



Getting Ready for National Lutheran School Accreditation (Evidence-Based Accreditation)

There is an expectation that schools will have the following required documents and evidence in place at the time of the Validation Team Visit. Use the lists below as a helpful guide before you begin your Evidence-Based Accreditation (EBA) Self-Study process to determine your existing level of preparation. A more detailed description of the process can be found in the *Administrator Manual* on LuthEd.org.

Required Evidence or Documentation

| Standard | Required Evidence or Documentation |
|-----------|--|
| 1 | <ul style="list-style-type: none"> • The written purpose/philosophy/mission statement |
| 2A | <i>No evidence or documentation required</i> |
| 2B | <ul style="list-style-type: none"> • Nondiscrimination policy |
| 2C | <ul style="list-style-type: none"> • School discipline code |
| 3A | <ul style="list-style-type: none"> • Governing board handbook or policy manual, including policies relating to roles of board, administrator and pastor |
| 3B | <ul style="list-style-type: none"> • The administrator's job description |
| 4 | <ul style="list-style-type: none"> • Staff development plan • Nondiscriminatory salary and benefit scale |
| 5 | <ul style="list-style-type: none"> • Written curriculum for every grade level for religion, mathematics, science, reading, language arts, social studies, art, music, physical education and any other subject taught (Early childhood centers need not segment learner outcomes into specific subject areas) • A current schedule for each classroom, indicating clearly which subjects (activities) are taught at which times • A chart illustrating the percentage of each school week allocated to each subject (activity) at each level, including a comparison with state guidelines • An analysis of the results of standardized tests administered for each grade level for the past three years, including a description on how this information is used to evaluate and improve student learning |
| 6 | <ul style="list-style-type: none"> • Enrollment/admission policy • Crisis emergency plan |
| 7 | <ul style="list-style-type: none"> • School floor plan |

Required Indicators of Success

| Standard | Required Indicators of Success |
|--------------|---|
| 1:01 | The school's written purpose embraces a Lutheran identity that is rooted in Holy Scripture and is committed to faith formation, academic excellence and Christian service. |
| 1:02 | School leadership and staff members understand and accept the purpose of the school. |
| 2A:01 | The school is operated by one or more congregations of The Lutheran Church— Missouri Synod (LCMS) or maintains an active Registered Service Organization (RSO) status with the Synod. |
| 2B:01 | A statement of nondiscrimination is evident in school-printed materials and assures that students are admitted without regard to race, color or national origin. |
| 2C:01 | The climate of the school flows from and supports the school's purpose. |
| 3A:01 | The operating organization designates the governing authority and has written policies clearly defining lines of authority, responsibilities and/or limitations of the governing authority. |
| 3A:02 | The operating organization has written policies clearly defining governing authority membership. |
| 3A:03 | The governing authority establishes written policies or administrative limitations that empower the administration in operating the school. |
| 3B:01 | The administrator demonstrates a personal Christian faith, a commitment to Lutheran education and a dedication to the teaching ministry of the governing authority. |
| 4:01 | All school personnel express and demonstrate agreement with the stated school purpose. |
| 5:01 | The teaching of the Christian faith is recognized as the major purpose of the school, is allotted appropriate time in the daily schedule and is integrated intentionally throughout the curriculum and instruction. |
| 5:02 | The written curriculum is developed and is implemented for religion, mathematics, science, reading, language arts, social studies, art, music, physical education and any other subject taught by the school. (Early childhood centers need not segment learning outcomes into specific subject areas.) |
| 6:01 | Services offered by the school meet or exceed federal, state and local requirements. |
| 7:01 | Facilities are well maintained and free from hazards, providing a safe and productive learning environment. |
| 7:02 | Facilities conform fully to all applicable laws, including health, safety and building codes. |