

The logo for the National Christian School Association (NCSA) features the lowercase letters "ncsa" in a bold, orange, sans-serif font.

national christian
school association

January 29, 2023

NCSA Engagement
Review Report

» **Results for:**

Pikes Peak Christian School

5905 Flintridge Dr.

Colorado Springs, CO, 80918

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Introduction

NCSA Performance Accreditation and the Engagement Review

NCSA accreditation is a voluntary process designed to assure that a school is providing a quality Christian education. It is designed to assist member schools in pursuing excellence and to aid them in a continuous process of assessment, planning for improvement, and progress. The accreditation process involves the entire school community in conducting and documenting an intensive self-appraisal of each component of its ministry. Every five years, each accredited school is required to evaluate how well it is carrying out its mission, to assess its strengths and weaknesses, to document its compliance with accreditation standards, and to develop plans for improvement over a period of one or more years. Each school must probe the Christian character of each component of its organization and document the school’s educational quality and integrity. Once complete, an NCSA Engagement Review team visits the school, gathering first-hand evidence and information in order to evaluate the school’s performance against its own internal review. This report is the result of the Engagement Review team’s visit.

Stakeholder Feedback

As a part of the Engagement Review, stakeholders were interviewed by members of the Engagement Review Team to gain their perspectives on topics relevant to the school's learning environment and organizational effectiveness. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the Engagement Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Groups	Number
Board Members	5
Teachers	9
Parents	10
Students	14
Administrators	5
Staff	4
Total	47

Stakeholder Feedback Diagnostic

As part of the internal review report, schools must provide a Stakeholder Feedback Diagnostic. The following is the rating given to this report by the External Review Team:

- None Submitted
- Acceptable
- Needs Improvement

Pikes Peak Christian School provided data from surveys from numerous stakeholders. This data was given to the team prior to the visit and was beneficial and provided insight into a positive culture and climate conducive for learning. This data was validated as the team held interviews with various stakeholders throughout the accreditation visit.

Once all of the information is compiled and reviewed, the team develops the Engagement Review Report and presents preliminary results to the school. Results from the Engagement Review are reported in four ratings represented by colors. These ratings provide guidance and insight into a school’s continuous improvement efforts as described below:

Color	Rating	Description
Red	Needs Improvement	Identifies key areas that need more focused improvement efforts
Yellow	Emerging	Represents areas to enhance and extend current improvement efforts
Green	Meets Expectations	Pinpoints quality practices that meet the Standards
Blue	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations

NCSA Continuous Improvement Plan

The NCSA Continuous Improvement Plan (CIP) provides a systemic, fully integrated solution to help schools map out and navigate a successful improvement journey. This CIP is developed from the culmination of the self-improvement process. The CIP should include multiple items that are both measurable and obtainable within a five-year period. Items in this report that are deemed ‘Improvement Priorities’ must be included in this CIP, along with measurable steps, within 6 months of the Engagement Review’s visit. The areas are as follows:

Commitment to Continuous Improvement	Rating
The school has collected sufficient and quality data to identify school improvement needs.	Meets Expectations
Implications from the analysis of data have been identified and used for the development of key strategic goals.	Meets Expectations
The school demonstrates the capacity to implement their continuous improvement journey.	Meets Expectations

Continuous Improvement Plan Narrative

Overall Rating of Continuous Improvement Plan:

- Exceeds Expectations
- Meets Expectations
- Emerging
- Needs Improvement

If 'Needs Improvement', provide feedback below:

Items required to be included in an updated CIP (if applicable):

Improvement Priority #1: Update the school's five year plan to reflect your goals for the coming five years including growth, facilities, and continuous staffing.
Evidence: Review of Continuous Improvement Plan and Annual Reports.

Improvement Priority #2: Standard 8/Assurance 19
8.2
(A) Continue to develop plan of action and timely follow through for the one teacher that does not hold a bachelor's degree.
(B) Professional development opportunities that focus on Biblical worldview and best practices for Christ-centered education will provide growth opportunities for school personnel that focuses on the school's foundational documents. Also aligned professional development that uses data as mentioned not only student data from assessments and surveys, but professional development that focuses on relevant instructional practices collected from teacher walkthroughs, observation and discussions.

Date when updated CIP is due to NCSA (if applicable):

April of 2024

NCSA Diagnostic Results

The NCSA Standards were developed to help the Christian school maintain and improve the educational quality and Christian character of its educational programs. Adherence to these standards assure the school’s constituency, the educational community on both the pre-college and college level, and the general public of the quality and Christian integrity of its educational program. The NCSA Diagnostic consists of two parts:

Organizational Content Domain and the **NCSA Assurances**. For the Organization Content Domain, point values are established from the External Team’s evaluation of evidences, observations and interviews of stakeholders and recorded below.

