



VISITING TEAM REPORT

Pan American Christian Academy

Rua Cassio de Campos Nogueira, 393
Sao Paulo, SP 04829-310 Brazil

Mr. Robin Rugg
Superintendent

Ms. Jennifer Kierstead
Elementary Principal
Self-Study Coordinator

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ACSI Senior Director, Eastern Division USA
Chair

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School's Demographics

School's Demographics

	Information
School Name	Pan American Christian Academy
Address 1	Rua Cassio de Campos Nogueira 393
Address 2	Jardim das Imbuias
City	Sao Paulo
Country	Brazil
Postal Code	04829-310
Phone	+55-11-5929-9500
Head of School	Robin Rugg
Contact Information	robin.rugg@paca.com.br
Dual accreditation	AdvancED
School Website	www.paca.com.br
Grades Accredited	K-12
Enrollment in accredited grades	312

Introduction to the Visiting Team Report

Accreditation is what all good educational organizations seek in order to validate their quality and to verify that they are striving for excellence. It requires a strong, pervasive, and continuous commitment as well as a demonstrated capacity to maintain quality expectations as defined by the established standards. Typically, accreditation stretches the organization and infuses change into it.

The process of accreditation involves three significant elements:

1. Intensive, program-wide, self-assessment, analysis, and improvement planning
2. External consultation, review, validation, and insights shared from a group of visiting colleagues
3. Ongoing accountability for improvement through annual reporting and reaccreditation

In order to become or continue to be accredited by ACSI, a school must meet foundational requirements. Compliance with all the standards of ACSI accreditation is required for the duration of the term of accreditation. A school is determined to be in compliance with a standard when all the critical indicators are shown to be met and the majority of other indicators are determined to be demonstrated at an acceptable level as well. Within each standard area, the school must commit to coming into compliance with all indicators and the standard as a whole, but there may be indicator areas (other than critical indicators) that are determined to be in partial compliance and therefore are areas for the school to commit to continuous improvement.

ACSI accreditation is a highly effective way for a Christian school to evaluate itself in light of its unique educational mission. An authentic Christian school excels in all areas of 1) academic thinking, 2) skills for life and living, 3) biblical worldview development, 4) personal character and spiritual formation. The self-study process guides a school to evaluate and reflect on all that it does in light of this distinctive four-pronged mission.

The Visiting Team Review provides the school with a thorough review of their own self-assessment work, concentrating on validating their identification of strengths, areas to improve, and development of appropriate goals for the continuous school improvement plan. Both the school's self-assessment and the visiting team's analysis are measured against the school's own mission, vision, and expected student outcomes as well as defined accreditation standards of the accrediting organizations by which the school has chosen to become accredited. In order to ensure consistency from one school to another, rubrics have been developed to describe what compliance looks like for each indicator of each standard. Commendations and recommendations are developed when aspects of the school are either above or below the expected level of compliance for each of the indicators. Both the school and the visiting team use the ratings on the rubrics in order to identify what commendations and recommendations are most appropriate.

Report Components

The visiting team describes the school by completing a school profile. Information is shared about the school's history, demographics, student achievement, mission, vision for the future, and other pertinent data in order to help the reader understand the context of the school during the time of the team's visit.

Also discussed are any significant changes that the school has experienced since the previous accreditation or candidacy visit. These changes may impact the school's ability to meet accreditation standards or implement the continuous school improvement plan.

If the school has been previously accredited, the visiting team assesses whether the major recommendations have been completed or should continue to be addressed in the current cycle of accreditation. If the school is in its initial accreditation, this section may be marked N/A.

In a REACH 2.1 accreditation report, a number of indicators are identified as critical because they are considered of utmost importance. A visit should not occur unless all the critical indicators are met, and the vast majority of other indicators are also in compliance. If a school finds that it cannot meet one of the critical indicators, the consultant and school may work together to request an exception. Upon completion of the visit, the visiting team briefly comments on the compliance of the school to the critical indicators, specifically mentioning any that were not fully met.

After the visiting team has completed its analysis, the most significant commendations and recommendations are selected as Major Commendations and Major Recommendations. **Major Commendations** are areas in which the school excels beyond other schools of similar size, resources, or make-up. These are areas which have likely contributed to increased student achievement or other identified expected student outcomes. **Major Recommendations** are areas which need to improve for the school to fully meet compliance in some area, based on the rubrics provided. These become priorities for the school to accomplish in a timely fashion. Progress on these recommendations will need to be addressed in the annual reports sent to the regional offices of ACSI. Major recommendations are expected to be incorporated into the school's improvement plan. These major recommendations may be a combination of several indicators or certain aspects of indicators. They may also come from only one aspect of an indicator when the indicator otherwise appears to be in compliance.

Recommendations and commendations that do not rise to the level of majors are important for the school to address during the period of accreditation. However, they are not considered as pressing as the majors. The school is encouraged to evaluate them and decide within each department which ones should receive attention, and in what order. There is no requirement to report on these in the annual reports or mid-term reports.

The REACH 2.1 process is thought provoking in its approach, stimulating in its methods, and efficient in its procedures, both for the school and the team. The end result produces a Visiting

Team Report that will assist the school in its efforts to improve student learning and organizational effectiveness.

AdvancED

AdvancED is a leader in providing improvement and accreditation services to education providers of all types in their pursuit of excellence in serving students. AdvancED serves as a trusted partner to more than 32,000 public and private schools and school systems – enrolling more than 20 million students - across the United States and 70 other countries.

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, and the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (NWAC) that was founded in 1917 became part of AdvancED.

Today, NCA CASI, NWAC and SACS CASI serve as accreditation divisions of AdvancED. The Accreditation Divisions of AdvancED share research-based quality standards that cross school system, state, regional, national, and international boundaries. Accompanying these standards is a unified and consistent process designed to engage educational institutions in continuous improvement.

Institutions seeking to gain or retain accreditation must meet AdvancED Standards specific to their institution type, demonstrate acceptable levels of student performance and the continuous improvement of student performance, and provide evidence of stakeholder engagement and satisfaction. The power of AdvancED Performance Accreditation lies in the connections and linkages between and among the conditions, processes, and practices within a system that impact student performance and organizational effectiveness.

ACSI and AdvancED work together to accredit schools in approximately 70% of the United States and in a number of countries around the world.

Self-Study Committees

Self-Study Committees

Committee Name	Committee Chair	Person 2	Person 3	Person 4	Person 5	Person 6	Person 7	Person 8
	Robin Rugg	Jennifer Kierstead						
ADMIN	Robin Rugg	Marcia Teixeira	Ana Lucia Soldi	Nelson Dewey	Claudia Kuhnast	Kevin Flurry	Telma Baldacci	Jennifer Kierstead
Standard 1	Joel Rast	Eliana Castanho	Jeremy Davis	Paula Kim	Nathan Fray	Cristiano Verardo	Jennifer Huang	Thomas Souza
Standard 2	Robin Rugg	Mauricio Ruiz Jr.	Randy Costello	Wesley Pentead	Joe Arthur	Titus Liu	Caitlyn Bann	Jeison Neptune
Standard 3	Kevin Flurry	Claudia Kuhnast	Alyssa Silva	Jill Arthur	Fabio Marques	Murilo Tartoni	Rafael Rugg	Gabriella Ramos
Standard 4	Telma Baldacci	Ana Lucia Soldi	Ana Claudia Soares	Denise Deal	Marcio Serafini	Fernando Muramatsu	Hannah Hayashi	Joseph Magalhaes
Standard 5	Nelson Dewey	Brenda Stockment	Kristin Gregory	Cindy Rast	Mimi Bann	Lillian Pedrozo	Nicholas Yoshida	Marcelle Couto
Standard 6	Cristina Serafini	Barbara Assis	Debbie Dunn	Joshua Stockment	Bill Fawcett	Teresa Nunes	Eli Woods	Nicole Cetertick
Standard 7	Silvano Kubo	Brian Zuercher	Guilherme Lima	Fred Ramos	Nathanael Fawcett	Thiago Park	Isabella Deal	Leticia Kunihiro
Standard 8	Sarah Beddoe	Kim Costello	Ben Clark	Danny Woods	Cally Magalhaes	Esther Lee	Leonardo Pedrozo	Francisco Morales

ACSI REACH 2.1 Standards

Standard 1 - PHILOSOPHY AND FOUNDATIONS - The school has developed written statements of philosophy, vision, mission, core values, and schoolwide expected student outcomes, as well as a statement of faith. These statements are well defined, systematically reviewed and broadly implemented throughout the school. They outline the school's Christian distinctives and communicate a clear purpose and direction for school effectiveness and student growth and development.

Standard 2 - GOVERNANCE AND EXECUTIVE LEADERSHIP - The school has Christ-centered governance and executive leadership that promotes effectiveness of the school and growth of the student through an established structure that contributes to an operationally and financially sound Christian educational institution. The executive leadership and governing body work in partnership to ensure the integrity, effectiveness, and reputation of the institution through the establishment of written policies and procedures. The head of school is responsible for the supervision of all operations of the school and implementation of board policies.

Standard 3 - HOME AND COMMUNITY RELATIONS AND STUDENT SERVICES - The school exists and functions as an institution of reliability and authority by exhibiting a pattern of respect, trust, accountability, and dignity to its constituents, both internally and externally. Effective communication and relationships are fostered with constituents, as well as among constituents. A wide range of strategies are used to incorporate involvement by the parents and the community. It is expected that the school meets the educational and developmental needs of the students it enrolls. Services at the appropriate levels include guidance (both academic and personal) and student activities (curricular and cocurricular). Appropriate resources and planning occur to ensure that the mission, vision, and philosophy are being carried out to meet the expected outcomes.

Standard 4 - PERSONNEL - The school hires personnel who have made a personal commitment to follow Jesus Christ and endorse the school's statement of faith. They are committed to the written philosophy, mission, vision, and core values of the school. Faculty and staff engage in ongoing professional development to improve instructional practices leading to continual growth in student learning and development of the instructional program. The executive leadership, instructional, and support staff are sufficient in number to provide for the effective delivery of quality education and are appropriately credentialed, degreed, trained, and qualified for their assigned duties.

Standard 5 - INSTRUCTIONAL PROGRAM AND RESOURCES - The instructional program consists of carefully developed, thoroughly documented, and well-executed curriculum elements that include educational philosophy, schoolwide expected student outcomes, a variety of effective instructional strategies, adequate resources, and appropriate assessments that are based on current research and quality practices. The curriculum of the school is driven by well-written policies and procedures. Core instructional areas include Bible, language arts (reading,

English, literature, grammar, and writing), mathematics, science, and social studies/history. It is sufficiently funded, comparatively reviewed on a regular basis, and compiled using the school's mission, vision, core values, and schoolwide expected student outcomes to ensure a biblical foundation for instruction. A method for assessing the effectiveness of learning schoolwide expected student outcomes is in place, and the results of the assessments are communicated regularly to all stakeholders.

Informational resources exist to carry out the mission of the school by supporting the instructional program with ample and appropriate print, media, and technology resources. Qualified staff provide effective services to student, staff, and parents.

Standard 6 - STUDENT CARE - Written policies and procedures are in place to ensure students' well-being—emotional, physical, spiritual, and academic. The school facilities (buildings and grounds) are appropriate in size, furnishings, and space to meet the stated philosophy, mission, and vision for the number and age of students served. The entire campus is a safe, healthy, and nurturing environment for teaching and learning. Safety procedures are documented and clearly understood, and they address the prevention and identification of abuse, bullying, and the presence of unwelcome guests. A relevant and thorough crisis management plan is in place, and the faculty and staff have been trained appropriately to handle various emergency situations. Regular Crisis Planning drills and practices occur to assist in preparation for crisis events. Transportation guidelines for staff and students are developed, and written policies and procedures are in place.

Standard 7 - CHARACTER, VALUES, AND SPIRITUAL FORMATION OF STUDENTS - The school shall provide for spiritual nurture and discipleship of its students with the goal of developing a biblical worldview. Spiritual nurturing of Christlike character is planned, intentional, and systematic in implementation. Mentoring and discipleship experiences are necessary components in a spiritual formation strategy. Students are given opportunities to serve others and develop a Christlike attitude toward the poor, needy, and vulnerable. A commitment to a community of faith is modeled by the faculty and emphasized to all students. Spiritual formation assessment is integral to effective and ongoing improvement of the school program.

Standard 8 - SCHOOL IMPROVEMENT - The school must, with appropriate stakeholder input, systematically develop and annually update a continuous school improvement plan (CSIP). The plan, based on the school's philosophy, mission, vision, core values, and schoolwide expected student outcomes, includes specific long-range and short-range goals, as well as action items. The process is driven by data collection and analysis. This plan must have significant focus on how it will promote organizational growth and high achievement of schoolwide expected student outcomes. The CSIP reflects a pervasive culture of ongoing improvement and accountability.

