



## > Accreditation Visiting Team Report

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**Christian Heritage Academy • Del City, Oklahoma**

April 19-21, 2015

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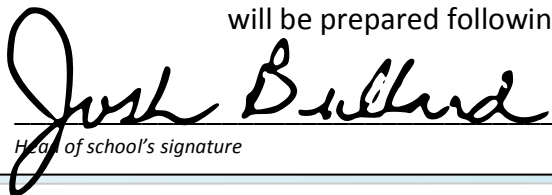
Version 1-0  
April 19-21, 2015

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The Commission reserves the right to further revise and adapt  
this report before it is presented in final form.

The Final Report, approved for duplication and/or publication  
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\_\_\_\_\_  
*Head of school's signature*

\_\_\_\_\_  
**April 29, 2015**  
*Date*

# **Visiting Team Report**

**Christian Heritage Academy  
Del City, Oklahoma**

**Josh Bullard, Headmaster**

**April 19-21, 2105**

**Accreditation Visit  
with  
Association of Christian Schools International**

## **Team Members**

Terry L. Tilson, Chairperson

Gloria Massey, Asst. Chair

Angela Arnold

Adam Blehm

Tara Kater

Arleta Wiebe

Graham Wolf

Submitted to the

**Regional Accreditation Commission**

**ASSOCIATION OF CHRISTIAN SCHOOLS INTERNATIONAL**

***South-Central Region***

## Visiting Team Members

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## ACSI REACH Accreditation Visiting Team Report for

### SCHOOL INFORMATION

<b>School ID #</b>			
<b>School Name</b>	Christian Heritage Academy		
<b>Address</b>	4400 SE 27 <sup>th</sup>		
<b>City, State Zip</b>	Del City, Oklahoma 73115-3261	<b>Country</b>	USA
<b>Head of school</b>	Josh Bullard		
<b>Phone</b>	(405) 672-1787	<b>Fax</b>	(405) 672-1839
<b>Email</b>			
<b>Grades Offered</b>	Pre-K thru 12	<b>Grades to be Accredited</b>	K-12
<b>Year Founded</b>	1972	<b>Enrollment</b>	575

The self-study used is the *ACSI REACH School Accreditation Manual (2008)*, published by ACSI. The appropriate subsections of the self-study were provided to the team members in advance of the visit. The school and its staff made available to the visiting team all of the necessary information and documents. The following report represents the combined insights of the visiting team. The team wishes to express their gratitude for the generous reception and hospitality they received at the school. It was greatly appreciated.

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## Significant Changes Report

It is obvious that God has blessed CHA in many ways throughout its existence. Please note the changes below that have occurred in the past five years.

- An additional twelve hours of college credit have been made available for juniors and seniors.
- Leadership teams have been created with secondary deans of departments.
- Dean of Men and Dean of Women positions have been established.
- Updated the physics lab with new equipment.
- The Admissions process is been put online.
- Completed Ministry Safe training for all employees.
- Added the position of Headmaster of Professional Development and Instruction.
- A new website was purchased and template developed.
- Adopted a new vision statement in 2012.
- Created a promotional video.
- Offered a musical theater class for the first time.
- Choir tour to Arkansas and Tennessee.
- Upgraded the baseball facility with new lights and backstop.
- Developed a new athletic practice field.
- Elementary crosswalk guard program established.
- Addition and development of a new parking lot including landscaping and signage.
- Installed motion sensors for lights in classrooms to lower utility costs.
- Addition of keyless entry for exterior doors.
- Established a Grant program for teacher development.
- Provision of Chrome books for the faculty.

## Compliance with ACSI Non-negotiable Commitments to Accreditation

**Commitment One:** The school is clearly Christian in its philosophy and orientation. The leadership (the board and the administration) has signed the ACSI statement of faith, and it requires the same of the faculty and staff. *(Standard One: Philosophy and Foundations)*

*The school is compliant with Commitment One.*

**Commitment Two:** The school is governed by trustees who develop and give policy direction to the administrative leadership. The administrator is empowered by the governing body to oversee the day-to-day operations. The governing body strictly follows a biblical code of ethics in all its decisions. *(Standard Two: Governance and Administrative Leadership)*

*The school is **compliant** with Commitment Two.*

**Commitment Three:** The school is well managed in its business operations, including just compensation for the staff. *(Standard Two: Governance and Administrative Leadership)*

*The school is **compliant** with Commitment Three.*

**Commitment Four:** The school has developed to the point that it is a viable institution, providing commendable educational services. *(Standard Three: Home and Community Relations and Student Services)*

*The school **exceeds compliance** with Commitment Four.*

**Commitment Five:** Education is provided to the students/children through professionally qualified faculty and staff. Faculty and staff have the appropriate credentials, degrees, and training, and they are qualified for their assigned duties. The school provides for continuous professional development. *(Standard Four: Personnel)*

*The school **exceeds compliance** with Commitment Five.*

**Commitment Six:** The school has developed a written curriculum guide/plan for its entire instructional program, and the school/ program engages in a systematic review process for the evaluation and development of curriculum, curriculum materials, and instruction. *(Standard Five: Instructional Program)*

*The school is **marginally compliant** with Commitment Six.*

**Commitment Seven:** The school annually assesses and evaluates its performance at every level. The assessment data and subsequent analysis inform the decisions made by the school. While assessment data and analysis may be handled differently at the early education level, the data and analysis inform the decisions made by the administrative leadership. *(Standard Five: Instructional Program)*

The school is **compliant** with Commitment Seven.