Organizational Content Domain

Organizational Content Standards		Rating
Standard 1 – School Philosophy The school’s distinctive Christian identity and culture is reflected in its belief and mission statements, written vision, Christian philosophy, and/or written purpose statements.		
1.1	The school’s foundational statements (vision, purpose/mission, Christian philosophy, and statement of faith) are comprehensive and addresses such topics as: belief in God and His Son Jesus; the Bible as the Word of God; the nature of man; man's relationship to the world; how students learn; parental role in the education of their children; relation of the school and the church	Exceeds Expectations
1.2	The school has been purposeful in ensuring that its Christian principles and values are aligned and integrated throughout the school’s operations.	Meets Expectations
1.3	The school, using its carefully crafted written statement of Christian philosophy, has developed a set of school goals or objectives.	Emerging
Standard 2 – Community Support The school actively encourages community involvement to support the Christian school efforts to operate a high quality educational program. Effective partnerships are vital part of quality education.		
2.1	The school’s Christian philosophy of education and statement of faith are communicated to stakeholders and understood by them.	Meets Expectations
2.2	Stakeholders are given opportunities to evaluate and give feedback.	Meets Expectations
Standard 3 – Governance of the School The governance of the school provides policies and procedures to provide for a quality Christian education.		
3.1	The school ensures that the development, review, revision, and implementation of its policies and procedures are informed and consistent with biblical principles and supportive of the school’s Christian philosophy.	Meets Expectations
3.2	The school demonstrates that biblical principles and its Christian philosophy are embedded in its policies and procedures and the way the school functions.	Meets Expectations
Standard 4 – Evaluation and School Improvement A dynamic Christian school/program is always committed to continuous improvement of programs and services and never satisfied with current or past achievements.		
4.1	The school reviews current writings, research, and/or trend data to evaluate and improve programs and services consistent with its Christian philosophy.	Emerging

Organizational Content Standards		Rating
4.2	There is a process for establishing and reviewing measurable learning goals consistent with its Christian identity.	Emerging
Standard 5 – Curriculum and Instruction The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.		
5.1	The school ensures biblical principles (biblical content, biblical worldview, spiritual formation, Christian character, and Christian service) are integrated and written in all curricula (including any taught through alternative delivery methods).	Meets Expectations
5.2	Teachers show evidence of using the Christ-centered curriculum in their teaching and provide opportunities for students to incorporate biblical principles in real world situations.	Emerging
5.3	A system for evaluation of student development in the areas of biblical content, biblical worldview, Christian character, and Christian service has been developed that is aligned with the student spiritual formation goals.	Meets Expectations
Standard 6 – Student Services The school provides services to ensure the spiritual health of the students.		
6.1	The school develops and implements co- and extra-curricular programs aligned with the school’s foundational statements.	Meets Expectations
6.2	The school develops and implements guidance programs aligned with the school’s foundational statements.	Meets Expectations
Standard 7 – Instructional Resources The school ensures that the acquisition and use of all instructional resources (technology, print, and other media resources) are aligned with the school’s purpose/mission and Christian philosophy of education.		
7.1	The school has developed policies and procedures regarding the acquisition and use of technology, print, and other media resources that are aligned with the school’s foundational documents.	Meets Expectations
7.2	The school has implemented an Internet usage policy consistent with biblical principles that has been communicated to all school personnel, students, and parents.	Exceeds Expectations
7.3	The school demonstrates that technology resources are used in an ethical manner and that school personnel and students follow guidelines to prevent plagiarism and/or copyright infringement.	Meets Expectations
Standard 8 - Personnel The school ensures that personnel are Christians who are competent, dedicated, and well qualified for their assigned responsibilities and are committed to the school’s foundational documents. The professional development program is aligned with the school’s foundational documents.		
8.1	The school ensures that personnel are Christians who are competent, dedicated, and well qualified for their assigned responsibilities and are committed to the school’s foundational documents.	Meets Expectations
8.2	The professional development program is aligned with the school’s foundational documents.	Emerging

NCSA Assurances

The school is meeting, or exceeding, all NCSA Assurances

The school is not meeting all NCSA Assurances.*

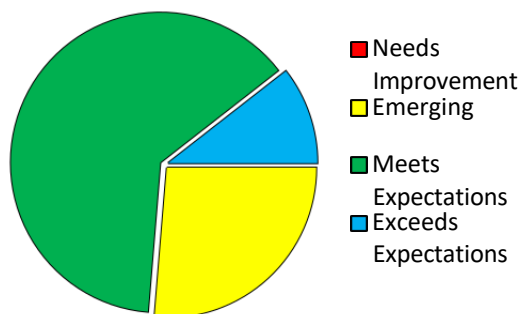
*List below Assurances not being met, and give timeline of expected correction.