Introduction to the Visit

Introduction to the Visit

PACA is deeply committed to their mission of providing an environment that is built around nurturing and developing young people through quality education rooted in biblical truth. This mission has not changed over the almost 50 years the school has been in existence.

This accreditation visit was the second with the same superintendent and self-study coordinator in place. Because of this, there was a great ease and comfort level with the process.

Teachers and staff were able to build on the work that was started five years ago. They were also able to use some of the same evaluative tools and compare results. Credit for this successful visit was the result of a well-organized approach by the self-study coordinator and the fact that the administration had used the information gleaned from the previous accreditation cycle to their benefit.

Significant Changes

Much has been implemented and developed over the past few years that has had a positive impact on PACA's over-all program.

Technology Plan: Replaced computers on campus with newer models, provided laptops/iPads to teachers, provided iPads for elementary students, and invested in the school's network.

Lights on the Field: This resource allows PACA to host night games diminishing class time missed and increasing instructional time for 7th and 8th period classes. Previously, games had to be scheduled early in the afternoon to be finished by sunset.

Weight Room: New location and several new pieces of equipment allows students and teachers to improve their physical conditioning.

First Lego League (Robotics): This after-school activity targets middle school students helping them engage in science, technology, and math in a fun, competitive environment, leading to participation in a national competition.

Measure of Adequate Progress (MAP) Testing: This assessment system enables teachers to identify specific educational areas that need improvement – both class-wide as well as for individual students.

School Psychologist/Counseling Team: Adding a school psychologist to the PACA staff has made the counseling department more effective, allowing for more rapid response to the emotional needs and issues of students.

Implementation of leveled readers in kindergarten through third grade.

All sections of Atlas Rubicon updated.

The process of inputting and updating lessons and resources to Atlas Rubicon has allowed teachers to review and clearly identify content in each of their subjects and classes. This has been invaluable for new teachers as they come on staff and learn the system of operation. Atlas maintains the baseline for the curriculum and helps regulate continuity of what is being taught providing consistency for student learning from year to year.

Data procedures listed in the teacher handbook. Data paragraphs are updated in the school's common folder at least once a year. Second through fifth graders work on MAP goal setting at least once a year with their teachers.

As Bible teachers looked at PACA's Bible curriculum and philosophy statement, it was identified that the philosophy statement needed to be updated. It is included in the current handbooks. Since it is difficult to find existing Bible standards, the high school Bible teachers reviewed previously written standards and reworked them. Different grade levels have given input as they have developed a standards document PK-twelfth grade. This has and will help students who are growing in their biblical knowledge and building their spiritual foundation.

Last school year, the school received the ordered leveled readers. Space was made for them in the respective classrooms, and three staff members with experience using Guided Reading trained the rest of the elementary teachers through model lessons and small group instruction. All kindergarten-fifth grade students were tested as a baseline for which book level to start them at. Most teachers are using the leveled readers in small group time while other students are working in different centers. Students and teachers have been excited about the additional resource and the reading level progress.

Continued use of data is an on-going process. Elementary teachers update a planning sheet each month as they talk with their Portuguese grade level teacher regarding student progress. They also comment on how they are using their classroom data and external testing data. Second-fifth grade teachers conduct goal setting conferences with students. In October, teachers worked with those below 50% to encourage them to identify areas of strength and areas to work on. In March, these teachers worked with all their students. In the last MAP testing cycle, the school decided to pilot having the 4th and 5th graders take their goal setting sheet with them to the testing time. They marked down their new score and instantly saw their progress. It helped keep them more focused throughout their test as they strive to improve their Rasch Unit score (RIT score).

The formation of the counseling team was self-identified in the last visit. PACA has since hired a school psychologist to join this team and, with input, a flowchart has been developed to determine student needs and with whom he/she should meet. The psychologist has been able to meet with students, teachers, parents, and therapists. The psychologist specifically started

with students that have struggled over the years. It has been encouraging for these students to get the help they need, be more self-confident, and grow in the learning process.

Response to Major Recommendations

This is a list of the school's major recommendations from the previous accreditation visit and the team's assessment on whether these have been completed or should continue to be addressed in the current cycle of accreditation.

1. PACA must organize a deliberate and systematic compilation of all curriculum components (c.f., ACSI Assurance on Curriculum and Christian Philosophy). The curriculum, instruction, and assessment are to be monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. Primary Indicator or Assurance: 3.2

Visiting Team Response: In Process

Standards have been adopted and curriculum maps developed by the administration and faculty. However, there are no comprehensive curriculum guides for ready access by instructional staff. Compilation and organization of all curriculum components will assure ready access to the curriculum by all instructional staff and administrators; facilitate vertical and horizontal alignment efforts; permit for alignment of the school's purposes with the curriculum, instruction, and assessment; and permit for the curriculum to be a dynamic tool which can be modified as data is analyzed and applied to decisions related to learning and instruction. PACA instructional leaders are encouraged to use the up-to-date curriculum guides to drive textbook selection, rather than follow the current practice of modifying curriculum to correlate with textbooks.

2. PACA will develop and utilize systematic processes and procedures for collecting, analyzing, and applying data from multiple sources to impact student learning, instruction, and program effectiveness. Primary Indicator or Assurance: 5.2

Visiting Team Response: In Process

PACA personnel do collect data, both academic and non-academic, from various sources, but the analysis and application of data to inform instruction is limited. Data sources should include (but not be limited to) comparison and trend data, input from every stakeholder group, and academic performance data that taken together provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All school personnel should use this data to design, implement and evaluate continuous growth plans to improve instruction and student learning as well as the effectiveness of programs and organizational conditions.

Summary Assessment of Compliance to Critical Indicators

Indicators 6.6 and 6.7 were rated as partially compliant. The team wrote major recommendations to address each indicator.

School Profile Review

Historical Overview

Pan American Christian Academy (PACA) began classes in February of 1960 in the Methodist Church of Itaim as a Christian day school providing academic preparation for Christian English-speaking students in São Paulo, Brazil. The first faculty was composed of five teachers, and the student body numbered 28. During its early years, the school functioned in various rented facilities, but in December of 1965 purchased a small city block in the Campo Belo neighborhood. As the school continued to grow, a number of classrooms were built, and nearby houses were rented, but it soon became evident that the Campo Belo site would be too small to meet the demands of the expanding school. In July of 1972, a property measuring 33,000 square meters (7.5 acres) was purchased in the southern São Paulo neighborhood of Rio Bonito. Construction began in April of 1973. In February of 1974, the school moved into the first units of its new campus. The Brazilian Ministry of Education accredited the school, and the first twelfth grade class graduated in June of 1974.

Pan American Christian Academy is accredited by three organizations: AdvancED, MEC, and ACSI. PACA has been accredited with AdvancED (formerly known as SACS) since 1985. PACA has been accredited by the Brazilian Ministry of Education (Ministério de Educação –MEC) under the name Escola Cristã Pan Americana since 1981. Students who enroll in the Brazilian curriculum receive an additional high school diploma. Students with Brazilian citizenship must enroll in the dual curriculum. Thirdly, PACA is accredited by the Association of Christian Schools International (ACSI) and has been since 2003.

Mission, Vision, and Future Goals

PACA's vision is to be a leading international Christian school that provides high-quality education while integrating biblical truth into all areas of learning, nurtures and instructs students to love, to learn, and to live out the Christian faith, and promotes the cause of Christian education throughout the world.

The school's core values include: recognition of the Bible as the revealed infallible Word of God taught as truth; commitment to serve the missionary community; implementation of a quality US-type program which includes a well-developed Brazilian curriculum; effectively preparing students for university studies; the employment of Christian personnel who model Christ in teaching, leading, and discipling students; dedication to academic excellence maximizing each student's potential while equipping them to think critically in the context of a biblical world view; appreciation for a multicultural community that prepares the student for successful interaction in a diverse, interdependent world; support of the parental responsibility for the education of children; encouragement of active participation in local evangelical churches; and to promote the development and well-being of PACA employees.

The school is currently at its enrollment capacity with 339 students. While the possibility of a second campus has been explored and approved by the board of directors, there have been no further developments.

Demographic Portrait

Pan American Christian Academy is located in São Paulo, Brazil and is a pre-K—12th grade school.

PACA is recognized by the Brazilian government as a non-profit association which may establish and maintain Christian schools. PACA has a self-perpetuating board of directors. New members are first recommended by a sitting board member and then pass through an interview process before being confirmed and elected. PACA currently has nine board members. The duties of the board of directors are the following: establish all policies and be responsible for the direction, curriculum program, and operation of the school; through such policies approve the annual school calendar; be ultimately responsible for the quality of scholastic instruction, Christian character, and standards of discipline as carried out by the chief administrative officer; engage and discharge the superintendent; approve the superintendent's recommendations in engaging and discharging the second-level administrators, including, but not limited to, the director of operations, director of development, director of Brazilian studies and principals; establish tuition charges and other fees; establish an annual budget in conjunction with the superintendent; authorize expenditures of any unbudgeted funds; designate the person or persons authorized to sign checks; establish discretionary funds in conjunction with the superintendent for each department; regularly review the salary guidelines for all workers; establish accounting and reporting requirements; serve as trustees of all assets of the school including funds and properties; have power to purchase, lease, encumber or dispose of assets of the school.

PACA's superintendent is Mr. Robin Rugg. He holds a Master of Science in Education. The director of Brazilian studies, Mrs. Ana Lucia Soldi, and the elementary principal, Miss Jennifer Kierstead, also hold Master of Science in Education. The secondary principal, Dr. Nelson Dewey, holds a Doctorate in Education. The key leadership team members are all certified by ACSI. Ms. Kierstead has Lifetime ACSI Certification. Mr. Rugg and Dr. Dewey hold Professional Level ACSI Certification. Mrs. Soldi has Temporary Level All Levels Principal Certification.

PACA has forty-five full-time and four part-time qualified teachers on staff. Twenty-six teachers attended college in the United States. Ten teachers have post-graduate degrees. Ten teachers and four administrators have master's degrees; one additional teacher is currently pursuing his master's degree. One administrator and one teacher hold doctorates. Twenty-five teachers are North American, twenty-one are Brazilian, two are British, one is Italian. One of the Brazilian curriculum teachers (who has forty-eight years of experience as an educator) does not hold a university degree but holds a certificate in elementary teaching recognized by the Brazilian government. The school has nineteen office staff members, eighteen custodians, and eleven

guards. Pan American Christian Academy does not discriminate on the basis of race, color, nationality, or ethnicity in the hiring, management, or supervision of its faculty and staff.

There are currently 339 students enrolled at PACA: 27 students in early education (PK1 and PK2), 130 students in elementary (kindergarten–5th grade), 73 students in middle school (6th–8th grades), and 109 students in high school (9th–12th grades).

The following nationalities are represented at PACA: North American (USA & Canada), Brazilian, Korean, Chinese, Japanese, Paraguayan, French, Nigerian, Chilean, Indian, Colombian, Argentine, Swiss, German, British, and Venezuelan. The most represented groups are Brazilian (33.63%), Korean (23.68%) and North American (19.30%). Eighty-eight percent of the student body has Brazilian citizenship. Staff members' children make up seventeen percent (17.54%) of the student body. These students receive full scholarships. Twenty-one percent (21.05%) of students come from families whose parents are in full time Christian ministry. These students pay a reduced tuition fee.

Two special needs students, one in fifth grade and the other in sixth grade, have individualized education plans (IEPs). One PreK student with Down's syndrome receives individual assistance and will require a formal IEP in the near future. A volunteer reading specialist is working with a small group of elementary and secondary students this semester. A volunteer teacher aide works with a 5th grade learning lab student one to two times each week. Several times per week one teacher works with almost forty elementary students, divided into small groups, on English reading, writing, and speaking.

Achievement of Academic Expected Student Outcomes

The visiting team observed accomplishments in all major areas of the expected student outcomes at PACA. Students are exceeding minimum levels of performance academically and are prepared to continue their studies in universities both in Brazil and throughout the world. There is continual attention given to the curriculum. The team saw an important emphasis on the spiritual life of the students. Many staff members are actively involved in discipling students both in and out of school.

Achievement of Non-Academic Expected Student Outcomes

Students have opportunities to work in teams to bless the less fortunate. Social outcomes are reached as healthy relationships are cultivated and nurtured. Teamwork is important. Students are taught to be respectful of different nationalities and cultures. Students at PACA also see an emphasis on growing physically. There are many opportunities in sports and special projects that enable students to develop. Students can observe staff members and classmates and how they respond to life's changes and challenges. Students are encouraged to seek God's will for

their lives, their calling, and their gifts. They are encouraged to serve and bless others. PACA truly seeks to daily live out its mission to nurture and develop young people through quality education rooted in biblical truth who impact their world through Christ.

