**National Lutheran School Accreditation**

**Early Childhood**

Validation Team Report

*Revised September 2018*

**<INSERT SCHOOL NAME>**

<INSERT CITY, STATE>

<INSERT VISIT DATE>

<LIST TEAM MEMBERS (CAPTAIN FIRST)>



**FOREWARD**

Becoming accredited is a strenuous process. The school and its administration are highly commended for their efforts in this ongoing accreditation process. The preparation and the arrangements for the Validation Team were well done. It is the hope and prayer of the members of the Validation Team that the enclosed document is accurate and helpful for the continued improvement of **<INSERT SCHOOL NAME HERE>**.

The members of the Validation Team express sincere gratitude to the administration, staff and community of **<INSERT SCHOOL NAME HERE>** for the opportunity to serve on the Validation Team and for the kindness shown during the visit.

**<INSERT SCHOOL NAME HERE>** is a good program. This was reflected not only in the Self-Study Report but also in the comments and observations of the Validation Team. The school effectively represents the Christian faith and values not only to its children and families, but also to the surrounding community.

The Self-Study Report is carefully written and includes specific recommendations to be considered seriously by the school and all constituents of **<INSERT SCHOOL NAME HERE>** and its sponsoring congregation, **<INSERT CHURCH NAME HERE>**. Not every suggestion must be followed, however, each is to be considered and addressed in follow-up reports, specifically the annual ongoing cumulative report submitted to the school’s district office.

The report was written collaboratively and edited by the Validation Team with minor editing completed by the Team Captain. The report reflects the talents and expertise of all team members. Wherever possible, specific and practical recommendations were made to help address concerns.

The Team Captain, Team Members and the Consultant pledge their continued support and assistance in the implementation process and look forward to hearing about and/or seeing the progress of the School Action Plan.

May the Lord richly bless the staff and constituents of **<INSERT SCHOOL NAME HERE>** so that with the power of the Holy Spirit they might continue to proclaim His Gospel ever more effectively to the children and families they serve.

In His Service,

**<INSERT TEAM CAPTAIN NAME>**

Validation Team Captain

**DISCLAIMER**

**Limitations on the distribution, use and scope of this document.**

It is the official intent of the National Lutheran School Accreditation Commission that this report is considered a privileged document, to be submitted by the Team Captain of the Validation Team directly to the administration of the school. The distribution of the report and its availability for public consideration rests solely in the hands of the school administration.

Neither the Team Captain nor the other members of the Validation Team are authorized to release any of the information contained in this report without the approval of the administration of the school.

The primary purpose of the Validation Team was to examine the educational ministry of the school, including curriculum, learning materials, student needs and interests, staffing and facilities. The Validation Team assessed the effectiveness of the total school program in meeting the educational objectives and National Lutheran School Accreditation Standards.

It is not the purpose of the Validation Team to evaluate individual teacher performance. The use of this report as an official assessment of any staff member’s professional competency is a violation of the process and is not the intent of the school evaluation. Such use is inherently invalid since at no time during the Validation Team Visit was the team concerned with the evaluation of individual teacher performance.

The Validation Team and the Validation Team Report assist the school in its own process as a guideline for continuous growth. Neither the team nor the report is presumed to be the authority for validating any claims regarding health, safety or personnel issues. Such matters are the sole responsibility of the school.

**VALIDATION TEAM MEMBER BIOGRAPHIC INFORMATION**

**<INSERT BIOGRAPHIC INFORMATION HERE>**

*SAMPLE:*

***Jane Smith*** *currently serves as the Director of Early Childhood at Trinity Lutheran Child Development Center, in Orlando, FL. She earned a Bachelor’s Degree in Elementary Education from Concordia, Seward, Nebraska.  She completed a Master’s Degree in Education, with an emphasis in Early Childhood, from Lindenwood University in St. Charles, Missouri. Her professional experience includes teaching in early childhood classrooms in Florida, Michigan and Missouri. Her experience with National Lutheran School Accreditation includes serving as a Consultant, Team Captain and team member on accreditation teams.*