NCSA Assurance 19 “No” – Explanation:
Spring, summer and fall of 2022 presented significant challenges in hiring. We had 15 positions to fill. Of those were two 4th Grade positions. By August we had no candidates and 2 nearly full classes. Thus, we hired a regular substitute, this person has proven excellent ability in classroom management and handling of the subject matter in the elementary. She does not have a bachelor’s degree, yet we hired her and are retaining her due to her excellent history and ability. After a semester of long-term substitutes, as of Dec. 5 we finally hired a second 4th grade teacher who will start in January that does have a bachelor’s degree.

NCSA Assurance 30 “No” – Explanation:
After many years, PPCS is just now able to evaluate and plan for a potential endowment fund. Prior years did not fiscally allow consideration nor opportunity to do so. Yet with generous donations over the last several years PPCS can now look to the possibility. The Board has begun a process of evaluating investment possibilities and establishing an asset management plan for this very purpose.

Findings

The chart below provides an overview of the school ratings across the three Domains.



Rating	Number of Standards
Needs Improvement	0
Emerging	5
Meets Expectations	12
Exceeds Expectations	2

Powerful Practices

Powerful Practices reflect noteworthy observations and actions that have yielded clear results in student achievement or organizational effectiveness and are actions that exceed what is typically observed or expected in a school.

Standard 2 – The school actively encourages community involvement to support the Christian school efforts to operate a high-quality educational program. Effective partnerships are vital part of quality education.

Pikes Peak Christian School demonstrates a consistent and strong community through the relationships built between administrators, teachers, students, and parents. The partnership between all of the immediately impacted stakeholders is secure and appreciated. The parents feel they have a clear line of communication with those who are most involved in their students’ lives each day. PPSC offers opportunities for parents to make meaningful connections to teachers, coaches, and administrators through well-established communication methods like tele-communications, emails, and personal meetings. The warmth and cooperative spirit are true strengths for all parties involved at PPCS.

The opportunities offered for students to participate in quality co-curricular and extra-curricular activities is plentiful. The students appreciate the sports opportunities, but most evident were the clubs and groups that provide opportunities to students to grow academically and socially. The elementary students truly value the Wednesday afternoon clubs and they have enjoyed new occasions to learn skills (for example: sign language and cooking). The high school offers artistic and academic opportunities like theatre (“Little Women” Spring 2023) and Matchwits/Knowledge Bowl (State Qualifiers, March 2023).

Standard 6 – The school provides services to ensure the spiritual health of the students.

Pikes Peak Christian School offers a safe and protected environment for the students to truly grow, develop, and flourish.

The students feel protected from the precarious world outside by a trusted security firm who recognizes each child and parent as they come on campus every day. The students feel free to express their differing opinions, while having caring and compassionate teachers who redirect their focus to a Biblical worldview. The students feel safe to seek wise counsel from their teachers and other staff regarding personal matters, as well as spiritual victories.

Opportunities for Improvement

Opportunities for Improvement are those actions that will guide and direct schools to specific areas that are worthy of additional attention.

Curriculum. Primary Standard(s): NCSA 5.1, 5.2 & 5.3 Evidence:

For areas of improvement, standard 5 curricula and instruction, we see that the Biblical perspective could be stronger in the classrooms. In our evaluation of the classrooms, we did not see many teachers incorporating biblical principles in their lessons. We did see more evidence of biblical principles being taught in elementary classrooms than the secondary classrooms. Based on their answers from parent and student interviews we see that biblical principles are communicated; we just did not see much evidence in our classroom observations. Based on the feedback from the teachers and staff interviews we feel that PPCS is constantly trying to improve in this area with surveys, and some professional development opportunities, and we agree that PPCS should continue to work toward a more consistent use of Biblical concepts in the lessons taught during the day.

The opportunity of Improvement #2: Utilize data to drive instructional goals and inform decision-making regarding curriculum development and program enhancement.

We agreed with your evaluation of standard 4. These standards are:

Standard 4.1 The school reviews current writings, research, and or trend data to evaluate and improve programs and services consistent with its Christian philosophy.

Standard 4.2 There is a process for establishing and reviewing measurable learning goals consistent with its Christian Identity.

PPCS evaluated this standard at a 2 and we believe there is room to improve in this area. We recommend PPCS improve on using data to evaluate your curriculum choices. We did not see a process for using your testing data to improve your classroom teaching and student improvement other than just reviewing scores. We believe you could enhance this portion by providing a plan to use data to look for patterns of missing standards, and gaps in student learning, and create goals for students to enrich your current curriculum increasing rigor in the classroom.