Standard 1 - Philosophy and Foundations

Indicator 1.1 (CI)

The statement of faith and the philosophy, mission, vision, core values, and schoolwide expected student outcome statements of the school are established and are reviewed regularly and systematically in a collaborative manner. (C)

C (Compliance) The school has developed a statement of faith along with philosophy, mission, vision, core values, and schoolwide expected student outcome statements. The leadership of the school has developed a systematic review process for these statements, and feedback from all stakeholders is considered when evaluating the statements.

Indicator 1.2

The school communicates its philosophy, mission, vision, and core values statements and schoolwide expected student outcomes to its constituents and community. (C)

C (Compliance) The school communicates its philosophy, mission, vision, core values, and schoolwide expected student outcome statements regularly to its constituents and community for understanding and support. These foundational statements are communicated to each segment of its constituency through multiple means and methods.

Indicator 1.3 (CI)

The foundational documents are consistently applied as an integrative, coordinating, and examining device throughout all aspects of the programs, operations, and curriculum. (C)

C (Compliance) The foundational documents are consistently applied as an integrative, coordinating, and examining device throughout all aspects of the programs, operations, and curriculum.

Indicator 1.4

The executive leadership, faculty, and staff continually support the advancement of the philosophy, mission, and vision of the school. (C)

C (Compliance) There is consistent commitment by the executive leadership, faculty, and staff to advance the philosophy, mission, and vision of the school.

Indicator 1.5

From a distinctively Christian perspective, all staff demonstrate a commitment to the development of the whole child—spiritually, intellectually, physically, emotionally, and socially (Luke 2:52). (C)

C (Compliance) The school demonstrates a commitment to the development of the whole child from a distinctly Christian perspective, focusing on the following: Spiritually - growth in Christ; Intellectually - instruction/learning 'moving forward' for all the students; Physically - health, nutrition, and lifelong fitness; Socially - wholesome interactions.

Standard 1 Overview

PACA is led by godly people who desire to see the school become all it can be for the glory of God. There is clear and conclusive evidence that the school leadership team and staff have committed themselves to a culture of servanthood, shared values and beliefs about teaching and learning that support a rigorous educational environment with diverse programs and learning experiences throughout. Evidence clearly demonstrates that these shared values and beliefs are further embraced by the staff, students, and parents when it comes to expectations around teaching and learning. PACA's leadership and teachers hold each other accountable to ensure that high standards for godliness and professional practice are part of the culture of PACA. This commitment to challenging educational programs and learning experiences taught from a biblical worldview is reflected in the communications, processes, and practices of the PACA leadership and staff.

PACA has developed its statement of faith, mission and vision statements, core values, and expected student outcome statements. These foundational documents are central to PACA's identity as a school and are reviewed on a regular basis. The presence of these statements in PACA's handbooks, on the website, and on display at the school is evidence of their established importance to the institution. Evidence of a collaborative review of these statements involving feedback from stakeholders as part of a regular and systematic process exists in minutes from various meetings.

PACA communicates its statement of faith, its mission and vision statements, core values, and expected student outcome statements in a variety of ways. Plaques stating the school mission, vision, and core values are displayed in classrooms. They are printed in the teacher and student handbooks, on the school's website, and in minutes from various meetings. These foundational principles are communicated throughout the school community, being clearly presented to stakeholders at PACA's yearly open house, other schoolwide events, and in correspondence from the school. Student surveys indicate a majority of students are aware of the school mission and agree that this mission is clearly communicated. Parent surveys indicate parental confidence in the school's commitment to its vision.

PACA's foundational principles are consistently applied in a way that is integrated and coordinated. Evidence of this is seen in several ways including minutes from a variety of meetings [staff, board, Parent Advisory Committee (PAC)], school systems such as Atlas Rubicon, and the implementation of the school handbook.

PACA staff look for ways to consistently advance the school's mission and vision. Evidence for this is found in a variety of examples: anecdotal evidence of teachers disciplining students in elementary, middle, and high school; philosophy statements behind extracurricular activities; and high school outreach activities. Other examples include evidence from educational and maintenance staff devotions and PACA's participation in ACSI Brazil conferences where PACA's teachers host professional development workshops for other Christian schools.

PACA demonstrates serious commitment to the development of the whole child from a distinctly Christian perspective. Examples of PACA's commitment to spiritual growth are seen in PACA's weekly chapels for all ages, small group Bible studies for middle school students, and discipleship groups for high school students. Commitment to intellectual growth is seen in Measurement of Academic Progress (MAP) test scores and curriculum development. Commitment to physical growth is seen in the physical education curriculum and the cafeteria's consultations with a nutritionist. Commitment to social growth is seen in class fundraisers and school-sponsored student events such as the International Festival.

Commendations

1. PACA's executive leadership, faculty, and staff are to be applauded for their continual support to the advancement of the philosophy, mission, and vision of the school. (Indicator 1.1)

The mission and vision are important to PACA and are supported by the staff. School mission, vision, and core values are physically displayed in every room. These foundational principles are reviewed by stakeholders and guide all areas of the school including curriculum, programs, and activities. The staff is firmly committed to advancing PACA's mission. Students are encouraged to grow spiritually, intellectually, physically, and socially in ways that genuinely emphasize a Christian worldview. (Handbook documents; mission and vision documents; interviews with staff, parents, and students)

Recommendations

1. Research assessment and training opportunities which will lead to the effective implementation of a plan that focuses on the development of the whole child. (Indicator 1.5)

This assessment would give valuable feedback and direction as PACA desires to be a thoroughly and distinctly Christian school.

2. Generate specific, ongoing ways for parents to support and become more involved in advancing PACA's mission and vision. (Indicator 1.4)

Starting a Booster Club would be one way of accomplishing this goal. (Interviews with parents and teachers)

Adherence to the Standard

C (Compliant)

Standard 2 - Governance and Executive Leadership

Indicator 2.1

A governing body has been established, and its primary responsibilities include: developing general school governance policy; hiring the head of school; providing direction and strategic planning; ensuring the financial stability, effectiveness, and consistency between all campuses of the institution; defining the role of the governing body; defining the role of the head of school; and conducting systematic board self-evaluation. (C)

C (Compliance) The governing body has clearly defined its role, develops overall governing policies, directs the strategic plan, and ensures the financial stability of the school. The members of the governing body serve as informed decision makers. There is a documented and systematic plan for board member training.

Indicator 2.2 (CI)

The governance and executive leadership team of the school reflects a clear Christ-centered governance and executive leadership model. A policy is in place that requires a testimony and evidence of faith in Jesus Christ from all board members and executive leadership. (C)

EC (Exceeds Compliance) Board members and executive leadership are recognized by the school and community as mature Christian leaders. They provide spiritual leadership to the staff, students, and other stakeholders in fulfilling the Christ-centered mission of the school.

Indicator 2.3

The governing body supports the head of school's prerogatives and responsibilities, and it provides for an appropriate annual evaluation of the head of school. (C)

PC (Partial Compliance) The leadership role and the functions of the head of school are not clearly distinct from the governance role of the board. Occasional written evaluations of the head of school are conducted but may not occur annually.

Indicator 2.4

Constituents and stakeholders are provided appropriate input by leadership in the decision-making process, a practice that promotes a culture of participation, responsibility, transparency, and ownership. (C)

C (Compliance) Constituents and stakeholders have appropriate input in the decision-making process. Participation in, responsibility for, and ownership of the school's mission and goals by all constituents and stakeholders are clearly evident.

Indicator 2.5 (CI)

Established written policies and procedures promote effective operations in admissions, governance, finance, and other operational aspects. Appropriate legal documents and clearly articulated articles of incorporation, governing body policies, and bylaws are established and are available for review. (C)

C (Compliance) Written policies and procedures exist to promote effective operations. Bylaws and all policy manuals are current and explicitly state the religious distinctive of the school and the school's mission. The financial requirements of the continuous school improvement plan are incorporated in the annual budget and/or capital improvement plan. Legal documents are prepared, filed, and secured by legal counsel.

Indicator 2.6 (CI)

Established written policies are in place to see that the educational and developmental needs of each admitted student are being met on the basis of biblical principles, professional ethics, and high standards. Staff members are sensitive to the culture, gender, language, and special needs of students and their families. (C)

C (Compliance) An admissions policy is in place whereby students whose educational and/or developmental needs can be met in the existing programs are admitted. Admission criteria are clearly communicated to prospective families. The school has identified the needs of students that have been admitted, and it consistently meets those needs.

Indicator 2.7 (CI)

Financial resources are available to fulfill the mission and programs of the school, and financial operations and decisions are conducted with integrity and in accordance with biblical principles. Income received from tuition is appropriately used for education-related expenses within the school. (C)

C (Compliance) The school consistently has the required resources to fulfill its mission and program goals and objectives. The governing board and the administration consistently display evidence of accuracy, integrity, honesty, equity, impartiality, good stewardship, and compassion in financial decisions and operations.

Indicator 2.8

The budget is constructed carefully—using input from program heads—and is managed properly in accordance with the stated goals of the school. The budget reflects an accurate assessment of the cost of educating a student, including instructional supplies and informational technology. Stated student outcomes are appropriately financed. (C)

C (Compliance) The budget is developed using thorough supporting data. It adequately supports educational and organizational goals that support student learning. It is appropriately managed using general accounting principles, and it is regularly used as a decision-making tool. All fiscal aspects of the school are reflected in the financial documents. Line items to distinguish program expenses are developed as needed to give an accurate picture of resource allocation.

Indicator 2.9 (CI)

A review of the school's finances is conducted by an external CPA who has no vested interest in the school at the time of initial accreditation and renewal. The annual statement of financial practices is submitted with the annual accreditation report. (See *Options for Meeting Indicator 2.9* for details.) (C)

C (Compliance) A review of finances is conducted in a timely fashion at the level recommended in the chart provided on Options for Meeting Indicator 2.9. The review is conducted by an external CPA.

Indicator 2.10

Just compensation packages are documented for all employees and are commensurate with the training and services rendered. (C)

C (Compliance) Just compensation packages are written, reviewed, and adequate for meeting the financial needs of staff. Just compensation packages of local and regional schools were considered in the development of benefits, and benefits were based on equitable recognition of training and level(s) of responsibility.

Indicator 2.11 (CI)*

The school ensures compliance with applicable local, state, and federal laws, and it is in good standing with all regulatory agencies. (C)

C (Compliance) Compliance is reflected in appropriate policies, and where indicated, appropriate certificates and licenses are posted. The school is in good standing with regulatory agencies. Regulatory documents (including reports of inspections, approvals, and corrected deficiencies) are maintained on file.

Standard 2 Overview

Pan American Christian Academy (PACA) is an association recognized by the Brazilian government and accredited by the Brazilian Ministry of Education, the Association of Christian Schools International (ACSI), and AdvancED. As an association, the school has been established to operate as a non-profit organization whose primary function is to run schools for students in preschool through high school. As described in the school's by-laws, the association can have an unlimited number of associates. The association is governed by its associates along with a board of directors and a fiscal council. The board of directors is comprised of six to twelve members, and the fiscal council is comprised of three members.

PACA maintains a school leadership team comprised of the superintendent, the Brazilian director, the secondary principal, the elementary principal, the director of operations, the director of development, the counselor, and the executive secretary. The superintendent is the board of directors 'one employee' while the remainder of the school's staff, including additional administrative team members, are hired by the superintendent. PACA has a Christ-centered governance and executive leadership team that promotes effectiveness of the school and growth of the student through an established structure that contributes to an operationally and financially sound Christian educational institution. The executive leadership and governing body work in partnership to ensure the integrity, effectiveness, and reputation of PACA through the establishment of sound written policies and procedures. The superintendent is responsible for the supervision of all operations of the school and implementation of board policies.

PACA has made a strong commitment to attract and retain a godly and professional leadership team. The character of these leaders has fostered the distinctives of a biblical worldview in all areas of operation. The school board holds itself accountable by a set of policies which delineate its responsibilities while meeting regularly for board business and for prayer. A balanced relationship exists between the school board and superintendent by staying within the scope of roles and responsibilities for each.

The school board functions as a governing board and empowers the superintendent with the operation of the school. A regular evaluation of the superintendent is conducted by the board with agreed upon goals established for the future. It is a thorough evaluation completed on an annual basis. Professional policies and practices by the school leadership team ensure financial stability within the school. The controller and board finance committee monitor the financial condition and regularly provide an independent audit. A report is given to the entire board by the controller each month that has been reviewed by the financial committee in detail with the superintendent. The board has a unique but thorough method of training board members. Each new board member is actually "in training" for their first year and they do not vote. They meet for

30 minutes prior to the first six meetings with a mentor who goes through the policies that will be covered that day. They also have some pages in the manual that they have agreed to read. That way, the concepts of governance, the specific policies, and the various processes of the board are learned while the new board member is able to observe, listen, and learn. After the first year, they must receive a vote of affirmation by the rest of the board to become full board members.