**Commitment Eight:** The school and its facilities meet all required codes, standards, and requirements for health, safety, and sanitation, and the school has developed and implemented a plan for the safety of its children, students, and staff in the event of an emergency or a disaster. *(Standard Seven: Crisis Planning, Safety, Health, and Food/Nutrition Services and Standard Eight: Facilities, Environment, and Transportation)*

The school is **compliant** with Commitment Eight.

**Commitment Nine:** The school provides for the spiritual nurture and discipleship of its students, assisting in the development of moral, spiritual beings. The culmination of these efforts yields students who have a solidly developed biblical worldview. *(Standard Nine: Character, Values, and Spiritual Development of Students/Children)*

The school **exceeds compliance** with Commitment Nine.

**Commitment Ten:** A continuous improvement process for the school is implemented that prioritizes improving the attainment of expected student learning outcomes, the accountability to all stakeholders, and the strategic use of resources. *(Standard Ten: Continuous School Improvement)*

The school is **compliant** with Commitment Ten.



## Response to Major Recommendations

1. The school establish a process for the systematic and collaborative review of the philosophy, mission and core value statements. *(Indicator 1.1; Interview)*
2. The school implement a formal written annual evaluation of CHA administrators. *(Indicator 2.9; SS; Interview)*
3. The school develop and communicate a written and thorough long-term strategic plan to it constituency. *(Indicators 3.4, 3.5; SS)*
4. Reference state/national standards in the curriculum guides and/or Legacy notebooks.
5. Continues training for teachers to us technology better for classroom documentation, lesson plans, communications and presentations.

### Response to Recommendation #1:

The board and administration have developed an extensive, systematic and collaborative review of the schools vision, mission, philosophy and core value statements.

**The response is exemplary.**

### Response to Recommendation #2:

The board has developed and implemented a formal written evaluation process for all CHA administrators.

**The response is satisfactory.**

### Response to Recommendation #3:

The board and administration have a partial written, long-term strategic plan that is a work in process. While they have made an effort to complete it they are still struggling with completing it.

**The response is marginal.**

### Response to Recommendation #4:

The administration and faculty have been working on alignment and referencing from year to year. This is an evolving process.

**The response to this recommendation is satisfactory.**

### Response to Recommendation #5:

There has been a concerted effort to provide technology training as time and money allow. The school recognizes that this is an ongoing process.

**The response to this recommendation is satisfactory.**



## School Profile

### Historical Overview

Christian Heritage Academy began in 1972 from a vision of Sunnyside Baptist Church and its pastor, Harry Boydston. Christian parents in the community gathered together because of concern about the state-mandated reorganization and demands that were being implemented in the public schools at that time.

By September 1, 1972, Christian Heritage Academy opened its doors as a new private Christian school in south Oklahoma City meeting in the facilities of Sunnyside Baptist Church but separately incorporated. It was one of the first such schools in the area.

The school was small, having less than 200 students in the first year. Toward the end of the first year, Mr. Ralph Bullard became the school's headmaster, and he led the school until June of 2006. In the second year, the school began to expand upward through the grades. Dr. Mayme Lee "Pat" O'Brien came to the school and later became the elementary principal. Dr. Pat's vision and guidance for the school shaped the vision and mission of the school in the early years.

The school continued to grow. While it had started with first through eighth grades, a kindergarten was added and one upper grade each year until the school had a complete high school program, graduating its first senior class in 1977. An athletic program was developed which continues to reflect a Christian philosophy, which supports the development of the students both physically and spiritually.

The school's philosophical stance has always been that parents are primarily responsible for the education of their own children. The Home School Satellite Program was developed to support parents in their educational endeavors, whether their children were home-schooled or attended CHA. This program has led to many of these students finding their way into CHA's day-school program.

A focus on missions at CHA has resulted in students developing into believers who seek to follow the mandates of the Great Commission. Since 1988, many students at CHA have participated in an annual mission trip to Mexico. There has even been one trip to Russia and two to Brazil. Mission trips continue to be an integral focus. In the past few summers, students have traveled to Haiti, Baja, and Guachochi, Mexico, Alaska, Myanmar, and this summer are going to East Asia and Honduras. Also, a group of students initiated the Mission OKC where they ministered and witnessed in the Oklahoma City metropolitan area.

Because of the growth of the school, by the 1987-88 school year, a new facility was needed. A few years earlier, a few of the elementary classes had moved to Western Hills Baptist Church. Through God's gracious Providence, a "new" building was made available by First Southern Baptist Church of Del City, initially rent free, and later through lease-purchase. This building, after extensive remodeling and later additions became the current facility of the school.

The Discovery program (based upon NILD—National Institute for Learning Differences—practices) was established in the early 1990s in order to help academically challenged students. In addition, the program serves to support and steer classroom teachers in helping students in the classrooms.