**REPORT SUMMARY**

**The Validation Team’s Overall Impression of the School**

<INSERT 1 – 2 PARAGRAPHS HERE>

**Outstanding Strengths**

<INSERT BULLETED LIST HERE>

**Major Deficiencies** <INSERT MAJOR DEFICIENCIES HERE IF NECESSARY>

**Checklist** <MARK YES OR NO FOR EACH ITEM>

|  |  |  |
| --- | --- | --- |
| **YES** | **NO** |  |
|  |  | The *General Information about the school* is complete. |
|  |  | The Required Responses are complete. |
|  |  | The Required Evidence is complete. |
|  |  | The Required Indicators of Success are met in full. |
|  |  | The General Indicators of Success are rated and reflect the actual practice in the school. |
|  |  | The total point value of all applicable Indicators meets/exceeds 80% of the eligible points. |
|  |  | Review of the School Action Plan is complete. |

**Summary Evaluation of Indicators of Success**

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard** | **Number of Rated Required and General Indicators of Success** | **Total Number of Points Possible for Rated Indicators**  ***(Previous Column x2)*** | **Total Number of Points Earned for Rated Indicators** |
| **Standard 1A – Mission and Ministry** |  |  |  |
| **Standard 1B – Philosophy** |  |  |  |
| **Standard 2A – Home/Family Relationships** |  |  |  |
| **Standard 2B – Congregational Relationships** |  |  |  |
| **Standard 2C – Elementary School to Early Childhood Center** |  |  |  |
| **Standard 3A – The Early Childhood Governing Authority** |  |  |  |
| **Standard 3B – The Early Childhood Administrator/Director** |  |  |  |
| **Standard 4 – Personnel** |  |  |  |
| **Standard 5 – Staff/Child Interactions** |  |  |  |
| **Standard 6 – Facilities** |  |  |  |
| **Standard 7A – Health and Safety** |  |  |  |
| **Standard 7B – Food and Nutrition** |  |  |  |
| **Standard 8 – Curriculum** |  |  |  |
| **Standard 9 – Infants/Toddlers** |  |  |  |
| **Standard 10 – Continuous Improvement** |  |  |  |
| **Overall Totals:** |  |  |  |
| **Final Percentage Score:**  *(To calculate final percentage score, divide “Total Number of Points Earned for Rated Indicators” by “Total Number of Points Possible for Rated Indicators”)* | **XX.XX%**  *NOTE: An overall score of 80% or higher is required for recommendation of National Lutheran School Accreditation in Good Standing.* | | |

**Accreditation Recommendation**

Team Captain: **<INSERT TEAM CAPTAIN NAME HERE>**

Signature of Team Captain: **<INSERT TEAM CAPTAIN SIGNATURE HERE>**

Date: **<INSERT DATE HERE>**

We, the members of the Validation Team, recommend

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Accreditation in Good Standing** |  |  | **Provisional Accreditation** |  |  | **Denying Accreditation** |  |

for **<INSERT SCHOOL NAME HERE>** of **<INSERT SCHOOL CITY AND STATE HERE>**

**Standard 1: Purpose**

**Standard 1A: Mission and Ministry**

*The Lutheran early childhood program must be an integral part of the congregation’s ministry to young children and their families. As such, it concerns itself with the ministry of the whole church in order to fulfill its purpose as a Christ-centered early childhood program.*

**Validation Team Overview:** <INSERT WRITTEN RESPONSE HERE>

|  |  |
| --- | --- |
| **Strengths:** | |
| **Strengths** | **Sources of Evidence** |
|  |  |
|  |  |
|  |  |

*(Note: Sources of Evidence are identified using the following: 1=Self-Study Report, 2=Interview, 3=Observation, 4=Written Documentation)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Concerns and Recommendations:** | | | |
| **Concern** | **Recommendation** | **Sources of Evidence** | **Indicator** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

*(Note: Sources of Evidence are identified using the following: 1=Self-Study Report, 2=Interview, 3=Observation, 4=Written Documentation)*

**Did the Validation Team change any ratings that were assigned by the school?**

|  |
| --- |
|  |

**YES**

|  |
| --- |
|  |

**NO**

**If YES, what was the justification for changing the rating?**

<INSERT RESPONSE HERE>

**Standard 1: Purpose**

**Standard 1B: Philosophy**

*An early childhood program philosophy is a cooperatively formed statement of beliefs that reflects every aspect of the program. Practices of the program align with the philosophy. Reflection and review of the philosophy is an on-going process.*