The PACA board is self-perpetuating, allowing members to serve an unlimited number of years. Each March, board members elect four officers: a president, vice-president, treasurer, and secretary. Along with the three members of the fiscal council, these officers begin a one-year term beginning the following school year. The PACA board of directors functions as a governing board providing direction and oversight of the school's mission, vision, and core values; hiring, supporting, and evaluating the superintendent; ensuring the school's financial viability; and providing oversight for all strategic planning and risk analysis endeavors.

Both the administrative team and board of directors have a strong commitment to Christ-centered governance and leadership as evidenced through key documents such as the board policy manual and teacher handbook. Biblical integration is a fundamental component of all facets of the school including all decisions made by the school's leaders.

PACA is blessed with a spacious, well-developed campus which provides a safe, secure, and ideal learning environment. Both the grounds and infrastructure are well maintained and highly valued by all community stakeholders. The school is blessed with financial stability and has no long-term financial liabilities. PACA enjoys a favorable reputation with the local community, ministry partners, and international and Christian schools--both in Brazil and abroad.

PACA strives to support all its employees by providing an adequate salary and benefit package, including tuition for school-age children, health care, dental care, daily lunches for teachers and their school-age children, grocery stipend, continuing education support, and professional development opportunities.

PACA is registered with the Brazilian federal government and is recognized and approved by the Brazilian Ministry of Education. The school is in compliance with all local, state, and federal laws and guidelines and is in good standing with all regulating agencies.

Commendations

1. PACA has an outstanding leadership team and a board who demonstrates effective stewardship. (Indicator 2.4)

Those on the leadership team are each uniquely gifted and qualified for their respective roles and responsibilities. Benefitting from many years of experience, they work extremely well together, and operate with a synergy that is enhanced by the complementary giftings and relationship they enjoy. The rest of the administrative team,

teachers, and staff appear to follow their lead, and are a reflection of the excellent, servant-leadership they provide. The executive leadership completed a thorough review of its philosophy, vision, mission, expected student outcomes, and admissions policies of the school resulting in a more accurate reflection of what the school had become as it embraced a vision of becoming more inclusive for those who could benefit from a Christian education. (Interviews with faculty, students, and parents)

2. The board and superintendent demonstrate faithful and wise stewardship of PACA's finances. (Indicator 2.7)

PACA is in a stable financial position now, but that wasn't always the case. Through wise decisions, careful budgeting, and consistent application of biblical principles, the board and superintendent have achieved excellent results. (Budget, financial reports to the board, interviews with board and leadership team)

Recommendations

1. Structure and improve the board of directors' annual evaluation of the superintendent so it reflects a more formal, prioritized process. (Indicator 2.3)

An evaluative instrument has been approved and adopted this school year to accompany the existing process. The board of directors also recognizes the absence of a self-evaluative tool. Last school year, tools were presented by the superintendent and are in the process of being implemented. (Evaluation forms, interviews)

2. Revise and update the board policy manual. (Indicator 2.5)

This process will begin during the 2018 calendar year coordinated by a committee made up of two board members, the superintendent, and the executive secretary. (Interview with board of directors)

3. Articulate and implement 'best practices' as they relate to the 'Policy Governance Model.' (Indicator 2.5)

In the spirit of continuous improvement, the PACA board should - on an ongoing basis - evaluate and adopt 'best practices' as they relate to the Policy Governance Model, to ensure that the effective, godly leadership of the board and superintendent and the protection of PACA's mission, vision, and values continues well into the future. (Interview with board of directors, interview with administration)

Adherence to the Standard

C (Compliant)

Standard 3 - Home and Community Relations and Student Services

Indicator 3.1 (CI)

Enrollment is sufficient to establish the viability of the school and all divisions it offers (i.e., EE, primary, elementary, secondary). (C)

C (Compliance) Enrollment is sufficient to operate as a viable school, meet the needs of students, or operate with financial stability.

Indicator 3.2

The school conducts regular demographic assessments of its constituents in light of the stated mission: (1) educational levels, (2) ethnic diversity, (3) faith backgrounds, (4) family income and vocation. (C)

C (Compliance) The school conducts regular comprehensive demographic assessments, and it has used some of its constituent responses in light of the stated mission.

Indicator 3.3

The length of the school day and year, as well as the number of instructional hours and days, complies with state or provincial laws, if applicable. (E/S)

EC (Exceeds Compliance) The school's instructional program extends beyond the minimal requirements for the school day and year.

Indicator 3.4

Regular, established, and effective two-way communication occurs between the school and its constituents. (C)

C (Compliance) A variety of established, effective two-way communication occurs between the school and its constituents. Surveys are distributed to constituents at least every two to three years. Results are analyzed for program satisfaction and improvement.

Indicator 3.5

The school has established biblical principles for resolving differences between the school and its constituents. These policies are written, reviewed, and communicated for effective implementation. (C)

C (Compliance) The school has established biblical principles for resolving differences between the school and its constituents. These policies are written, reviewed, and communicated for effective implementation.

Indicator 3.6

The school systematically seeks input/feedback from current and past students and other constituents in order to adjust its instructional and operational practices. Survey data is regularly gathered and analyzed for feedback regarding program satisfaction. (C)

PC (Partial Compliance) The school seeks limited or inadequate input/feedback from current and past students and/or does not use the input to provide information regarding the learning process. Surveys are occasionally distributed, but the data may not be accurately tabulated or effectively analyzed.

Indicator 3.7 (CI)*

The nondiscrimination statement is published and evident in the actions, relationships, and programs of the school. (C)

C (Compliance) The nondiscrimination statement is published and evident in the actions, relationships, and programs of the school.

Indicator 3.8

High school guidance services provide academic course selection along with college and career planning. (E/S)

EC (Exceeds Compliance) Designated personnel provide specialized services that meet individual student needs for college and career planning. The school offers a wide range of activities to promote different avenues for further education to the student body.

Indicator 3.9

The school has a process to identify the unique learning needs of individual students and support is provided in order for them to meet the expected student outcomes. (C)

PC (Partial Compliance) A process exists to identify students with learning differences. Students are not consistently identified or support with additional assistance by the teacher.

Indicator 3.10

The school communicates effectively with families regarding all guidance services provided by the school. (C)

C (Compliance) The school has effective communication with families regarding all guidance services provided by the school.

Indicator 3.11 (CI)

Confidential records of students are complete, organized, current, accessible only to appropriate personnel, compliant with applicable legal requirements, and kept in a safe location. (C)

C (Compliance) Student records are organized and current. Accessibility is restricted, and they are in a fireproof location or are electronically duplicated and maintained off-campus. They are compliant with all applicable legal requirements.

Indicator 3.12

Student activities are consistent with the mission of the school, are a balanced variety, and are reflective of the needs of all students. (E/S)

EC (Exceeds Compliance) The activities program provides a varied balance of activities including athletics, fine arts, academics, and other interest-based activities; they are developed with the mission of the school in mind and they reflect the spiritual, emotional, academic, and social needs of all students.

Standard 3 Overview

PACA provides a close-knit community where its members show each other mutual respect, trust, and accountability. The school demonstrates a concern for maintaining this generational community that has evolved over the past 58 years. As such they have developed processes and implemented resources that ensure efficient and effective communication between its members. The school has listened to its constituents, analyzed the needs, and have taken steps to broaden the activities, programs, and offerings they have available for their student body.

The school has a variety of programs and methods that are used to keep the lines of communication open with parents and the students. Weekly grade-level newsletters, exit interviews, social media, bulletins, emails, annual surveys, and Rediker (the school's data

management platform) are just some of the mediums used to keep the lines of communication open. The school also provides parents with opportunities to voice their opinions through the Parent Advisory Committee (PAC). The school currently has no process or method in which to systematically seek input from current and past students.

When conflict arises between members of the community they are encouraged to follow the biblical principles of conflict resolution found in Matthew 18 by privately seeking a solution to the matter at hand. If the conflict cannot be resolved in this manner, the members are encouraged to take the matter to the next level by following the organizational flow chart. As noted in the school's self-study, there are currently no written policies regarding conflict resolution; however, there is a plan in place to add these written policies to the pertinent documents.

Care is given to ensure that no members are discriminated against. Members of the community demonstrate Christian courtesy to one another in their actions, relationships, programs, and throughout the school. Written policies addressing this issue can be found in all relevant school publications.

The school provides multiple academic and non-academic activities and programs to meet the demands and needs of the community. These activities are reflective of the mission of the school and include sports, choir, science fair, art show, robotic league, field trips, student government, and other interest-based activities.

A process is in place to help identify students with unique learning needs to meet their expected student outcomes. These needs are currently identified first by teachers, then principals and counselors. Outside resources are brought in as needed. This process is currently being implemented more consistently in the elementary area, but the school is training personnel in order to provide better service to the whole student body.

Guidance services include high school orientation, college orientation, PSAT testing, aptitude and career assessments; other services are provided for all students who need academic or personal guidance. Student files are kept under lock in fireproof safes on campus, and upon graduation are sent for storage to the ACSI depository in Colorado Springs.

Commendations

1. The school provides specialized guidance services that are individualized for students to assist them as they pursue further education. (Indicator 3.8)

PACA students are recruited by numerous colleges that visit the campus throughout each school year, and many of them go on to study at distinguished colleges and universities worldwide. College preparatory courses have been added to the curriculum content of senior students to assist with college applications. A job shadowing program provides students each year with the opportunity to explore a career that interests them.

(Interviews with faculty, students, and parents; calendar for job shadowing; Naviance tools for career and college planning; college apps syllabus 2017)

2. PACA provides a wide variety of activities, supported by staff and parent involvement, which allow students to choose areas of interest or need in which they can hone their abilities or skills. (Indicator 3.12)

Some of the activities available throughout the school are; art club, gymnastics, Brazilian martial arts, drama club, discipleship groups, food drives, walkathon, and habitat for humanity along with many others. (Interviews with faculty, students, and parents; list of student activities; drama program documentation; Stucco documentation; sports calendar; habitat for humanity documentation)

Recommendations

1. Develop and deploy a systematic process in which the school collects and analyzes feedback from current and past students and other constituents in order to adjust its instructional and operational practices. Survey data should be regularly gathered and analyzed for feedback regarding program satisfaction. (Indicator 3.6)

As noted in the school's self-study and reported in interviews with the development office, there is currently no process for collecting or analyzing data from current and past students. (Interview with development office, self-study)

2. Construct a clear process to identify the unique learning needs of individual students and provide differentiated student learning consistently throughout the school. (Indicator 3.9)

As noted in the school's self-study and reported in interviews with the administrative team, the process of handling the unique learning needs of individual students needs to be improved. Differentiation is provided only after students have been diagnosed by a professional outside of school. The differentiation that is occurring on campus is inconsistent according to interviews, and no documentation of lesson plans with differentiation was provided. Interviews with high school staff revealed that they had received little or no training in differentiated instruction for students with unique learning needs. (Interviews with administrative team and staff)

Adherence to the Standard

C (Compliant)

Standard 4 - Personnel

Indicator 4.1 (CI)

Each staff member has a clear testimony of faith in Christ, has signed the school's statement of faith, and endorses the school's code of ethics/lifestyle statement. (C)

C (Compliance) The school has a signed statement of faith and endorsement of the school's ethics/lifestyle statement for each staff member.

Indicator 4.2 (CI)

The executive leadership of the school ensures that staff members know and understand the ethical considerations of their respective positions. (C)

C (Compliance) The executive leadership has a set of well-developed ethical guidelines, and the annual training includes opportunities to brainstorm ways for these to be expressed in the culture of the school.

Indicator 4.3

School personnel, including volunteers, clearly indicate their commitment to the mission and philosophy of the school and biblically based relationships therein. (C)

C (Compliance) There is supporting documentation from each staff member indicating his or her commitment to the mission of the school and biblically based relationships therein.

Indicator 4.4 (CI)

The K–12 head of school and all K–12 principals hold an ACSI administrative certificate. (E/S)

C (Compliance) All administrator certificates are current.

Indicator 4.5 (CI)

All K–12 teachers hold, at minimum, a bachelor's degree from an accredited college/university or an institution recognized by ACSI. (E/S)

EC (Exceeds Compliance) Many of the teaching staff hold advanced degrees, and they are encouraged and supported in their pursuit of graduate degrees.

Indicator 4.7

Professional development for K–12 faculty, guidance personnel, informational resources staff, and other appropriate staff is ongoing and integral to the school and aligned with specific goals and instructional programs, and it includes training in the Christian school philosophy of education. (E/S)

C (Compliance) Professional development for K-12 faculty, guidance personnel, informational resources staff, and other appropriate staff is ongoing and integral to the school and is aligned with specific goals and instructional programs, and it includes training in the Christian school philosophy of education.