The Jim Elliot Memorial Gymnasium was completed in 2001. Jim Elliot, a missionary who gave his life on the mission field was and is a positive role model for students of all ages to follow. Jim Elliot's words, "He is no fool who gives what he cannot keep to gain what he cannot lose," are displayed prominently in the gym and have provided many opportunities to witness.

One of the legacies that seniors look forward to is taking an American Christian Heritage Tour of the Plymouth and Boston areas. Their studies come to life and they become more determined to support and restore the United States as the Christian Republic it once was. In June of 2006, the teachers went on the same heritage tour always taken by the seniors, which served to inspire and encourage the teachers in their teaching of the historical foundations of the United States.

In 2006, Mr. Josh Bullard, son of headmaster Bullard and member of the Board of Trustees was established as the new headmaster of the school following Mr. Ralph Bullard's retirement. Mr. Ralph Bullard remains in the role of school ambassador.

The Legacy Project was launched in June of 2007, initially set up as a five-year project, though it is presently ongoing. School is dismissed at 12:25 p.m. each Wednesday afternoon enabling teachers to do individual research and be involved in training sessions and mentoring. The training sessions are individualized to meet the needs of new teachers and experienced teachers. The project has evolved as the administration has learned what works best to accomplish the goals. In 2014, the Legacy Project was completed. Teachers still complete Legacy subject notebooks. Training is ongoing as part of the overall professional development plan for CHA.

In 2008, under the leadership of the Board of Trustees and Headmaster Mr. Josh Bullard, Christian Heritage Academy expanded to a second campus. In a ministry partnership with Fairview Baptist Church in Edmond and their Pastor Paul Blair, Christian Heritage Academy North was established to serve the needs of families in the northern parts of Oklahoma City. However, after four years of ministry, the Lord directed the school's leadership to close the north campus.

A Capital Campaign began in the spring with a silent phase in the spring of 2011 followed by the public phase in the fall of 2011. The Board of Trustees committed to retiring school debt and thereafter remaining debt free. In the fall of 2012, a water pipe burst causing extensive damage to the elementary office, many elementary classrooms, the cafeteria, and the auditorium. Renovations began immediately. A new elementary office and classrooms were in use by January 2013. The restoration of the auditorium was nearly complete in the spring of 2013, which allowed the Senior Class of 2013 to hold its baccalaureate and graduation ceremonies there. The auditorium and the cafeteria were completed in August 2014. The Board of Trustees adopted the vision statement in 2012: *The vision of Christian Heritage Academy is to train American Christian leaders for every sphere of society.* During the summer of 2014, the Board of Trustees named Dr. Susan DeMoss to the newly appointed position, Headmaster of Professional Development and Instruction.

### **Vision, Mission, and Preferred Future**

The vision of Christian Heritage Academy is to train American Christian leaders for every sphere of society.

The purpose of Christian Heritage Academy is to assist the home and church in building a solid foundation in the life of each student – a life which is characterized by a personal salvation experience, the development of Christian character, the Christian conscience, and Christian self-government. The ultimate goal of the Academy is to produce true Christian scholars who will be used of God to propagate the Gospel to the whole world and to restore our American Christian Republic to its historic Biblical foundation.

### **Demographic Portrait**

The enrollment trend has been upward over most of the life of the school. In the 1999-2000 school year, enrollment dropped 4% when there was a fairly significant tuition increase. It remained down for three years, dropping to a low of 565 one of those years. In 2003, it began to grow steadily again. Enrollment reached its highest point in the 2009-2010 school year, at 665, but it has declined slowly since then, to 550 students in 2014-2015.

CHA's retention rate (students who re-enroll for the upcoming school year) is typically between 90% and 95%. The school has maintained many long-term relationships with past patrons, grandparents, and alumni. More than 15% of CHA students have one or both parents who are alumni. A recent survey revealed that, in the category of "parental satisfaction," CHA parents ranked the 77th percentile of the more than 500 Christian schools surveyed. In the category of "parental referrals" (willingness to refer families to CHA) our parents ranked in the 82nd percentile.

The range of annual income is \$15,000 to over \$200,000. Within that range, the distribution is as follows: 9% with income less than \$50,000

39% with income - \$50,000 - \$99,999

30% with income - \$100,000 - \$149,999

11% with income - \$150,000 - \$199,999

10% with income greater than \$200,000

#### **The demographics of the students at CHA in 2013-14 are as follows:**

70% Caucasian

3% Native American

.01% African American

.02% Asian

.08% Other (Pacific Islander, Indian, Russian, Latino, Hispanic, Iranian, or Bi-Racial)

26.89 % did not respond

#### **The educational profile of parents at CHA for the year 2013-14 is as follows:**

18% with Master's or Doctor's Degree

49% with Bachelor's Degree

28% with some college

4% High School graduates only

.3% with only some High School

Approximately 140 churches are represented in the student body.

## Achievement Levels and Accomplishments

Since 2009, the Headmaster of Professional Development and Instruction has been leading each department of the core subjects through the process of aligning the subject from kindergarten through grade 12. In addition to aligning the subjects, the matrix for each has been created. In each grade level curriculum guide, all core subjects which have been aligned and for which a matrix has been produced, containing the following:

- Introduction and Philosophy of Subject
- General Curriculum Goals
- Principles of Subject

A digitized copy of the curriculum guide is available on the Accreditation Website under "Resources."

