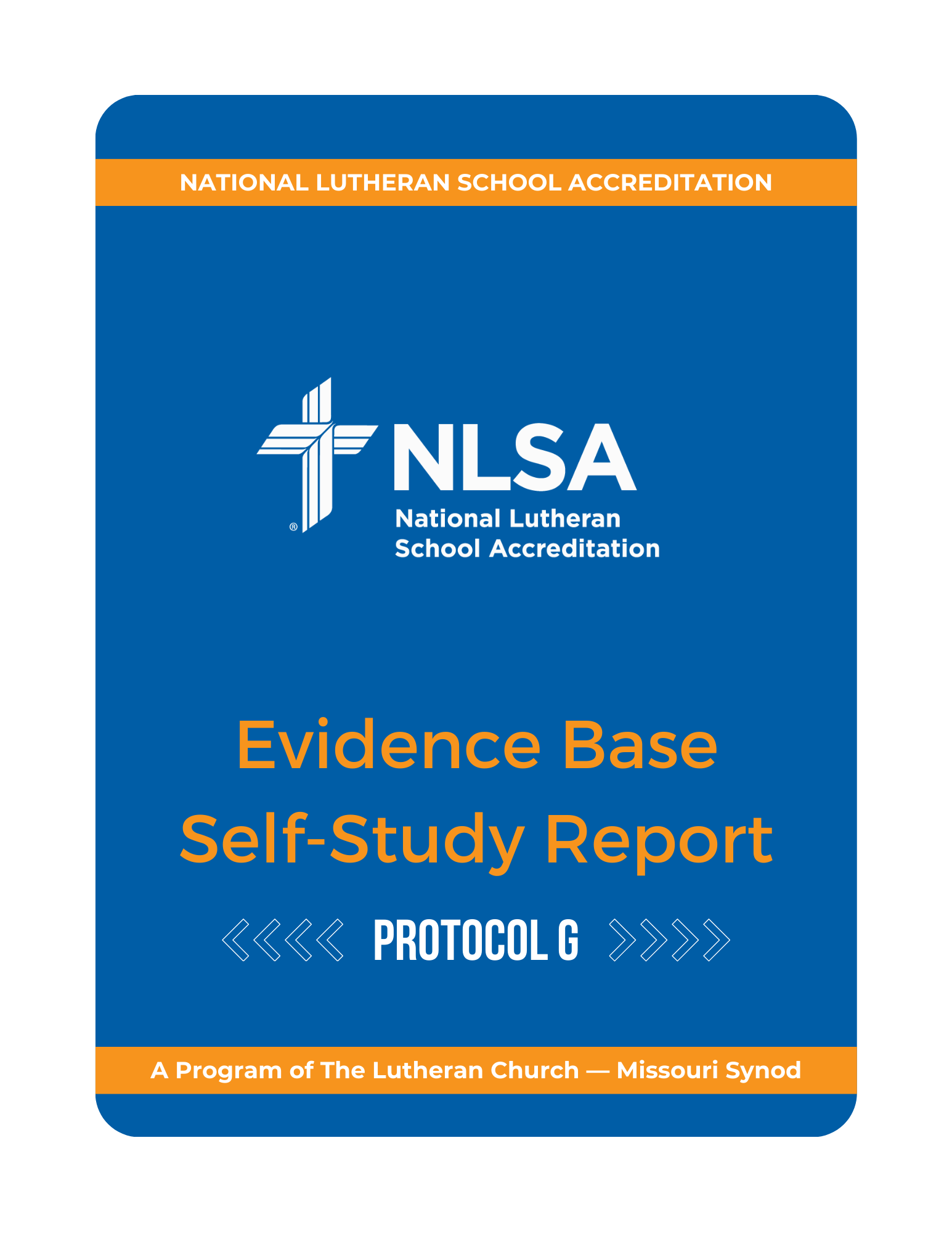
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**National Lutheran School Accreditation**

Evidence-Based Self-Study Report

for Lutheran Schools

The Self-Study Document

*Revised April 2024*

A blue and white logo

Description automatically generated**TABLE OF CONTENTS**

**Part 2: The Self-Study Document**

**General Information About the School**  4

**Standard 1: Purpose** 12

**Standard 2: Relationships** 22

**Standard 3: Leadership** 37

**Standard 4: Professional Personnel** 52

**Standard 5: Teaching and Learning** 59

**Standard 6: Student Services** 71

**Standard 7: Facilities** 82

**Standard 8: Finance** 89

**Identification of Powerful Practices** 102

**Preliminary School Action Plan**  103

**School Action Plan** 104

***The Self-Study is the “working document” and IS required to be submitted to the Validation Team members and the District Accreditation Commission. Any change of language in this document will result in immediate denial of accreditation and potential revocation.***