Indicator 4.8

Policies and procedures that reflect ethical employment practices regarding faculty/staff and separation from service are implemented and regularly reviewed. (C)

C (Compliance) There are policies and procedures in place that reflect ethical employment practices regarding faculty/staff employment and separation from service that are implemented and regularly reviewed.

Indicator 4.9

Executive leadership supports the implementation of effective instructional practices of faculty/staff through annual observation, evaluation, and goal setting to more effectively achieve desired student outcomes. (C)

PC (Partial Compliance) The executive leadership team primarily uses informal or infrequent evaluation for faculty and staff, and the process is inconsistent in application. Feedback is also inconsistent and poorly documented.

Indicator 4.10

The number and professional preparation of instructional and support staff is sufficient for the scope of the school. (C)

C (Compliance) Instructional: Programs offered by the school are implemented smoothly. Sufficient staff members, teaching within their area of preparation, are present, allowing each staff member to fulfill his or her responsibilities for program management, instruction, and interaction with students. Clerical: The program runs smoothly as a result of sufficient hours allotted to clerical staff. Custodial: The number of custodial and maintenance staff is sufficient for the facilities and programs. Staff members are confident that requested maintenance or custodial services will be received.

Indicator 4.11 (CI)*

All personnel, including volunteers and substitute teachers, have the appropriate screening and background checks on file, and they are supervised by qualified staff. Orientation for new staff members is thorough and is conducted before any new staff have contact with the students. (See *EE Annual Staff Training Guidelines*) (C)

C (Compliance) All personnel, including volunteers and substitute teachers, have the appropriate screening and background checks on file and they are supervised by qualified staff. Orientation for new staff members is thorough and is conducted before any staff have contact with students.

Indicator 4.12

Teachers and administrators work collaboratively with each other to positively affect school culture, encourage student learning, and promote organizational effectiveness. (C)

C (Compliance) A significant majority of teachers participate in regularly scheduled learning communities or other opportunities for collaboration. The agenda for these meetings contributes to a reflective, problem-solving culture which is focused on student learning, school ethos, or other conditions that affect student learning.

Standard 4 Overview

Staff members have a clear testimony of faith in Christ including a signed statement of faith and the school's code of ethics statement. The declaration of acceptance is available in both English and Portuguese to accommodate the all staff. The leadership team ensures that staff members agree and comprehend the ethical considerations of their roles at school.

There is supporting documentation indicating a commitment to the mission of the school and to biblically based relationships. The documentation was confirmed by review of the employee files. In the self-study, the school indicated that in the future they will create personnel files for auxiliary staff members such as security guard(s) and maintenance crew members.

The administrator and principals hold a valid ACSI administrative certificate. These certifications range from temporary to lifetime classifications. The teaching staff (K-12) each hold an undergraduate degree from an accredited university or one that is recognized by ACSI. This includes one teacher with a doctorate degree, 15 teachers with master's degrees, two teachers with post-graduate degrees, and the remaining with bachelor's degrees. The school indicates one of their full-time teachers does not have a college degree, but a local degree recognized by the Brazilian government along.

The professional development for K-12 teaching staff is currently centered around individual teacher goals. This includes the required completion of the Christian philosophy of education. The school financially supports professional development; staff periodically attend educational workshops, conferences, and pursue advanced educational degrees. When teachers participate in individual professional development, they are able to share their learning experience, formally or informally, as requested by the administration. Teachers may apply for financial assistance to pursue college courses or degree programs. There are no set criteria for the school to determine the amount of assistance pertaining to professional development. There was no evidence found to support professional development opportunities for staff members other than classroom teachers.

There are policies and procedures in place regarding faculty/staff employment and separation from service. Personnel files are kept in a confidential and secure location due to the nature of employee information. The school leadership seeks to improve the implementation of effective instructional practices for the teachers and staff. This includes annual observations, evaluations, and setting goals. Teachers are observed twice a year by their supervisors. The school indicates the use of informal evaluation for faculty and staff as an area of improvement. A more systematic approach could create additional opportunities for professional development while enhancing desired student outcomes.

School personnel, including volunteers and substitute teachers, have the appropriate screening and background checks on file, and they are supervised by qualified staff per a review of employee files. Foreign hired teachers are required to have a background check as part of their initial visa process. An orientation program exists for all new staff members.

Both teachers and administrators work well as a team. This shows a collaborative effort to positively affect the school culture, encourage student learning, and intentionally share the Gospel with students and families.

Commendations

1. The school has invested in and has a dedicated teaching staff who have received advanced degrees and related credentials. (Indicator 4.5)

Several teaching staff hold advanced degrees and receive support to pursue graduate degrees. They want to expand their knowledge as life-long learners to include furthering education. The number of teachers with advanced degrees is most impressive and reflects their approach to classroom instruction and beyond. (Self-study; teacher interviews; employee files; ACSI annual reporting)

2. The PACA staff is committed to the school's mission statement and vision while striving to fulfill core values. Those serving remain committed to biblical truth and to the global growth of students. (Indicator 4.3)

The PACA team is commended for a tremendous outpouring and commitment to living out their lives for Christ as teachers. The staff remains committed to the mission and vision of the school while adhering to the core values of the ministry. The leadership of the school clearly leads by example remains consistent with mission, vision, and core values. (Faculty handbook; website; staff interviews; student interviews; parent interviews; classroom observations)

Recommendations

1. Develop a systematic approach to staff evaluations aimed at effective instructional practices for teachers and staff through annual observations. (Indicator 4.9)

Observations should include formal evaluations, timely follow-up, and setting goals to efficiently attain desired outcomes while receiving documented feedback. (Personal files; staff conversations; focus groups)

2. Create and administer a comprehensive schoolwide professional development plan aligned with PACA's mission, vision, foundational documents and overarching goals from the CSIP. (Indicator 4.7)

Construct a written professional development plan for faculty and staff with clear criteria and outcomes which will enable the school to achieve a consistent and targeted approach for ongoing learning and growth. (Self-study; teacher focus groups)

Adherence to the Standard

C (Compliant)

Standard 5 - Instructional Program and Resources

Indicator 5.1 (CI)

The curriculum documents developed by the school provide a well-documented biblical-basis for instruction of students in each course consistent with the goal of developing a biblical worldview in students. (C)

C (Compliance) The curriculum plans/maps are comprehensive and provide a well-documented biblical basis for all core courses and most electives consistent with developing a biblical worldview in students.

Indicator 5.2 (CI)

The curriculum plans/maps drive the instructional program. The plans/maps are current and include all the following components: (1) schoolwide expected student outcomes, (2) scope and sequence of instruction for each subject area at each grade level, (3) biblical integration concepts, (4) school selected standards and, (5) assessments. The plans include course goals and objectives; resources, as well as the time allotted for each unit. The plans/maps are accessible to all faculty and inform instruction that clearly values the development of the whole child —spiritually, intellectually, physically, emotionally, and socially. (E/S)

C (Compliance) The curriculum is current, complete and well-documented, including all requirements (1-5) in the indicator. The curriculum clearly addresses the developmental needs of the whole child. The curriculum documents are readily accessible to all faculty members. The instructional program is clearly curriculum driven and textbooks are used as a resource.

Indicator 5.3 (CI)

Bible content and instruction are required in the core curriculum. (E/S)

EC (Exceeds Compliance) Every student is in a Bible class four days a week or, due to a varied school class schedule, its equivalent instructional minutes. Every student has age appropriate opportunities for exercising spiritual disciplines, personal reflection, and character development on a regular basis related to their Bible instruction.

Indicator 5.4

The school systematically evaluates its instructional strategies, learning activities, and instructional technology, ensuring that these are research-based and that they reflect sound educational practice. (C)

C (Compliance) A process is in place to effectively monitor the school learning environment to ensure that it is conducive to the instruction and development of the whole child.

Indicator 5.5

Instructional strategies and equitable learning activities focus on active student engagement, the achievement of essential knowledge and skills, biblical wisdom and understanding, and higher-order thinking skills. (E/S)

C (Compliance) Instructional strategies and learning activities focus on active engagement, the achievement of essential knowledge and skills, biblical wisdom and understanding, and critical thinking skills as well as higher-order thinking skills. Many students have an equal opportunity for meeting the learning outcomes.

Indicator 5.6 (CI)

There is a systematic process in place for the assessment of student learning and development that includes multiple assessment measures over times to accomplish the expected student outcomes. (E/S)

C (Compliance) There is a systematic administration of standardized testing consistently over years and over time. There is some use of multiple measures to assess expected student outcomes.

Indicator 5.7 (CI)

The school analyzes student performance data including (1) implications of schoolwide trends seen from year to year; (2) monitoring the progress of individual students; (3) disaggregation of data by gender, ethnicity, and other factors important to the school; and (4) comparison to comparable outside groups. Teachers are trained in data assessment and analysis for program improvement. (E/S)

C (Compliance) The school uses comparison and trend data of performance. The analysis of student performance includes: 1) implications of schoolwide trends seen from year to year; 2) monitoring the progress of individual students; 3) disaggregation of data by gender, ethnicity, and other factors important to the school; and 4) comparison to outside groups. Teachers are trained in data assessment and analysis for program improvement.

Indicator 5.8

The school uses the analysis of data in making educationally sound decisions regarding students, instructional strategies, and programs to better attain expected student outcomes. (E/S)

C (Compliance) The school consistently uses data and data analysis to make educationally sound decision regarding students, instructional strategies, and programmatic improvements.

Indicator 5.9

The school has implemented procedures for regular communication of student achievement to all stakeholders. This communication includes the following: (1) major tests used, (2) schoolwide trends in achievement, (3) accomplishment of schoolwide expected student outcomes, and (4) annual progress of individual students. (C)

C (Compliance) The school has procedures for regular communication regarding assessment. Both formative and summative assessments are utilized with appropriate communication concerning results.

Indicator 5.10

Instructional and informational resources which support teaching and learning are appropriate in number, culturally representative of the students, and include the Christian distinctives of the school. (C)

C (Compliance) Resources are adequate and appropriate for the programs offered. Materials are systematically evaluated and selected with moral and cultural sensitivity and include Christian distinctives. Resources are provided to support teaching and learning.

Indicator 5.11

Faculty members, students, and other relevant constituents provide input into the selection of instructional and information research resources that support the attainment of schoolwide expected student outcomes. (C)

C (Compliance) There is a formal process for the faculty members to provide input into the selection of the informational resources supporting the attainment of the schoolwide expected student outcomes.

Indicator 5.12

Informational resources are readily accessible to students, staff, and faculty. Use of information resources is supported by trained staff. (E/S)

C (Compliance) Informational resources are readily accessible by students, staff, and faculty. Information resources staff are usually available to assist staff and students with their support needs.

Indicator 5.13

Instructional technology competencies are incorporated into the teaching and learning process to improve the achievement of expected student outcomes. Well-integrated technology promotes creativity, collaboration, innovation, research skills, problem-solving, and digital citizenship. (C)

C (Compliance) Technology is incorporated into the curriculum. Uses vary with teachers. Some have higher level use which incorporate critical thinking, collaboration, and creative uses for students. Other teachers are still using technology primarily as a presentation tool. Students use technology to complete assignments at a similar variety of levels.

Indicator 5.14

The school has a written classroom management philosophy and policies that are developmentally appropriate and biblically-based, and they are implemented effectively and communicated to the school community. (E/S)

C (Compliance) The school has a written classroom management philosophy and policies that are developmentally appropriate and biblically-based, and they are implemented effectively and communicated to the school community.

Indicator 5.15

Written policies and procedures are in place to allocate and protect instructional time and learning opportunities and support student learning and graduation requirements. The number of students per classroom is monitored for effective learning and student/teacher relationships. (C)

C (Compliance) The school has a written policy regarding student/teacher ratio for each school division. The school has a written policy regarding the time allocated for instruction that meets the requirements of the state, province, or foreign country of the school's geographic location.

Indicator 5.16

The school instructs teachers and students in the ethical and moral use and evaluation of source materials, including verification, attribution and credit, appropriate referencing, and media literacy. (E/S)

C (Compliance) The school instructs teachers and students in the ethical and moral use and evaluation of materials from any source, including verification, attribution and credit, appropriate referencing, and media literacy, and provides appropriate documentation of the instruction. The curriculum includes instruction in the proper documentation of sources.

Indicator 5.17

The school has, and regularly evaluates, a technology plan that includes the acquisition, inventory, and maintenance of software and hardware as well as acceptable use policies. (C)

C (Compliance) The school has created a technology management plan that includes the acquisition, inventory, and maintenance of software and hardware as well as acceptable use policies. The school implements the plan and regularly evaluates it.