### Testing

The school uses a variety of assessments to determine the achievement level of students both before admission and during their years of attendance.

### Admissions

Students who apply for enrollment in the elementary grades are tested before admission to determine their current level of achievement and the grade level in which they should be placed to gain the most from their schooling. Incoming students through first grade are tested individually with the Gesell Developmental Observation. Students entering grades two through six are tested with the appropriate math and reading sub-tests of the Stanford Achievement Test Series and student entering grades seven through eleventh are given the Terra Nova 3 Achievement Test Series.

### Annual Assessments

The SEARCH is individually given to identify five and six year olds who are vulnerable to learning difficulties.

The Terra Nova 3 Achievement Test Series are given to grades three, five, seven and nine.

The InView are given to grades three and nine.

The EXPLORE test is given to eighth graders while the tenth graders use the PLAN and the PSAT. Our eleventh graders use several assessments, include the ASVAB and the PSAT, Students in tenth and eleventh are encouraged to take the PSAT. Students in eleventh and twelfth are encouraged to take the ACT or SAT. The secondary parent and student handbook gives a description of these assessments.

CHA students perform well on the annual achievement testing. In addition to nationally normed tests mentioned above, an English proficiency test and Bible proficiency test have been developed by the school. Students must score satisfactorily on both of these proficiency tests to meet a graduation requirement. Almost all the seniors take the ACT test. The school keeps

comparative data on their performance each year. Seniors have consistently ranked in the top 6% of the 174 largest schools in Oklahoma on the ACT. The school also has several National Merit finalists.

Students consistently place well at academic meets hosted by ACSI and other agencies. These include Math Olympics, Speech Meet, Spelling Bee, Invention Fair and Science Fair.

## ADHERENCE TO THE STANDARDS

### STANDARD ONE—PHILOSOPHY AND FOUNDATIONS

The educational philosophy and mission of Christian Heritage Academy exists in the form of several documents that make up the foundation of the school's ministry. Over the past several years, these guiding principles have been written and reviewed by various administrators. More recently, a vision statement has been developed to provide a concise statement that shares the purpose of the ministry. This vision statement is publicly shared at school events.

The mission statement, vision statement, statement of faith, philosophy of education, and core values are an integral part of employment procedures and yearlong faculty in-service at Christian Heritage Academy. These foundational beliefs are also prominently displayed on the school's web site. Goals for advancing the mission of the school are based on its educational philosophy and have also been determined by a recent survey.

#### COMMENDATIONS:

*The visiting team commends the school for:*

1. **A philosophy statement, which consistently applies as an integrative, coordinating, and examining device throughout all aspects of the programs, operations, and curriculum.**  
*(Indicator 1.4; SS; Interview; Documentation; Observation)*
2. Regularly and collaboratively evaluating the philosophy, vision, mission, and core values statements that guide school decisions and processes.  
*(Indicator 1.1; SS; Interview; Documentation)*
3. Maintaining professional development that systematically incorporates the school's American Christian Philosophy and Principle Approach in every instructional environment.  
*(Indicator 1.5; SS; Interview; Documentation; Observation)*

#### RECOMMENDATIONS:

*The visiting team recommends that the school:*  
**none**

#### STANDARD ADHERENCE:

The school **exceeds compliance** with Standard One.



## STANDARD TWO—GOVERNANCE AND ADMINISTRATIVE LEADERSHIP

The governance and administrative leadership of Christian Heritage Academy recognizes Christ and His Word as the foundation for all that is done in the program and is evidenced through the vision, mission statement, policies and professional development training. The headmaster of the school is responsible to see that biblical standards and qualifications are required of the administration, the faculty, and staff personnel. Leadership teams, the CHA Master Teacher Program and an annual board retreat promote leadership development and create a community of “professional learners whose focus is to glorify God and improve student learning.”

In addition, the financial integrity of the school is of great importance. Time and resources have been allocated to ensure that implementation and control of the budget reflects biblical principles as well as generally accepted accounting procedures. A financial review or an outside audit is conducted annually by a certified accountant to demonstrate full disclosure and accountability in this critical area.

### COMMENDATIONS:

*The visiting team commends the school for:*

1. Implementing a Faculty and Board Member Covenant and Statement of Faith to ensure integrity and provide accountability.  
*(Indicator 2.4, SS; Documentation)*
2. **Developing the Master Teacher Program, including financial incentives for master teachers, which builds teachers into expertly qualified educators.**  
*(Indicator 2.5, 4.8, 5.1, 5.3, SS; Narrative; Documentation; Interview)*
3. Providing resources through the Grant Program whereby faculty members have the opportunity to further their professional development.  
*(Indicator 2.5; SS; Documentation; Interview)*

### RECOMMENDATIONS:

*The visiting team recommends that the school:*

1. **Complete and implement the long-term strategic plan, which includes three- to five-year goals in the areas of home-school-community partnerships, curriculum and instruction, finances, and technology.**  
*(Indicator 2.3, SS; Interview)*
2. Establish additional division teams to promote collaboration among school leaders.  
*(Indicator 2.4; SS)*
3. **Investigate a plan for term limits for Board members.**  
*(Interviews)*

**STANDARD ADHERENCE:**

The school is **compliant** with Standard Two.