**Validation Team Overview:** <INSERT WRITTEN RESPONSE HERE>

|  |  |
| --- | --- |
| **Strengths:** | |
| **Strengths** | **Sources of Evidence** |
|  |  |
|  |  |
|  |  |

*(Note: Sources of Evidence are identified using the following: 1=Self-Study Report, 2=Interview, 3=Observation, 4=Written Documentation)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Concerns and Recommendations:** | | | |
| **Concern** | **Recommendation** | **Sources of Evidence** | **Indicator** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

*(Note: Sources of Evidence are identified using the following: 1=Self-Study Report, 2=Interview, 3=Observation, 4=Written Documentation)*

**Did the Validation Team change any ratings that were assigned by the school?**

|  |
| --- |
|  |

**YES**

|  |
| --- |
|  |

**NO**

**If YES, what was the justification for changing the rating?**

<INSERT RESPONSE HERE>

**Standard 2: Relationships**

**Standard 2A: Home / Family Relationships**

*Ministry in the Lutheran early childhood program is directed toward young children and their families. The early childhood program has strategies for teaming with and engaging families through effective communication, active parent involvement and parent education.*

**Validation Team Overview:** <INSERT WRITTEN RESPONSE HERE>

|  |  |
| --- | --- |
| **Strengths:** | |
| **Strengths** | **Sources of Evidence** |
|  |  |
|  |  |
|  |  |

*(Note: Sources of Evidence are identified using the following: 1=Self-Study Report, 2=Interview, 3=Observation, 4=Written Documentation)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Concerns and Recommendations:** | | | |
| **Concern** | **Recommendation** | **Sources of Evidence** | **Indicator** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

*(Note: Sources of Evidence are identified using the following: 1=Self-Study Report, 2=Interview, 3=Observation, 4=Written Documentation)*

**Did the Validation Team change any ratings that were assigned by the school?**

|  |
| --- |
|  |

**YES**

|  |
| --- |
|  |

**NO**

**If YES, what was the justification for changing the rating?**

<INSERT RESPONSE HERE>

**Standard 2: Relationships**

**Standard 2B: Congregational Relationships**

*The Lutheran early childhood program is an integral part of the congregation’s ministry to young children and their families. The early childhood program commits itself to participate in the ministry of the whole church in order to fulfill its purpose as a Christ-centered early childhood program.*

**Validation Team Overview:** <INSERT WRITTEN RESPONSE HERE>

|  |  |
| --- | --- |
| **Strengths:** | |
| **Strengths** | **Sources of Evidence** |
|  |  |
|  |  |
|  |  |

*(Note: Sources of Evidence are identified using the following: 1=Self-Study Report, 2=Interview, 3=Observation, 4=Written Documentation)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Concerns and Recommendations:** | | | |
| **Concern** | **Recommendation** | **Sources of Evidence** | **Indicator** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

*(Note: Sources of Evidence are identified using the following: 1=Self-Study Report, 2=Interview, 3=Observation, 4=Written Documentation)*

**Did the Validation Team change any ratings that were assigned by the school?**

|  |
| --- |
|  |

**YES**

|  |
| --- |
|  |

**NO**

**If YES, what was the justification for changing the rating?**

<INSERT RESPONSE HERE>

**Standard 2: Relationships**

**Standard 2C: Elementary School to Early Childhood Center**

*A close relationship between the early childhood level and additional levels of the school is vital. The early childhood director and school administrator(s) work together closely to carry out the shared vision.*

**Validation Team Overview:** <INSERT WRITTEN RESPONSE HERE>

|  |  |
| --- | --- |
| **Strengths:** | |
| **Strengths** | **Sources of Evidence** |
|  |  |
|  |  |
|  |  |

*(Note: Sources of Evidence are identified using the following: 1=Self-Study Report, 2=Interview, 3=Observation, 4=Written Documentation)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Concerns and Recommendations:** | | | |
| **Concern** | **Recommendation** | **Sources of Evidence** | **Indicator** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

*(Note: Sources of Evidence are identified using the following: 1=Self-Study Report, 2=Interview, 3=Observation, 4=Written Documentation)*