Standard 5 Narrative - Overview

As noted in the self-study, PACA offers instruction in preschool through twelfth grade using the Aero standards. Elementary classes consist of kindergarten through fifth grade; middle school classes are sixth through eighth grade; and high school classes are ninth through twelfth grade. Classes in the high school are departmentalized, offering electives in addition to required courses. The curriculum is designed to integrate God's truth into daily instruction and emphasizes the mastery of the standards at all grade levels. Since the last accreditation visit in 2013, PACA has adopted the cloud-based Atlas Rubicon curriculum documentation program. Teachers have uploaded the content, standards, skills, assessments, resources, and biblical integration for each of their classes. Teachers have access to all courses and documents within Atlas Rubicon.

All PACA students take Bible classes which meet four times a week. The Bible department has recently developed curriculum and a policy statement that will be used as the foundation for curriculum review in other content areas.

Instructional effectiveness is monitored through teacher observations by administrators, self-evaluation, and peer observations. Each division has the autonomy to use the forms they desire. The standards, resources, and courses are reviewed on a rotating cycle for each content area. Teachers individually make resource requests to the division principal.

PACA uses Measures of Academic Progress (MAP) for achievement testing. The MAP test is administered three times a year in K-5 and twice a year in middle school. In high school, students take the PSAT in ninth, tenth, and eleventh grades. In addition, data from the SAT, AP exams, and the Cesgranrio (a test of reading and writing in Portuguese), are used to measure academic outcomes. The division principals analyze data and share the results with teachers, the board, and PAC (Parent Advisory Committee). PACA uses data in making a variety of decisions beginning with admissions when students take a MAP survey test as part of the application process. Secondary teachers have expressed the need for additional training in analyzing MAP data and bridging the gap between MAP and PSAT scores. Second through fifth grade students participate in goal-setting conferences at least once a year, identifying areas of strength and weakness with their teacher. In the math department, grades and MAP scores are used to make placement decisions. The math department also examines PSAT data in developing new instructional strategies and programmatic improvements. PSAT scores and grades are used in approving students' requests to enroll in AP classes.

PACA has instructional and informational resources supporting teaching and learning in multiple media formats. These include computers, iPads, laptops, document cameras, online catalogs, and LibGuides. All materials and resources can be accessed through the library website or in the library itself. Teachers are able to sign up for times to bring their class to the library to use these resources with some of these resources available to be checked out for classroom use. Library staff are ready and willing to help in any way possible. They prepare materials necessary for lessons and help in the acquisition of online articles and sites for LibGuides.

Technology is being taught in elementary and is projected to be offered as an elective in MS starting with the 2018-19 school year. The school offers two computer labs – one in elementary and one in the library. The library lab is available for teachers to reserve for classroom use. A formal and targeted instructional technology plan was not found in evidence nor indicated in focus sessions.

PACA has identified the desire to continue to improve upon the curriculum and address the K-12 scope and sequence. The school is working toward a cohesive curriculum review cycle that will identify and address gaps, over-teaching, and other areas of weakness. As improvements are made, PACA's goal is to encourage and equip teachers who are textbook-reliant to develop and use additional resources that match the standards. PACA desires to be more intentional in training teachers to follow ethical and moral practices in the use of source materials. Plans exist to emphasize this in future teacher in-services to ensure that every staff member is trained appropriately.

Commendations

1. Teachers have intentionally integrated faith in a natural manner weaving it throughout the curriculum and classroom conversations. (Indicator 5.2)

PACA's commitment to integration ensures that faith is an integral component of the school culture which was repeatedly recognized in interviews with stakeholders. (Rubicon Atlas; classroom observations; interviews)

2. Significant work has been done in developing the Bible standards which has resulted in a policy for the curriculum review cycle that will serve as a guide for other content areas. (Indicator 5.4)

Through this process, teachers and administrators formalized schoolwide Bible standards and have begun to create a framework that can be used to review all other content areas. This will ensure a cohesive instructional alignment to meet student needs which will result in greater student outcomes. (Self-study; Bible curriculum review document; conversation with administrators)

Recommendations

1. Provide training to develop K-12 scope and sequence, vertical alignment, curriculum review, as well as continue to develop Rubicon Atlas. Care should be given to address gaps, redundancies, and instructional practices. (Indicator 5.2)

This training and continual alignment will create schoolwide cohesion and targeted instruction resulting in a stronger educational program. (Self-study; Rubicon Atlas; teacher and administrator conversations)

2. Implement a systematic process to analyze data in order to bridge the gap between MAP and PSAT scores. (Indicator 5.7)

The analysis and connection of data points will aide students and teachers in identifying and responding to the educational needs of students resulting in higher student outcomes and college preparedness. (Self-study; teacher and administrator conversations)

3. Formulate a formal and targeted technology plan for integrating and updating technology in addition to maintaining the infrastructure necessary to support the instructional program. (Indicator 5.17)

By creating a targeted plan, PACA will continue forward motion in providing strong technological resources. (Self-study, interviews)

Adherence to the Standard

C (Compliant)

Standard 6 - Student Care

Indicator 6.1 (CI)*

A comprehensive written security and crisis management plan has been developed, regularly reviewed, and implemented, and it is supported by appropriate training for all staff and students. (C)

C (Compliance) The school has a comprehensive and reviewed written security and crisis management plan, and the school has trained the staff and students in how to respond in emergency/crisis situations.

Indicator 6.2

The school communicates with legal authorities (i.e., the fire department, police department, and other applicable agencies), parents, media, and community members when a crisis or a major incident occurs. (C)

C (Compliance) The school has formally written a plan for communicating with legal authorities, parents, media, and community members in times of crisis or emergency, and it has provided staff orientation.

Indicator 6.3

The school complies with applicable local, state, and federal laws regarding safety and health issues. (C)

C (Compliance) All local, state, and federal laws regarding safety and health issues are met.

Indicator 6.4

Students are in compliance with the requirements of civil authorities regarding immunizations, physical examinations, and communicable diseases. Records of health services rendered to students (including accidents and injuries) are appropriately noted and filed. (C)

C (Compliance) A plan is in place for tracking and follow-up when students are admitted into the school with allowable documented exceptions to their records. Emergency information is current and maintained for each student.

Indicator 6.5 (CI)

Written policies and procedures for all areas of health and safety services have been developed, reviewed, and implemented. (C)

C (Compliance) Written policies and procedures for all areas of health and safety services have been developed, reviewed, and implemented.

Indicator 6.6 (CI)

Biblically based plans and procedures are developed that educate the school community regarding harassment, intimidation, and bullying. (C)

PC (Partial Compliance) There are some plans and procedures in place to address the issues of harassment, intimidation, and bullying; however, the entire school community has not been educated on them or does not follow their use.

Indicator 6.7 (CI)*

The school provides training for staff and complies with its legal reporting responsibilities in cases of alleged child abuse, neglect, or other areas in which reporting is mandated. (C)

PC (Partial Compliance) A policy has been developed; however, staff are not adequately trained on their legal reporting responsibilities.

Indicator 6.8

The school complies with local, state, and federal regulations regarding preparation, delivery, handling, and storage of food. (C)

C (Compliance) The school complies with local, state, and federal regulations regarding preparation, delivery, handling, and storage of food.

Indicator 6.9

The school provides a suitable and hygienic eating space for the staff and students. (C)

C (Compliance) The school provides a suitable and hygienic eating space for the staff and students.

Indicator 6.10

Nutritional standards for meals and snacks have been established. (C)

C (Compliance) Clear standards based on sound nutritional research are formally written and implemented.

Indicator 6.11 (CI)*

Required local, state, provincial, and federal legal standards for fire protection, sanitation, and transportation are met. (C)

C (Compliance) Policies and practices that reflect the required local, state, provincial, and federal standards are in place. Observation and documentation confirm that these legal standards are followed.

Indicator 6.12

The school maintains the site, facilities, services, and equipment to provide an environment that is safe, secure, and orderly. (C)

C (Compliance) Documented, regular maintenance and safety inspections are conducted, and deficiencies are corrected to ensure a safe and orderly environment.

Indicator 6.13 (CI)

The facilities are secure and suitable for the size of the school; these facilities are well maintained, enhancing quality instruction for the students. (C)

C (Compliance) Facilities are secure and of sufficient size and nature to provide quality instruction that is consistent with the goals of the school. Maintenance of facilities is consistent and of good quality, and it provides a good testimony to the community.

Indicator 6.14

The recreation area/playground, common areas, and athletic areas are safe, age appropriate, and large enough for the number of students. (E/S)

C (Compliance) Recreation areas, common areas, and athletic areas are safe and are large enough for the number of students that use them.

Indicator 6.15

A written facilities plan is in place to address future programs; enrollment changes; staff, facility, and technology needs; as well as future capital improvements. (C)

PC (Partial Compliance) A limited facility plan exists for future programs and staff, facility, and technology needs.

Indicator 6.16

Vehicles and drivers used to transport students for all school activities follow the school's policies as well as government and insurance regulations. (C)

C (Compliance) Written policies exist for vehicle use and driver qualifications. Vehicles meet government standards. Drivers are licensed at the appropriate levels. Insurance policies are in place, and regulations are followed.

Indicator 6.17

Adequate liability, vehicle, and property insurance are in place. (C)

C (Compliance) Adequate liability, vehicle, and property insurance are in place.

Indicator 6.18

Written policies and procedures are in place for routine safety inspections, service, and repair of school-owned vehicles and for reporting vehicle accidents—including communication with all constituents. (C)

C (Compliance) Written policies and procedures are in place for routine safety inspections, servicing, and repair of school-owned vehicles. Policies for reporting vehicle accidents are explicit and followed.

Standard 6 Overview

The school complies with all local, state, and federal laws regarding safety and health issues. A comprehensive crisis management and emergency plan are currently in place and reviewed periodically with staff members. The school provides annual training to staff and students through a crisis and emergency manual as well as through mandatory drills each year.

The school facilities are well maintained, monitored, and of sufficient size for the current enrollment. The staff is to be commended for their hard work and dedication which allows them to provide a campus that has a welcoming environment along with an oasis-style setting. The

school follows an infrastructure plan as it relates to current facilities and future endeavors. However, the current plan submitted as evidence does not adequately address projected enrollment trends, staffing, stakeholder feedback, and monetary projections for capital related projects. There should be consideration given to expanding the current plan in order to provide a more defined approach. This can include information as to how each capital contribution impacts specific areas of the school to include schoolwide learning goals. This can be added to the template that currently serves to itemize and state both start and completion dates.

The school food services are outsourced. The school also contracts a nutritionist to ensure compliance with local health and related regulations. The preparation area and food storage room are clean, organized, and efficient. The school nutritionist strives to meet the basic nutritional needs of both students and staff. As part of the self-study, the staff identified the need to research ways to educate students while encouraging a healthy lifestyle.

The school has sufficient and compliant liability, property, and vehicle insurance policies which are reviewed annually. Initial evidence loaded onto the platform indicated some policies had expired; however, it was later confirmed that all policies are current at this time. The school continues to develop a more extensive facility improvement plan. There is a means to report and follow up with any maintenance deficiencies using a written request form. These are corrected to ensure a safe and organized environment. The school has designated drivers to transport students for various off-campus activities. These contracted companies follow school policies which are communicated clearly to all stakeholders. The transportation companies and associates are responsible for the daily transport of students and comply with local government regulations. A majority of students travel long distances to and from the campus each day and require extensive use of contracted bus services.

The school officially joined the Child Safety and Protection Network in 2017. The guidance counselor and members from both the elementary and secondary school participated in the training seminars. This initiative has begun and continues with the process of implementing child protection and safety protocols, procedures, and guidelines. This includes formal training of new hires and stakeholders in proper child safety procedures. There are plans, as confirmed by the self-study, to incorporate an annual review of the child safety program as part of staff in-service and other designated times.

There are some anti-bullying resources available at the elementary school level. A comprehensive anti-bullying program continues to be formalized by the school. It seeks to specifically address bullying while approaching these challenges from a biblical framework. While some plans and procedures are in place to address the issues of harassment, intimidation, and bullying, the entire school community has not been educated on them at this point.