### **STANDARD THREE—HOME AND COMMUNITY RELATIONS AND STUDENT SERVICES**

A comprehensive survey of current families, alumni, and other friends was recently conducted by Christian Heritage Academy. This formal survey benefitted the school by displaying levels of satisfaction as well as providing important demographic information on current patrons. The school profile now reflects this new information.

Christian Heritage Academy seeks to increase its enrollment in order to fully utilize its campus resources and to remain viable. Endowment and state scholarships are available for school families. The school meets all state requirements for attendance. Many venues of communication are available for the school's constituents and the public, including a web-based communication tool for parents and several social media sites.

The guidance program at Christian Heritage Academy covers a wide range of students and their needs. From Pre-K through high school, the school has appropriate entrance testing and screenings, formal assessment methods, and educational counseling. Special attention is given to students with learning differences in order to ensure success in the classroom and beyond. Transitional events are intentionally planned and executed as students move from one milestone grade to another. Academic and spiritual counseling is a vital part of the college/career preparation program for Christian Heritage Academy high school students. Parents and students are informed regularly about college fairs, information, and scholarships.

A myriad of school-sponsored activities affords students opportunities for academic, athletic, and spiritual growth. Christian mission and service is developed in students through local, national, and international mission trips and service opportunities. Parent clubs play a major role in providing for the funding of student activities.

#### **COMMENDATIONS:**

*The visiting team commends the school for:*

- 1. The development of the Discovery program to help address and assist students with different learning needs at every grade level.**  
*(Indicator 3.8, SS, Interview; Documentation; Observation)*
2. Utilizing state-of-the-art technology that provides for efficient and effective communication between CHA and its constituents.  
*(Indicator 3.5; SS; Documentation; Interview)*
3. Providing dual-credit courses and CLEP preparation, which have assisted parents and students in post-high school planning.  
*(Indicator 3.7; SS; Interview; Documentation)*

**RECOMMENDATIONS:*****The visiting team recommends that the school:***

1. Complete and implement a program to survey graduates to determine the effectiveness of the CHA instructional program.  
*(Indicator 3.4; SS; Interview; Documentation)*
2. Develop a method to assess ways in which enrollment can be increased.  
*(Indicator 3.2; SS; Interview)*
3. The school reviews its procedures for approving school-wide emails to assist in monitoring the volume of communication parents receive.  
*(Indicator 3.5; SS; Interview; Documentation)*

**STANDARD ADHERENCE:**

The school is **compliant** with Standard Three.

## STANDARD FOUR—PERSONNEL

All personnel are Christians with a clearly defined testimony of their faith in Jesus Christ, and are well qualified for their assigned responsibilities. All administrators meet ACSI educational standards, and 100% of the faculty has current ACSI certification.

Professional development is an emphasis for the faculty at CHA, and Wednesday afternoons are allotted for teacher training and course development. New teachers enter a three-year training track, and all teachers are trained in the American Christian philosophy and Principle Approach methodology. CHA exceeds the requirements for background checks. Teachers are formally evaluated, and new methods of evaluation are underway as well.

### COMMENDATIONS:

*The visiting team commends the school for:*

- 1. Providing weekly professional development directed at improving student learning, professional growth and personal research.**  
*(Indicator 4.8, SS; Interview; Documentation)*
2. Legacy notebooks containing documentation, assessments, lesson plans, and the history of their subjects, which are digitized annually.  
*(Indicator 4.8, SS; Observation; Documentation; Interview)*
3. Using evaluations as a training tool for faculty, administrators, and staff, not simply as an evaluation for employment.  
*(Indicator 4.10, SS, Documentation)*
- 4. Exceeding the requirement on background checks and providing Ministry Safe training for all employees.**  
*(Indicator 4.12, SS; Documentation, Ministry Safe)*
- 5. Establishing a three-year training program for new teachers to help train them in effective teaching methods and the philosophy of the school.**  
*(Indicator 4.8; SS; Documentation; Interview)*
- 6. Developing the Master Teacher Program, including financial incentives for master teachers, which builds teachers into expertly qualified educators.**  
*(Indicator 2.5, 4.8, 5.1, 5.3, SS; Narrative; Documentation; Interview)*

**RECOMMENDATIONS:**

*The visiting team recommends that the school:*

1. **Review and develop formal hiring policies and procedures for faculty.**  
*(Indicator 4.10, SS; Interview)*
2. **Develop a program for training new athletic personnel in the philosophy and practices of the school.**  
*(Indicator 4.12; SS; Interview)*

**STANDARD ADHERENCE:**

The school **exceeds compliance** with Standard Four.

## STANDARD FIVE—INSTRUCTIONAL PROGRAM

The teachers at Heritage Christian Academy are the heart of the instructional program. The Board and administration support and encourage professional growth in teachers through the Master Teachers Program, through mentorship, and through the CHA grant program. Classroom management is consistent throughout the school, which allows for an atmosphere conducive to creative learning. A well-developed set of student outcomes goes beyond the achievement of essential knowledge and skills, developing the students according to the stated core values of the school and their outcomes. The curriculum matrices in the elementary and high school levels, teacher-developed Legacy notebooks, and classroom instructional evaluations are all evidence of a well-rounded curriculum, which is constantly evaluated and revised. The Iron Leadership teacher-training program assures that teachers hold each other accountable for the academic and spiritual climate of their classrooms and develops in teachers a sense of working together for God's Kingdom.