**Did the Validation Team change any ratings that were assigned by the school?**

|  |
| --- |
|  |

**YES**

|  |
| --- |
|  |

**NO**

**If YES, what was the justification for changing the rating?**

<INSERT RESPONSE HERE>

**Standard 3: Leadership**

**Standard 3A: The Early Childhood Governing Authority**

*The school operates under governance and leadership that promote family involvement and support the spiritual, social/emotional, cognitive, physical and creative development of young children. The governing authority guides, steers, directs and oversees the strategic direction of the early childhood center.*

**Validation Team Overview:** <INSERT WRITTEN RESPONSE HERE>

|  |  |
| --- | --- |
| **Strengths:** | |
| **Strengths** | **Sources of Evidence** |
|  |  |
|  |  |
|  |  |

*(Note: Sources of Evidence are identified using the following: 1=Self-Study Report, 2=Interview, 3=Observation, 4=Written Documentation)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Concerns and Recommendations:** | | | |
| **Concern** | **Recommendation** | **Sources of Evidence** | **Indicator** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

*(Note: Sources of Evidence are identified using the following: 1=Self-Study Report, 2=Interview, 3=Observation, 4=Written Documentation)*

**Did the Validation Team change any ratings that were assigned by the school?**

|  |
| --- |
|  |

**YES**

|  |
| --- |
|  |

**NO**

**If YES, what was the justification for changing the rating?**

<INSERT RESPONSE HERE>

**Standard 3: Leadership**

**Standard 3B: The Early Childhood Administrator / Director**

*The administrator/director assures that the early childhood education program is distinctively Christian and developmentally appropriate. He/she understands the mission and ministry of the congregation and is responsible to staff, families and children in the day-to-day operations of the program.*

**Validation Team Overview:** <INSERT WRITTEN RESPONSE HERE>

|  |  |
| --- | --- |
| **Strengths:** | |
| **Strengths** | **Sources of Evidence** |
|  |  |
|  |  |
|  |  |

*(Note: Sources of Evidence are identified using the following: 1=Self-Study Report, 2=Interview, 3=Observation, 4=Written Documentation)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Concerns and Recommendations:** | | | |
| **Concern** | **Recommendation** | **Sources of Evidence** | **Indicator** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

*(Note: Sources of Evidence are identified using the following: 1=Self-Study Report, 2=Interview, 3=Observation, 4=Written Documentation)*

**Did the Validation Team change any ratings that were assigned by the school?**

|  |
| --- |
|  |

**YES**

|  |
| --- |
|  |

**NO**

**If YES, what was the justification for changing the rating?**

<INSERT RESPONSE HERE>

**Standard 4: Personnel**

*A qualified and competent Christian staff is essential to a quality Lutheran early childhood program. The cohesive school ministry team embodies the shared vision of the early childhood program.*

**Validation Team Overview:** <INSERT WRITTEN RESPONSE HERE>

|  |  |
| --- | --- |
| **Strengths:** | |
| **Strengths** | **Sources of Evidence** |
|  |  |
|  |  |
|  |  |

*(Note: Sources of Evidence are identified using the following: 1=Self-Study Report, 2=Interview, 3=Observation, 4=Written Documentation)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Concerns and Recommendations:** | | | |
| **Concern** | **Recommendation** | **Sources of Evidence** | **Indicator** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

*(Note: Sources of Evidence are identified using the following: 1=Self-Study Report, 2=Interview, 3=Observation, 4=Written Documentation)*

**Did the Validation Team change any ratings that were assigned by the school?**

|  |
| --- |
|  |

**YES**

|  |
| --- |
|  |

**NO**

**If YES, what was the justification for changing the rating?**

<INSERT RESPONSE HERE>

**Standard 5: Staff / Child Interactions**

*Teaching staff members recognize and provide opportunities for young children to develop an understanding of self and others. These interactions are characterized by warmth, positive, Christ-centered relationships, respect, positive support and responsiveness.*

**Validation Team Overview:** <INSERT WRITTEN RESPONSE HERE>

|  |  |
| --- | --- |
| **Strengths:** | |
| **Strengths** | **Sources of Evidence** |
|  |  |
|  |  |
|  |  |