Commendations

1. The PACA team has developed an extensive crisis management and emergency plan. (Indicator 6.1)

The plans offer an effective tool for the protection and well-being of students and staff. The team works delightedly to ensure these plans are reviewed with various stakeholders. A comprehensive crisis management and emergency plan are currently in place and reviewed periodically with staff members. (Office files; handbooks; staff interviews)

2. The school team has invested in recreational and related areas of the campus for all stakeholders to enjoy during various activities. (Indicator 6.14)

The team members do a stellar job of ensuring campus equipment and green areas are safe, well kept, and offer engagement for students of all ages. The students, staff, and families enjoy the opportunity to utilize the campus for various activities. (Visual walk-throughs; self-study; student interviews)

Recommendations

1. Develop and implement a comprehensive child and safety program to include proper training for all stakeholders. (Indicator 6.7)

While a fully developed program does not exist, the school has begun a process to adopt a comprehensive child and safety program which complies with local laws or regulations as applies to child safety and reporting methods. The training of staff and stakeholders will be key in the implementation of this program. (Self-study; handbooks; interviews with staff, student, and parents)

2. Articulate and follow an extensive anti-bullying and related behaviors program with a biblically-based foundation that includes intentional training for all stakeholders. (Indicator 6.6)

The school continues to develop a program to incorporate biblically-based plans to formulate a more extensive anti-bullying program. This plan will also assist with educating the school community regarding bullying and other related actions. Additional curriculum resources can be added to assist in educating all stakeholders. (Self-study; handbooks; website)

3. Analyze and align PACA's current facilities plan to address future opportunities while incorporating documented feedback from all stakeholders. (Indicator 6.15)

The school continues to develop an expanded and comprehensive facilities plan. The plan development includes additional details as it relates to current and future programs, enrollment changes, staff, facility, and technology needs, as well as future capital improvements. (Facility plan; interviews with staff and parents)

Adherence to the Standard

C (Compliant)

Standard 7 - Character, Values, and Spiritual Formation of Students

Indicator 7.1 (CI)

Schoolwide expected student outcomes include character development, acquisition of Christian values, and spiritual formation. (C)

C (Compliance) Schoolwide expected student outcomes include character development, acquisition of Christian values, and spiritual formation. The outcomes are published in the school community.

Indicator 7.2

Christlike respect, compassion, and caring for self and all others is taught and demonstrated by school personnel. (C)

EC (Exceeds Compliance) Respect, compassion, and caring are clearly demonstrated by all school personnel as evidenced by the following: The school's assessment of the caring culture within the school community, an evident spirit of respect, compassion, and caring that is initiated and embraced by the students

Indicator 7.3

Mentoring and discipleship experiences focus on spiritual formation, character development, and the instilling of Christian values. (C)

C (Compliance) Mentoring and discipleship experiences follow a scheduled and planned sequence focusing on spiritual formation, character development, and instilling Christian values. The school offers the following: effective chapels and some small-group activities, planned curricular, cocurricular, and extracurricular programs for spiritual formation, character development, and the instilling of Christian values.

Indicator 7.4 (CI)

Constituent interactions reflect the attitude of Christ. Communication between constituents demonstrates sensitivity and responsiveness to the individual needs, interests, and temperaments of the students. (C)

C (Compliance) Constituent interactions reflect the attitude of Christ. Communication between constituents clearly demonstrate sensitivity and responsiveness to the individual needs, interests, and temperaments of the students.

Indicator 7.5

All aspects of the school and its instructional program reflect developmentally appropriate application of a biblical worldview and Christlike character and values. (C)

EC (Exceeds Compliance) Application of both a biblical worldview and a 'Great Commission' perspective of the world is evident, in a natural and unforced manner, in the entire curriculum and all the activities of the school. Evidence of this can be seen in both non-instructional and instructional activities of the school. Students have internalized a Christian worldview, and they openly challenge worldly perspectives.

Indicator 7.6

Age-appropriate opportunities for service and missions, including compassionate outreach to the poor, needy, or vulnerable, are provided as a means of spiritual growth and formation. (C)

EC (Exceeds Compliance) Opportunities for service, missions, and personal growth are determined by the full staff. Careful thought is given to the matriculation of students, the cultural needs represented around the location of the school, and the maximization of the specialized gifts and callings of the staff who have a heart for local and/or global ministry.

Indicator 7.7

Active participation in a local Christian church community is required of the faculty and emphasized within the school's philosophy and goals. (C)

C (Compliance) The active participation in a local church community is emphasized within the school's philosophy and goals.

Indicator 7.8

Assessment of the spiritual development of students is intentionally included in the ongoing evaluation of the school's effectiveness in formally measuring its schoolwide expected student outcomes. (E/S)

PC (Partial Compliance) Assessment of the spiritual development of students is informal and sporadic. Assessment of schoolwide outcomes is anecdotal and informal.

Standard 7 Overview

Pan American Christian Academy's vision talks about "nurturing and instructing students **to love, to learn, and to live out** the Christian faith." This is evident in the foundational documents, the expected student outcomes, the core values, and throughout the school community.

Students learn **to love** the Lord Jesus Christ and the Christian faith by observing and interacting with teachers and staff members. The guidance counselor, the full-time psychologist, the campus pastors, and the principals work together to monitor student progress. Students relate daily to school personnel who demonstrate their belief in Christian education by integrating their faith into the curriculum offered. In addition to fulfilling their normal responsibilities, many teachers and staff members are actively meeting with students individually, gathering in small groups, and nurturing and instructing the students through chapels and assemblies. Many staff members participate in connection groups, mentoring, homeroom interaction, and camps. Effective communication is a priority for all constituents and is highly recognized by students and parents.

Students **learn about** the Christian faith through various means. There are devotions and Bible classes at all levels. The Bible curriculum has been reviewed and revised for all levels. Students learn through observing different members of the PACA community in everyday life. Each year unexpected situations arise concerning family relationships, sickness, and financial issues. Students are impacted at PACA by the living testimonies of the personnel.

Students learn **to live out** their Christian faith in different ways. Age appropriate opportunities exist where teachers, administrative workers, volunteers, and students participate in outreach projects to bless the less fortunate. PACA is known in the city for its heart of compassion to bless others. PACA believes in the importance of the local church. This is seen through emphasis placed on church attendance for all teachers.

PACA along with many other schools seeks ways to assess spiritual development in their community. One important tool recently implemented has been an external assessment questionnaire. The school community is committed to seeking more effective ways to assess the progress in this area.

Commendations

1. The school is privileged to have an excellent teaching staff. (Indicator 7.2)

Teachers invest time in discipling sessions, relating to the students, and helping to mentor them. Parents and students are thankful for the good Christian role models which result in having a safe learning environment. (Parent interviews; student interviews)

2. PACA provides multiple discipleship opportunities for its student body. (Indicator 7.3)

In addition to daily interaction with students, teachers participate in individual and group connection during lunch time. The majority of high school students voluntarily request to be in discipleship groups that meet weekly. High school students have opportunities to be disciplined and to mentor students in other grade levels. (Student and parent interviews; self-study)

3. The school maintains a unique care and support system for the members of its community. (Indicator 7.4)

Students are sought out on an individual basis and encouraged and counseled according to the need. Support personnel for effective communication include a guidance counselor, two campus pastors, a full-time psychologist, and the principals. (Interviews with campus pastors; self-study)

4. The school takes an effective approach in terms of biblical worldview, Christlike character, and core values which are clearly applied and demonstrated in the classroom. (Indicator 7.5)

Periodic training takes place for securing biblical integration in most subjects. (Classroom observations; self-study)

5. The school provides students with multiple opportunities for service and missions. (Indicator 7.6)

Students live out their faith by learning to be sensitive to the needs of the less fortunate and serving others. School sponsored activities help to create a culture of caring, respecting, and giving. (Thanksgiving clothing drive; walkathon; international festival)

6. PACA gives care and support in maintaining its unique culture and environment. (Indicator 7.7)

A detailed admissions process assures good placement of students. New incoming teachers are screened and evaluated closely and are encouraged to be actively participating in a local church. (Evidence of church involvement application; admissions applications process; interviews with parents, staff, and students)

Recommendations

1. Investigate and research best practices for assessing spiritual development. (Indicator 7.8)

Realizing that the assessment of spiritual development is a challenge for many schools, PACA has taken steps to grow in this area. The school is implementing a survey for the students that will prove to be an effective tool in responding to students' spiritual needs. Care should be taken in analyzing the results as they can be subjective and not reflect current or long-term results. (Spiritual assessment survey; self-study)

2. Coordinate and promote effective communication among the support team members including psychologist, guidance counselor, principals, and campus pastors. (Indicator 7.4)

This will allow the team to provide more targeted pastoral care and effective follow-up of each student. (Interview campus pastor)

Adherence to the Standard

C (Compliant)

Standard 8 - School Improvement

Indicator 8.1 (CI)

The ongoing planning process is collaborative, and it includes opportunities for input from all stakeholders. (C)

C (Compliance) The CSIP is reviewed and revised annually. Representatives of all stakeholder groups collaborate in the planning process. Stakeholders are able to verbalize their understanding and support of the planning process.

Indicator 8.2

The CSIP reflects the attainment of schoolwide academic and non-academic expected student outcomes and school effectiveness. (C)

C (Compliance) The CSIP reflects the academic and non-academic achievement of schoolwide expected student outcomes, including academics, character, service, relationships, or other categories of outcomes.

Indicator 8.3

The planning process is organizationally comprehensive and establishes priorities for short- and long-range development. (C)

C (Compliance) The planning process is organizationally thorough and comprehensive, and it establishes priorities for short- and long-range development.

Indicator 8.4

The school improvement plan is developed by utilizing a variety of organizational, achievement, and survey data and input from stakeholders. The plan is viewed as a strategy for strengthening mission effectiveness and vision accomplishment. (C)

C (Compliance) The CSIP has been developed using a variety of data sources such as surveys with strong input from stakeholders. Analysis of the data has been thorough, and there is clarity about what the priorities are for school improvement. The school annually updates the CSIP with current achievement data and stakeholder input. A connection to the mission, vision, and the schoolwide expected student outcomes is evident.

Indicator 8.5

Each action item in the improvement plan addresses the fiscal, personnel, resources, and time implications for implementation. (C)

PC (Partial Compliance) The CSIP action items partially address the fiscal, personnel, resources, and time implications.

Indicator 8.6

The school evaluates and documents the effectiveness and impact of its improvement plan and regularly communicates the results to all stakeholders. (C)

C (Compliance) The school evaluates and documents the effectiveness and impact of its CSIP. The plans and the progress are communicated to all stakeholders.

Standard 8 Overview

PACA's Continuous School Improvement Plan (CSIP) has specific and measurable goals that are reviewed by team members annually with input from various stakeholders via surveys. The plan includes both academic and non-academic goals. Each of the goals is measurable and achievable within the established time frames. The goals have specific action steps listed in order to complete the goal along with identifying personnel who will be responsible for the outcome of the goal.

While many of their goals have been established in response to feedback received through stakeholder surveys, limited evidence exists of direct involvement by representatives of stakeholder groups in the planning process. Interviews conducted revealed that many stakeholders had insufficient understanding and little knowledge of how they had contributed to the planning process.

The CSIP goals reflect the attainment of schoolwide academic and non-academic expected student outcomes and school effectiveness. These goals and priorities were measurable and achievable and included timelines that were clear and concise. Evidence was observed which indicated that goals had been established to meet required actions from the previous external review although they were not included as goals in the CSIP. The self-study noted, and the team observed that action items in the CSIP do not address the fiscal implications. The school self-study and interviews with administrators indicated that there was a plan to include fiscal implications in the CSIP for the following five years.

The CSIP is evaluated on an annual basis and communicated to stakeholders via reports and presentations made by the administration team. Information available in the self-study report and interviews failed to produce evidence demonstrating how the findings are used to modify

the school policies and procedures. Staff, students, and parents expressed during interviews limited knowledge of the CSIP or the goals it established.

Commendations

1. The CSIP reflects the attainment of schoolwide academic and non-academic expected student outcomes and school effectiveness. (Indicator 8.2)

The incorporation of goals and actions to the CSIP resulting from the analysis of data by the leadership team leads to the attainment of schoolwide academic and non-academic student outcomes. This promotes PACA's ability to carry out its mission: "to nurture and develop young people, through quality education rooted in Biblical truth, who impact their world through Christ." (Parent, staff, and student surveys; PACA meeting minutes; continuous school improvement plan)

Recommendations

1. Integrate school stakeholders and surveys in the creation of the CSIP. (Indicator 8.4)

While evidence exists that the PACA administration uses student assessment data, survey results, and input from stakeholders via meetings, there is little or no evidence to demonstrate that stakeholders play a direct role in the creation of the CSIP goals. (Interviews with parents, students, and staff)

2. Interpret, critique, then incorporate the fiscal implications of the action items in the CSIP. (Indicator 8.5)

The CSIP document contains action items that address personnel, resources, and time implications but has not included the fiscal implications. The self-study identifies a need to add the fiscal implications to the CSIP. (Continuous school improvements plan; self-study)

Adherence to the Standard

C (Compliant)

Major Commendations

Major Commendation # 1

There are many elements that contribute to the fulfilling of the school's vision which is "to nurture students who will love, learn, and live out the Christian faith." (Indicators 2.2, 7.2, 7.3, 7.4, 7.6, 7.8, 5.1)

There is no doubt that the staff is committed to interacting with students individually, in small groups, in camps, mentoring, and discipleship. It is clear that throughout the community there are many quality relationships in which students are impacted and inspired to love the Lord. Students learn through devotions and Bible classes at all levels. They also learn by observing those who are modeling Christ around them. There are many opportunities for students to live out their faith. Students learn to have compassionate hearts as they participate in outreach projects, bless charitable institutions in the community, and are sensitive to the less fortunate. (Stakeholder interviews; classroom observations; Rubicon Atlas maps; outreach activities; pastoral personnel)

Major Commendation # 2

The staff has a tremendous outpouring and commitment to living lives for Christ as missionary teachers. The staff remains committed to the mission and vision of the school while adhering to the core values to the ministry. The leadership of the school, including superintendent and principals, clearly lead by example when upholding the rich history of the school that remains consistent with the mission, vision, and core values. The mission and vision are important to PACA and are supported by the staff. (Indicator 1.1, 4.3)

School mission, vision, and core values are physically displayed in every room. These foundational principles are reviewed by stakeholders and guide all areas of the school including curriculum, programs, and activities. The staff is firmly committed to advancing PACA's mission. Students are encouraged to grow spiritually, intellectually, physically, and socially in ways that genuinely emphasize a Christian worldview. (Handbook documents; mission and vision documents; school website; classroom observations; interviews with staff, parents, and students)

Major Commendation # 3

PACA has an outstanding administrative team and an executive leadership team who demonstrates effective stewardship. (Indicator 2.4)

Each member of the leadership team is uniquely gifted and qualified for their respective roles and responsibilities. They work extremely well together and operate with a synergy that is enhanced by the complementary giftings and relationship they enjoy. The rest of the administrative team, teachers, and staff appear to follow their lead, and are a reflection of the excellent, servant-leadership they provide.