### COMMENDATIONS:

*The visiting team commends the school for:*

1. **Developing the Master Teacher Program, including financial incentives for master teachers, which builds teachers into expertly qualified educators.**  
*(Indicator 2.5, 4.8, 5.1, 5.3, SS; Interview; Documentation)*
2. Incorporating research-based methodologies to strengthen the growth of students and educators.  
*(Indicator 5.8, 5.10; SS)*
3. **Developing written assessments of Bible and English knowledge as a graduation requirement.**  
*(Indicator 5.7, SS; Documentation; Interview)*

### RECOMMENDATIONS:

*The visiting team recommends that the school:*

1. Continue to vertically align and digitize the Bible, history, and elective curricula, in accordance with the elements of ACSI requirements (being sure to include school-wide expected student outcomes, mapping or scope and sequence of instruction for each subject area at each grade level, including a time frame for each instructional unit, overall instructional goals and course, instructional resources and textbooks, specific instructional objectives for each unit of study, instructional methods, and evaluation and assessment strategies.)  
*(Indicator 5.2, 9.1, 9.6; SS; Observation; Documentation)*

**STANDARD ADHERENCE:**

The school is **compliant** with Standard Five.



## STANDARD SIX—LIBRARY, MEDIA, AND TECHNOLOGY SERVICES

The library, media, and technology services assist in carrying out the mission of the school, and have evolved to be best utilized in spite of space constraints. It supports the school's instructional program with appropriate print, media, and technological resources as well as trained staff members to provide effective services to students, faculty, and parents. The librarian seeks input from the teachers and administrators to select books and other materials that will assist and support the school's instructional objectives.

There is an accessible library with 27,000 materials available for student use, and Chromebooks are being utilized in the computer labs to replace older technology. There are several ongoing technology projects (website, social media, Google Apps), and teachers have been surveyed to determine where professional development is needed.

### COMMENDATIONS:

*The visiting team commends the school for:*

1. The student access to and usage of books and media that are culturally sensitive and representative of the demographic makeup of the student body.  
*(Indicator 6.2, SS; Documentation)*
2. Replacing old technologies and utilizing new cost-effective technologies both in the labs and the classrooms.  
*(Indicator 6.8; SS; Documentation; Interview; Observation)*
3. Creatively building the inventory of the library through annual book swaps.  
*(Indicator 6.1; Interview)*

### RECOMMENDATIONS:

*The visiting team recommends that the school:*

1. Increase technology professional development opportunities for faculty and staff.  
*(Indicator 6.5, SS; Documentation)*

### STANDARD ADHERENCE

The school is **compliant** with Standard Six.

## STANDARD SEVEN—CRISIS PLANNING, SAFETY, HEALTH, AND FOOD/NUTRITION SERVICES

Christian Heritage Academy endeavors to provide its school family with an atmosphere of safety, health, and well-being. It seeks to give students, faculty, staff, parents, and visitors confident knowledge that their safety and well-being are of utmost importance to the school as a place of learning. CHA has an extensive crisis management plan that is clear and well documented. A plan of communication is in place and faculty members are trained to know how to respond in a quick and efficient manner in the event of an emergency or crisis situation. CHA complies with local, state, and federal laws regarding the safety and health issues of its students and staff. The CHA lunch program complies with local and state health and safety regulations, and menus meet state nutritional guidelines.

### COMMENDATIONS:

*The visiting team commends the school for:*

1. The newly remodeled kitchen and cafeteria, which allow for proper preparation, handling, and storage of food.  
*(Indicators 7.7 and 7.8; SS; Documentation)*
2. Having a texting system in place that allows for instant communication with parents in the event of an emergency.  
*(Indicator 7.2; SS; Interview)*

### RECOMMENDATIONS:

*none*

### STANDARD ADHERENCE:

The school is **compliant** with Standard Seven.

## STANDARD EIGHT—FACILITIES, ENVIRONMENT, AND TRANSPORTATION

The school facilities at Christian Heritage Academy provide a well-maintained safe environment, promoting the physical, emotional, spiritual, and academic growth of the students. Instructional areas are well furnished and appropriate to class size. The CHA athletic facilities for football, volleyball, basketball, and baseball meet the needs of the students.

Transportation guidelines have been developed, and written policies are in place. Routine safety inspections, servicing, and repair of vehicle policies are in place and followed.

### COMMENDATIONS:

*The visiting team commends the school for:*

1. Accommodating a curriculum that utilizes a synergistic lab.  
*(Indicator 8.3; SS; Interview; Observation)*
2. **Development of facilities and grounds in the last five years.**  
*(Indicator 8.3; SS; Observation; Interview)*
3. Creating a warm, caring, and private environment for the Discovery Center.  
*(Indicator 8.3; SS; Interview; Observation)*

### RECOMMENDATIONS:

*The visiting team recommends that the school:*

1. Increase the number of licensed bus drivers.  
*(Indicator 8.3; SS)*

### STANDARD ADHERENCE:

The school is **compliant** with Standard Eight.