The opportunity of Improvement #3: Create and utilize a consistent system to evaluate administrators, faculty and staff.

One more place to improve the school is to develop a better system of evaluation for staff and faculty members.

Through our interviews and looking through evidence, there are several different forms of evaluation done and it is not consistent and clearly communicated with your faculty and staff. Collaboration to come up with a set policy/guideline on how faculty and staff will be evaluated would benefit the community as a whole.

Improvement Priorities

Improvement priorities are developed to enhance the capacity of the school to reach a higher level of performance and reflect the areas identified by the Engagement Review Team to have the greatest impact on improving student performance and organizational effectiveness.

Improvement Priority #1: Update the school's five year plan to reflect your goals for the coming five years including growth, facilities, and continuous staffing.

Evidence: Review of Continuous Improvement Plan and Annual Reports.

Improvement Priority #2: Standard 8/Assurance 19
8.2

(A) Continue to develop plan of action and timely follow through for the one teacher that does not hold a bachelor's degree.

(B) Professional development opportunities that focus on Biblical worldview and best practices for Christ-centered education will provide growth opportunities for school personnel that focuses on the school's foundational documents. Also aligned professional development that uses data as mentioned not only student data from assessments and surveys, but professional development that focuses on relevant instructional practices collected from teacher walkthroughs, observation and discussions (as we will discuss later).

NCSA standard 30 - Continue to review steps and plan to create an endowment for PPCS.

Conclusion Narrative

The NCSA visiting team thanks Pikes Peak Christian School (PPCS) for its commitment to this very important improvement process. It is obvious that PPCS takes pride in its students, families, facilities, programs and mission – this pride was seen in a variety of places and was demonstrated through all the team’s evaluative processes and duties. Above all, PPCS places Christ at the forefront of everything it does, and for this, the school is to be commended. With excellent and well utilized facilities, plans for future growth, a healthy community and so much more – it is an exciting time to be a PPCS Eagle!

The NCSA visiting team will be formally and respectfully recommending to the NCSA Board of Commissioners continuing accreditation of Pikes Peak Christian School. As we heard in Faculty devotional chapel, the school’s purpose of planting seeds or the word of God is being sown here at your school, even in the little things, and God is using that seed for his Kingdom. This recommendation will be taken to the Board of Commissioners to vote on in May.

Visiting Team's Accreditation Recommendation

Accredited

Accredited Sanctioned

Unaccredited

The NCSA visiting team is formally and respectfully recommending to the NCSA Board of Commissioners continuing accreditation of Pikes Peak Christian School. This recommendation will be taken to the Board of Commissioners to vote on in May.

Next Steps

The results of the Engagement Review provide the next step to guide the improvement journey of the school in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the school in reflecting on its current improvement efforts and to adapt and adjust its plans to continuously strive for improvement.

Upon receiving the Accreditation Engagement Review Report the school must implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the Improvement Priorities identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the school’s continuous improvement efforts.
- Celebrate the successes noted in the report
- Continue the Improvement Journey
- Compile an Annual Report, due the 1st of April one year after this review, and each following year that is not an Engagement Review year. This report must include an updated CIP and report on Assurances.

Team Roster

Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators are NCSA Board Commissioners who select Engagement Review Team members that reflect, as closely as possible, the ideals, culture, and vision of the school. The following professionals served on the Engagement Review Team:

Team Member Name	Title
Ms. Julie Foster	Elementary Principal, Lubbock Christian School
Mrs. Christi Lones	Associate Professor of History, York University (Nebraska)
Mr. Jerry Lawrence	Assoc. Head of School/ Secondary Principal, Clarksville Christian School



**national christian
school association**

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The National Christian School Association is a non-profit Christian organization that exists to promote Christ-centered education and to support member schools committed to the spiritual principles in the NCSA Statement of Faith. These schools serve a variety of age levels and may enroll students in day care, pre-school, kindergarten through grade twelve, or at the college and university level.

Originally chartered to provide accreditation for Christian schools, NCSA also provides a wide variety of services, including an annual conference, professional development, consultant services, a national testing program with NCSA norms, an annual directory, discounts with various vendors, a web-based placement service, web-based sharing of policy and procedure documents, and assistance in beginning new schools, in addition to accreditation.

The NCSA Accreditation Commission is a self-perpetuating governing body operating under the authority of the NCSA Board of Trustees. The mission of the Commission is to establish and maintain standards that are designed to produce quality, Christ-centered education on the pre-college level. Accreditation by the National Christian School Association is a voluntary choice available to schools that are members of the association. Under a joint agreement with Cognia[®] (AdvancED[®]), schools that are accredited through the NCSA accreditation process also are accredited by Cognia. However, schools may choose to be accredited by NCSA alone.