The executive leadership completed a thorough review of its philosophy, vision, mission, expected student outcomes, and admissions policies of the school resulting in a more accurate reflection of who the school had become as it embraced a vision of becoming more inclusive for those who could benefit from a Christian education. (Board minutes; board member evidence of Christian faith; interviews with the executive leadership team, administrative team, staff, students, and parents)

Major Commendation # 4

The board and administrative team demonstrate faithful and wise stewardship of PACA's finances. (Indicator 2.7)

It is evident in the review of the financial reports and budgets that great care has been taken in regard to planning and investments. The PACA team has worked together to prioritize expenditures for the betterment of the ministry. This approach has had a positive impact in several areas of the school that support student learning, community outreach, and facilities. (Budget; financial reports to the board)

Major Commendation # 5

Teachers have intentionally integrated faith in a natural manner weaving it throughout the curriculum and classroom conversations. (Indicator 5.2)

PACA's commitment to integration ensures that faith is an integral component of the school culture which was repeatedly recognized in interviews with stakeholders. (Rubicon Atlas; classroom observations; interviews)

Major Recommendations

Major Recommendation # 1

Develop and deploy training to address K-12 scope and sequence, vertical alignment, curriculum review, as well as the continued development of Rubicon Atlas. Care should be given to address gaps, redundancies, and instructional practices. (Indicator 5.2)

Standards have been adopted and individual curriculum maps in Rubicon Atlas have been developed by the administration and faculty. Taking the next step in schoolwide curriculum mapping and vertical alignment will permit Rubicon Atlas to be a dynamic tool which can be modified as data is analyzed and applied to decisions related to learning and instruction. (Self-study; Rubicon Atlas; teacher and administrator conversations)

Major Recommendation # 2

Implement a systemic process to analyze data in order to bridge the gap between MAP and PSAT scores. (Indicators 3.2, 5.2, 5.7)

The analysis and connection of data points will aide teachers in identifying and responding to the educational needs of students resulting in higher student outcomes and college preparedness. PACA has made gains in collecting and analyzing data for MAP, PSAT, and SAT scores. Intentional analysis and application between the three data sources is not occurring. Data sources should include (but not be limited to) comparison and trend data, input from every stakeholder group, and academic performance data that taken together provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All school personnel should be trained to link data in order to design, implement, and evaluate continuous growth plans to improve instruction and student learning as well as the effectiveness of programs and organizational conditions. (Self-study; teacher and administrator conversations)

Major Recommendation # 3

Research and develop a comprehensive schoolwide professional development plan aligned with mission, vision, foundational documents and overarching goals from the CSIP. (Indicator 4.7)

A written professional development plan for faculty and staff with clear expectations and outcomes will enable the school to achieve a consistent and targeted approach for ongoing learning and growth. (Self-study; teacher focus groups)

Major Recommendation # 4

Develop and implement a comprehensive child and safety program to include proper training for all stakeholders. (Indicator 6.7)

While a fully developed program does not exist, the school has begun a process to adopt a comprehensive child and safety program which complies with local laws or regulations as applies to child safety and reporting methods. The training of staff and stakeholders will be key in the implementation of this program. (Self-study; handbooks; interviews with staff, student, and parents)

Major Recommendation # 5

Articulate and follow an extensive anti-bullying and related behaviors program with a biblically-based foundation that includes intentional training for all stakeholders. (Indicator 6.6)

The school continues to develop a program to incorporate biblically-based plans to formulate a more extensive anti-bullying program. This plan will also assist with educating the school community regarding bullying and other related actions. Additional curriculum resources can be added to assist in educating all stakeholders. (Self-study; handbooks; website)

Final Narratives

Summary of the Self-Study Process

The visit went very well! The folks at PACA received the team beautifully and were incredibly accommodating each step of the way. Since the school had been through the accreditation process previously with the same self-study coordinator and superintendent, the process went very smoothly. Work on the school's self-study began in earnest about eighteen months prior to the visit. Eight committees were formed to address each of the standards of the REACH 2.1 protocol. Timelines and action plans were initiated to work toward the deadlines of a May visit to the school by a visiting team.

The school carefully and conscientiously assembled all of the components required to write a self-study for the school. The chair of the steering committee followed the processes laid out in the REACH Manual and in the School Administrator Handbook. The school was visited five months prior to the team visit by the team chair. A final date was set for the visit at that time. A pre-visit standards/indicators checklist was used to determine readiness for the spring visit. There were only a few minor issues noted, but the school had the means and the time to address them, so the team visit was scheduled for May 2018. The school completed and submitted its self-study, working with the chair throughout the process. The school provided evidence, attaching data, documents, and artifacts that would support the meeting of the accreditation standards along with the self-study. They also indicated which items would be available on-site such as the personnel files, the complete audit, and some student work samples. The self-study and the electronic documentation was provided four weeks prior to the visit.

A daily schedule for the visit was created by the chair and finalized in consultation with the school's self-study coordinator. A workroom was provided, and the team was more than adequately cared for in terms of food, drinks, access to technology, maps, schedules, and supplies. The self-study coordinator had arranged the schedule in such a way that the team had unfettered access to parents, students, and staff in a very efficient manner. The school was very helpful to the team in providing all of the data and information required for a successful visit.

Finally, the school had also prepared its staff well by explaining the process of accreditation. Teachers and non-instructional staff seemed to understand what to expect. When asked how they were involved, every person could clearly articulate what committee they had been a part of and/or what they had done to help make the visit a success. They understood that the work they had done was paying off in many ways, as they had already identified and made improvements before the team ever arrived. Parents were positive and supportive when interviewed and seemed to understand the value of being accredited by an organization that could truly evaluate the school from a Christian perspective. All in all, the school did a great job of helping everyone understand the purpose of accreditation, and that being transparent was helpful to the process.

Conclusion Summary

Throughout the accreditation process, and the challenges of having one of their leaders dealing with a major health issue, staff and administration affirmed that reviewing their purpose, recommitting to their mission, and exploring ways to improve in the future, had been a valuable exercise.

The following are some of the highlights or conclusions the visiting team gathered after reviewing the standards:

The PACA program has an exceptionally clear mission, a strong academic base, and a positive Christ-honoring culture in which students are both educated and nurtured. By integrating major recommendations from the visiting team's report into the CSIP, the school will be ideally positioned to move forward into its next phase of growth. One theme that came through over and over was that this was a team effort. There was a tremendous sense of unity among the administration and staff that extended to the parents and school board as well. It was not uncommon to hear stories of individuals helping others through many situations both in and out of school.

PACA's teachers are the heart and soul of the school. The school values their teachers and it shows in a variety of different ways. There is no doubt that the staff is committed to interacting with students individually, in small groups, mentoring, and discipleship. It is clear that throughout the community there are many quality relationships in which students are impacted and inspired to love the Lord. Students learn through devotions and Bible classes at all levels. They also learn by observing those who are modeling Christ around them. There are many opportunities for students to live out their faith. Students learn to have compassionate hearts as they participate in outreach projects, bless others in their community, and are sensitive to the less fortunate.

The PACA team is commended for a tremendous outpouring and commitment to living out their lives for Christ as missionary teachers. The staff remains committed to the mission and vision of the school while adhering to the core values of the ministry. The leadership of the school, including superintendent and principals, clearly lead by example when upholding the rich history of the school that remains consistent with the mission, vision, and core values. The mission and vision are important to PACA and are supported by the staff. School mission, vision, and core values are physically displayed in every room. These foundation principles are reviewed by stakeholders and guide all areas of the school including curriculum, programs, and activities. The staff is firmly committed to advancing PACA's mission. Students are encouraged to grow spiritually, intellectually, physically, and socially in ways that genuinely emphasize a Christian worldview.

PACA is to be commended for its outstanding administrative team and the effective stewardship of the executive leadership team. They are uniquely gifted and qualified for their respective roles and responsibilities and work extremely well together and operate with a synergy that is

enhanced by the complementary giftings and relationship they enjoy. The rest of the administrative team, teachers, and staff appear to follow their lead, and are a reflection of the excellent, servant-leadership they provide.

The board and administrative team are to be commended for their faithful and wise stewardship of PACA's finances. It is evident in the review of the financial reports and budgets that great care has been taken in regard to planning and investments. The PACA team has worked together to prioritize expenditures for the betterment of the ministry. This approach has had a positive impact in several areas of the school that support student learning, community outreach, and facilities. To God be the glory for His provisions!

Statement of Appreciation to the School

The visiting team was warmly welcomed by everyone at PACA and hosted in a very gracious manner. The accommodations, transportation, meals, and snacks were outstanding! The team felt well cared for and enjoyed their stay at PACA.

The staff at PACA are to be commended for their thorough preparation of the self-study as well as planning for the actual visit. The team had everything it needed from the initial Sunday afternoon meetings to its departure. Teachers were very flexible about allowing team members into their classrooms and they did not seem to mind as members filtered in and out. Everyone who was interviewed was open and honest and shared insights in areas that needed improvement as well as strengths of the school and their particular departments. Parents and students were friendly, gave honest feedback, and yet it was clear that the vast majority were very loyal to the school because they were having a wonderful educational experience as part of the PACA family.

It was a distinct personal and professional pleasure for each member of the visiting team to have been a part of this visit. Each of the members learned from the professionalism and the various examples of excellence observed at PACA. The administration demonstrated a tremendous combination of grace and high expectations for both staff and students. The teachers were passionate about their subjects, showing kindness and love to each student with whom they came into contact. Non-instructional staff appeared servant-hearted in every situation. The school board is also a remarkable group and seems well qualified to lead through their encouraging words and wise decision-making.

Finally, the visiting team would like to express appreciation to the parents and students of PACA. The parents have made a commitment to Christian education that is significant, especially when measured by the distances many travel to get to the campus! Many sacrifice financially to afford PACA and many, regardless of financial position, still take time to volunteer and help wherever they can. Their participation was impressive. The students are the beneficiaries of this team effort and are a reflection of these wonderful people. They work hard and are willing to think deeply and Christianly about their world. These students welcomed us into their daily activities as well as into their hearts and were open about their school and what

God is doing in their lives. The future looks bright as these young, modern day Esthers and Daniels are being developed at PACA!

Special thanks goes to Ms. Jennifer Kierstead who was our visit/self-study coordinator. She went above and beyond the call, helping with all the arrangements and was our go-to person along the way. This was all the more amazing given her battle with cancer! Thanks also goes to Mr. Robin Rugg for his outstanding leadership, responsiveness to questions, and excellent oversight of the visit. Much appreciated!

Next Steps

The school will receive the visiting team's draft within 30 days of the visit. A copy will go to the appropriate regional office for consideration by the regional commission at their next regularly scheduled meeting. Those meetings happen twice a year. The commission may make changes in the report, if deemed necessary. They will determine the accreditation status and terms for the accreditation period.

If the school is working through a dual accreditation process, the self-study and visiting team report are forwarded to the partner association along with any additional documentation required. That association will communicate directly to the school regarding its accreditation decision.

In the period after the final copy of the report is received, the school is expected to review and communicate the findings, address the recommendations and include them in the school improvement process, continue to report progress on annual reports to ACSI, and maintain accreditation standards.

Accreditation makes a statement about the past, present, and future of a school. In the past, the school has worked hard to meet the standards at a level that shows compliance or above. In the present, accreditation signifies a stamp of approval by ACSI as the accrediting body through the work of a group of peers who know what makes a quality Christian education institution. Finally, accreditation also signifies a commitment to ongoing continuous school improvement as it develops appropriate plans and monitors them for the benefit of student growth and achievement in all areas.

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