## STANDARD NINE—CHARACTER, VALUES, AND SPIRITUAL DEVELOPMENT OF STUDENTS/CHILDREN

The primary focus of a Christian school is the spiritual development of students. The administration and staff of Christian Heritage Academy have created an atmosphere that fosters spiritual development and the acquisition of Christian character and values. The large and small group opportunities that exist through chapels, mission trips, the arts, extra-curricular clubs and athletics help to develop spiritual and leadership skills that impact the community and the world. There is a very strong sense of community and family.

The school leadership also demonstrates their support of leadership and Christian character development by promoting large and small group student activities that are planned and age appropriate for spiritual development.

### COMMENDATIONS:

*The visiting team commends the school for:*

1. Promoting age-appropriate student activities, including student discipleship programs and mission trips that focus on service leadership and sharing the gospel.  
*(Indicator 9.3, 9.7; SS; Interview; Documentation)*
2. Establishing diverse service opportunities so that students can be involved in their local communities.  
*(Indicator 9.7; SS; Interview; Documentation)*

### RECOMMENDATIONS:

*The visiting team recommends that the school:*

1. Continue to vertically align and digitize the Bible, history, and elective curricula, in accordance with the elements of ACSI requirements.  
*(Indicator 5.2, 9.1, 9.6; SS; Observation; Documentation)*

### STANDARD ADHERENCE:

The school is **compliant** with Standard Nine.

## STANDARD TEN—CONTINUOUS SCHOOL IMPROVEMENT

The school leadership has engaged in the process of continuous school improvement and review, and the plan is revised annually with input from school community members. Actions on the major recommendations from the previous accreditation visit have been completed in a satisfactory manner. Every effort is made in the planning process to maximize the facilities and resources of the school.

CHA is currently coming to the close of their current long-range strategic plan. They are in the process of developing a new ten-year plan ensuring that it continues to connect to the mission, vision, core values, and philosophy of the school.

### COMMENDATIONS:

*The visiting team commends the school for:*

1. Developing and evaluating site goals annually, which address the spiritual, philosophical, methodological, and academic areas of the school.  
*(Indicator 10.5; SS; Interview)*

### RECOMMENDATIONS:

*none*

### STANDARD ADHERENCE:

The school is **compliant** with Standard Ten.

## Team Summary and Conclusions Report

### Quality of the Self-Study Preparation

The school report is well prepared and indicates the involvement of the stakeholders in the process. There is a healthy level of engagement from board members, administration, and staff. The school community clearly understands the value of the accreditation process. The school leadership engaged the visiting team chair/consultant in numerous contacts and communications to ensure the quality of their preparation for the visit.

The school documentation was adequately prepared. They are to be commended for their development of the Self-Study Website, which gave the team easy access for preparation. Documentation was submitted to the chair for review and made available to the team members well in advance of the team visit. The supporting data and documentation was compiled in an organized format and available for the visiting team. The curricular documents were also readily available.

### Quality of the School's Preparation for the Peer-Review Visit

Christian Heritage Academy was well prepared for the team visit. The school community understood the value of the accreditation process and worked hard to present a very positive and appealing school environment for the benefit of the team members. Attitudes of all those the team interacted with were positive, warm, and hospitable. It was quite evident that the school involved the community and engaged all the stakeholders in their preparation for the visit.

### Quality of Adherence to Commitments, Standards, & Non-negotiable Indicators

While there are specific areas that will need attention, the school adheres to all critical and non-negotiable accrediting commitments, standards, and non-negotiable indicators without concerns. The desire of the school's leadership is not to be satisfied with mere "compliance" levels of the standards but to aspire to excelling in as many areas as possible. Their vision is to "train American Christian leaders for every sphere of society." Policies and procedures have been written and developed and are used appropriately. The school's financial standing is solid. All school personnel are Christians, and 100% of the school's faculty hold ACSI certification. The instructional program is based on a curriculum guide/plan that provides a quality college preparatory education founded on biblical truths.

### Student Meeting

The student body functions as a body of Christ. They care for each other and form valuable relationships. They see their quality of education as very high and preparing them for college. Their teachers demand a high level of organization, which is enabled by the utilization of notebooks for every class. Only two grades of students (sophomores and juniors) were available for the student meeting. Those in the sports programs spoke highly of their coaches as role models. The general

assessment of those represented in the student interview was that CHA is a school that reaches out to others and that develops Christian character in the students.

### **Parent Meeting**

Parents are overwhelmingly pleased with the education at Christian Heritage Academy. Main commendations from the parents include the integration of a Christian worldview in every subject matter, the openness of administration in listening to and acting on concerns and suggestions parents may have, the competitive sports philosophy, and the email/grade book communication available through RenWeb. Parents of college-aged students appreciate the students' level of preparedness for college, especially in regard to maintaining a Christian worldview. Parents see value in fundraising efforts as instruments to raise needed funds and foster a positive school community. One concern was raised about the length of informational emails coming from individual elementary teachers. Overall the parents validated the mission and philosophy of the school.