*(Note: Sources of Evidence are identified using the following: 1=Self-Study Report, 2=Interview, 3=Observation, 4=Written Documentation)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Concerns and Recommendations:** | | | |
| **Concern** | **Recommendation** | **Sources of Evidence** | **Indicator** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

*(Note: Sources of Evidence are identified using the following: 1=Self-Study Report, 2=Interview, 3=Observation, 4=Written Documentation)*

**Did the Validation Team change any ratings that were assigned by the school?**

|  |
| --- |
|  |

**YES**

|  |
| --- |
|  |

**NO**

**If YES, what was the justification for changing the rating?**

<INSERT RESPONSE HERE>

**Standard 6: Facilities**

*The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all children and staff. The building, grounds and equipment are designed to provide a developmentally appropriate environment in which young children work, play, explore and learn.*

**Validation Team Overview:** <INSERT WRITTEN RESPONSE HERE>

|  |  |
| --- | --- |
| **Strengths:** | |
| **Strengths** | **Sources of Evidence** |
|  |  |
|  |  |
|  |  |

*(Note: Sources of Evidence are identified using the following: 1=Self-Study Report, 2=Interview, 3=Observation, 4=Written Documentation)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Concerns and Recommendations:** | | | |
| **Concern** | **Recommendation** | **Sources of Evidence** | **Indicator** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

*(Note: Sources of Evidence are identified using the following: 1=Self-Study Report, 2=Interview, 3=Observation, 4=Written Documentation)*

**Did the Validation Team change any ratings that were assigned by the school?**

|  |
| --- |
|  |

**YES**

|  |
| --- |
|  |

**NO**

**If YES, what was the justification for changing the rating?**

<INSERT RESPONSE HERE>

**Standard 7: Wellness**

**Standard 7A: Health and Safety**

*The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all young children and staff. Children receive healthy snacks/meals, participate in physical activity and are introduced to healthy practices.*

**Validation Team Overview:** <INSERT WRITTEN RESPONSE HERE>

|  |  |
| --- | --- |
| **Strengths:** | |
| **Strengths** | **Sources of Evidence** |
|  |  |
|  |  |
|  |  |

*(Note: Sources of Evidence are identified using the following: 1=Self-Study Report, 2=Interview, 3=Observation, 4=Written Documentation)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Concerns and Recommendations:** | | | |
| **Concern** | **Recommendation** | **Sources of Evidence** | **Indicator** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

*(Note: Sources of Evidence are identified using the following: 1=Self-Study Report, 2=Interview, 3=Observation, 4=Written Documentation)*

**Did the Validation Team change any ratings that were assigned by the school?**

|  |
| --- |
|  |

**YES**

|  |
| --- |
|  |

**NO**

**If YES, what was the justification for changing the rating?**

<INSERT RESPONSE HERE>

**Standard 7: Wellness**

**Standard 7B: Food and Nutrition**

*The school provides children with snacks and meals that adequately meet their dietary needs. Menus are reviewed and approved. Kitchen facilities are inspected by the health department.*

**Validation Team Overview:** <INSERT WRITTEN RESPONSE HERE>

|  |  |
| --- | --- |
| **Strengths:** | |
| **Strengths** | **Sources of Evidence** |
|  |  |
|  |  |
|  |  |

*(Note: Sources of Evidence are identified using the following: 1=Self-Study Report, 2=Interview, 3=Observation, 4=Written Documentation)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Concerns and Recommendations:** | | | |
| **Concern** | **Recommendation** | **Sources of Evidence** | **Indicator** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

*(Note: Sources of Evidence are identified using the following: 1=Self-Study Report, 2=Interview, 3=Observation, 4=Written Documentation)*

**Did the Validation Team change any ratings that were assigned by the school?**

|  |
| --- |
|  |

**YES**

|  |
| --- |
|  |

**NO**

**If YES, what was the justification for changing the rating?**

<INSERT RESPONSE HERE>

**Standard 8: Curriculum**

*The curriculum of the Lutheran early childhood center reflects its philosophy and consists of appropriate learning experiences. The school’s curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and support the spiritual, social/emotional, cognitive, physical and creative growth and development of young children.*

