrading rapidly in quality. To meet the demand for Christian education in the area, the school must expand and update current facilities. Because CCA is at maximum student capacity, the increased revenue will not come from additional enrollment. Instead, students on scholarships will be moved to 12 month payment plans that facilitate higher tuition rates and the number of discounts and value of discounts will be reduced.

Although Cleburne has historically low to middle socioeconomic populations, the demand for high quality Christian education continues to rise. Although the challenge of meeting the demand will continue, the steps above should mitigate the impact of financial constraints on budget.

IV. Cumulative Summary

As a result of data collection, review, and analysis combined with a self-assessment of Cleburne Christian Academy's adherence to Cognia's thirty performance standards, the leadership sets forth the following areas of focus.

- Implementation of professional development schedule that includes differentiated teaching practices, technology integration, formative assessment, data informed instruction, individual learning plan and student goals, the continuous improvement process and action research.
- Create and publish written and video communications for stakeholders on topics that include supporting education at home, the continuous improvement process, and how to become involved in school leadership and goal setting.

- Create formal opportunities for collaboration and professional growth for teachers by facilitating peer observations, team collaboration times and partnering in teacher's obtaining ACSI or state teaching certifications.
- Prioritize student voice and ownership in learning by implementing individual learning plans, creating a student council and finalizing career and college prep programs.
- Create procedures that allow for the analysis and aggregation of student achievement data available in student portfolios.
- Annually review the above goals using collected, cleaned and analyzed data to inform their completion or revision.