### **MAJOR COMMENDATIONS:**

*The visiting team commends the school for:*

- 1. A philosophy statement, which consistently applies as an integrative, coordinating, and examining device throughout all aspects of the programs, operations, and curriculum.**  
*(Indicator 1.4; SS; Interview; Documentation; Observation)*
- 2. Developing the Master Teacher Program, including financial incentives for master teachers, which builds teachers into expertly qualified educators.**  
*(Indicator 2.5, 4.8, 5.1, 5.3, SS; Narrative; Documentation; Interview)*
- 3. The development of the Discovery program to help address and assist students with different learning needs at every grade level.**  
*(Indicator 3.8, SS, Interview; Documentation; Observation)*
- 4. Providing weekly professional development directed at improving student learning, professional growth and personal research.**  
*(Indicator 4.8, SS; Interview; Documentation)*
- 5. Exceeding the requirement on background checks and providing Ministry Safe training for all employees.**  
*(Indicator 4.12, SS; Documentation, Ministry Safe)*

6. **Establishing a three-year training program for new teachers to help train them in effective teaching methods and the philosophy of the school.**  
*(Indicator 4.8; SS; Documentation; Interview)*
7. **Developing written assessments of Bible and English knowledge as a graduation requirement.**  
*(Indicator 5.7, SS; Documentation; Interview)*
8. **Development of facilities and grounds in the last five years.**  
*(Indicator 8.3; SS; Observation; Interview)*

#### **MAJOR RECOMMENDATIONS:**

*The visiting team recommends that the school:*

1. **Complete and implement the long-term strategic plan, which includes three- to five-year goals in the areas of home-school-community partnerships, curriculum and instruction, finances, and technology.**  
*(Indicator 2.3, SS; Interview)*
2. **Investigate a plan for term limits for Board members.**  
*(Interviews)*
3. **Review and develop formal hiring policies and procedures for faculty.**  
*(Indicator 4.10, SS; Interview)*
4. **Develop a program for training new athletic personnel in the philosophy and practices of the school.**  
*(Indicator 4.12; SS; Interview)*



**Statement of Appreciation to the School:**

The visiting team, representing the Association of Christian Schools International wishes to express our deep appreciation for Christian Heritage Academy and its commitment to school improvement. The work of the school is done by its people and CHA is what it is—a very fine educational institution—because of its people. It is evident that the school community is grateful for the work of the administration and staff.

- We commend Christian Heritage Academy for its commitment to seeking to maintain its status as a school that is accredited and ready to serve its constituency.
- We commend the administration and steering committee for its skill and dedication in motivating the staff and leading them through the rigors of self-study and preparation for our visit.
- We commend the faculty and staff for the time that they have spent in above and beyond activities to evaluate every aspect of the school and develop a picture of what the school is today in order to prepare it for its tomorrow.
- We commend the parents who have committed themselves to supporting the school by entrusting it with their children and accepting the financial burden of support for this commitment.
- We commend the students for their participation in a process that has eternal implications for who each one of them is today, and tomorrow.

It has been a distinct personal, spiritual, and professional pleasure to be a part of this experience in the life of the school, and we are most grateful for the opportunity that you have provided for us to serve in this way.

We trust that our report will be a blessing and service to the school as it pursues its preferred future.

That the generation to come might know,  
even the children yet to be born  
That they may arise and tell them to their children.  
That they should put their confidence in God,  
And not forget the works of God,  
But keep His commandments.

Psalm 78:6-7

Respectfully,

The Accreditation Visiting Team

April 21, 2015

**Signatures of team members:**

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Team Chair

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Team Member

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Team Member

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**CONFIDENTIAL**

**RECOMMENDATION FOR A TERM OF ACCREDITATION BALLOT**

*This ballot is a CONFIDENTIAL recommendation to the International Accrediting Commission of the Association of Christian Schools International. Please attach a supplementary sheet if there is any significant unresolved minority opinion on your team.*

Date of School Visit: April 19-21, 2015

Date Ballot Completed: April 21, 2015

Name of School Visited: Christian Heritage Academy Grades Accredited: K-12

Address of School: 4400 SE 27<sup>th</sup> Street, Del City, Oklahoma 73115

District/System (List Name if Applicable) \_\_\_\_\_

**The Visiting Team's CONFIDENTIAL recommendation to the Regional Accreditation Commission is:**

- A full term of five years, with a review visit.** A "Continuous School Improvement Progress Report" to be submitted each year with the school's Annual Report to the ACSI South-Central Regional Accreditation Commission.
- A term of years, with a day review visit at the end of the year.** A written progress report to be submitted in the year(s) to the school's governing board and the ACSI Regional Office on the recommendations listed in the Visiting Team Report.
- Standards Recommendations** that must be addressed with each annual report.
- Deferment of accreditation** based on conditions in the Visiting Team Report.
- Denial of accreditation** based on conditions in the Visiting Team Report.

**NOTE:** The Commission reserves the right to grant terms of accreditation other than those above, including a recommendation for a full self-study at any time. Such action will follow a commission review of the Visiting Team Report. In the event of a formal appeal, this document will be provided to the head of school.

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*Team Member(Chair)*

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