**Validation Team Overview:** <INSERT WRITTEN RESPONSE HERE>

|  |  |
| --- | --- |
| **Strengths:** | |
| **Strengths** | **Sources of Evidence** |
|  |  |
|  |  |
|  |  |

*(Note: Sources of Evidence are identified using the following: 1=Self-Study Report, 2=Interview, 3=Observation, 4=Written Documentation)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Concerns and Recommendations:** | | | |
| **Concern** | **Recommendation** | **Sources of Evidence** | **Indicator** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

*(Note: Sources of Evidence are identified using the following: 1=Self-Study Report, 2=Interview, 3=Observation, 4=Written Documentation)*

**Did the Validation Team change any ratings that were assigned by the school?**

|  |
| --- |
|  |

**YES**

|  |
| --- |
|  |

**NO**

**If YES, what was the justification for changing the rating?**

<INSERT RESPONSE HERE>

**Standard 9: Infants / Toddlers**

*Research into early brain development and cognition provides clear evidence that early experiences establish the ability to learn throughout life. Experiences and materials are intentionally selected to support learning in all developmental domains: spiritual, cognitive, social/emotional, physical and creative.*

**Validation Team Overview:** <INSERT WRITTEN RESPONSE HERE>

|  |  |
| --- | --- |
| **Strengths:** | |
| **Strengths** | **Sources of Evidence** |
|  |  |
|  |  |
|  |  |

*(Note: Sources of Evidence are identified using the following: 1=Self-Study Report, 2=Interview, 3=Observation, 4=Written Documentation)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Concerns and Recommendations:** | | | |
| **Concern** | **Recommendation** | **Sources of Evidence** | **Indicator** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

*(Note: Sources of Evidence are identified using the following: 1=Self-Study Report, 2=Interview, 3=Observation, 4=Written Documentation)*

**Did the Validation Team change any ratings that were assigned by the school?**

|  |
| --- |
|  |

**YES**

|  |
| --- |
|  |

**NO**

**If YES, what was the justification for changing the rating?**

<INSERT RESPONSE HERE>

**Standard 10: Continuous Improvement**

*The school has an improvement planning process that is data-driven and ensures the implementation of the school’s purpose, the achievement of learning expectations for children and the provision of high-quality services.*

**Validation Team Overview:** <INSERT WRITTEN RESPONSE HERE>

|  |  |
| --- | --- |
| **Strengths:** | |
| **Strengths** | **Sources of Evidence** |
|  |  |
|  |  |
|  |  |

*(Note: Sources of Evidence are identified using the following: 1=Self-Study Report, 2=Interview, 3=Observation, 4=Written Documentation)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Concerns and Recommendations:** | | | |
| **Concern** | **Recommendation** | **Sources of Evidence** | **Indicator** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

*(Note: Sources of Evidence are identified using the following: 1=Self-Study Report, 2=Interview, 3=Observation, 4=Written Documentation)*

**Did the Validation Team change any ratings that were assigned by the school?**

|  |
| --- |
|  |

**YES**

|  |
| --- |
|  |

**NO**

**If YES, what was the justification for changing the rating?**

<INSERT RESPONSE HERE>

**Review of the School Action Plan**

As a school conducts its Self-Study process, it identifies areas needing improvement. These items are rated as **1 (Partially Met)** showing that the condition is recognized as important by the school but is moderately accomplished. Additional detail, depth and written documentation is required to meet the General Indicator of Success in full. A rating of **0 (Not Presently Met)** indicates that the General Indicator of Success is not present or is emerging (minimally met).

Items that have been identified as **1 (Partially Met)** or **0 (Not Presently Met)** require planned improvement actions. Over the course of the school’s accreditation cycle, the items must be targeted (with a completion date), assigned, evaluated and completed. The School Action Plan is the organization’s roadmap, guiding the improvement process during the school’s accreditation cycle.

In a narrative, please address the following aspects of the School Action Plan:

* What is the Validation Team’s evaluation of the realistic attainability of the plan as a whole?
* Were any items not addressed in the School Action Plan that were identified by the school in its Self-Study Report?
* Does the Validation Team identify additional action items not identified by the school in its Self-Study Report?

<INSERT NARRATIVE RESPONSE HERE>