**GENERAL INFORMATION ABOUT THE SCHOOL**

1. **School**

Name: Address:

City, State, Zip Code:

Phone:

Email:

1. **Congregation(s)** *(List all operating congregations. Use a separate sheet, if necessary.)*

Name, Complete Address:

Name, Complete Address:

Name, Complete Address:

1. **School Administrator(s)**

Name:

Email:

Phone:

1. **Pastor(s)**

Name:

Email:

Phone:

1. **List All Agencies Currently Accrediting the School**
2. **Attach a list of all Steering Committee and subcommittee members, indicating whether they are teachers, parents, etc.**
3. **Attach a copy of the school’s most recent *LCMS Early Childhood Center and School Statistical Report.***

**Community Information**

**Please attach a recent (within the last three years) copy of an LCEF Demographic Study (this is a free report provided by LCEF. Please contact your LCMS District’s LCEF Vice President for the report).**

1. **Write a brief history of the school.**
2. **Describe the community surrounding the school.**
3. **List other significant information or factors that affect the school, its population and environment.**

**School Enrollment Information**

1. **What is the total current school enrollment?**
2. **Review the responses on the *LCMS Early Childhood Center and School Statistical Report* regarding the number of students per grade, the number of special education students, the students’ church membership and the students’ race. Then, comment on any features of the school’s current enrollment that reveal significant or unusual information.**
3. **How many children attend the supporting congregation(s)?**

|  |  |
| --- | --- |
| **Age** | **Number of Children** |
| **0** |  |
| **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |
| **5** |  |
| **6** |  |
| **7** |  |
| **8** |  |
| **9** |  |
| **10** |  |
| **11** |  |
| **12** |  |
| **13** |  |
| **14** |  |
| **15** |  |
| **16** |  |
| **17** |  |
| **18** |  |
| **Total:** |  |

1. **List the projected enrollment for each of the next five years and the basis for these projections.**

|  |  |  |
| --- | --- | --- |
| School Year | Projected Enrollment | Rationale  for projected enrollment |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

1. **Comment on the maximum number of children eligible to be enrolled considering space limitations. Discuss any significant or unusual features about this information.**

**Staff Information – Teachers and Administrators**

**Teachers and Administrators**

*(Please complete a separate page(s) of information for EACH teacher.)*

1. **Faculty Member:**
2. **Academic degrees held:**

*Degree Institution*

1. **Academic credit and continuing education units earned over the last four years:**

*Course Institution Graduate Hours College Degree(s)*

1. **Teaching or school administration experience:**

*School Name Location Dates*

1. **Current participation in congregational activities:**

*Responsibility Participation*

1. **Current membership in professional organizations:**

*Organization Name Area of Focus*

1. **Current teaching license(s) held:**

*Certificate(s) Expiration Date*

**Staff Information – Support Staff**

**Support Staff (administrative assistant, bus driver, childcare, etc.)**

*(Please complete one sheet for ALL support staff.)*

*Name Function Hours Per Week Years at School*

**Information About Supplemental Services**

Describe the nature and use of each supplemental service received from an outside agency. Include curriculum aids, materials for instruction (e.g., library materials, courses of study, audio-visual aids), testing and guidance services, health services, services relative to school attendance, transportation and custodial services.

***Describe supplemental services in the space below:***

**Surveys for School Constituents**

NLSA survey questions are correlated with the seven Standard areas and are to be used at the beginning of a Self-Study process. Survey questions are developed for the following groups:

* Parents
* Teachers and Staff
* Students in Grades 1 – 3
* Students in Grades 4 – 12
* Board of Education (or similar body if governed or named differently)

A school may import the questions into an online/electronic instrument of choice and administer them to the groups as part of the needs-assessment process. Additional questions may be added to the survey, but NLSA survey questions may not be modified or removed. Scoring and narrative reflection of survey results for each survey are to be prepared and included in the Self-Study.

In the survey analysis:

* For each survey administered, answer whether the minimum response rate goal (Faculty – 80%, Students – 40%, Governing Authority – 80%, Parents – 20%) was met for each group; any trends in the comments concerning the administration of the surveys; and any trends that were significant to address.
* Discuss each constituent’s group results. Address noted strengths, areas for improvement, variances between the groups, variations over time (if applicable), and plans to address any scores which are lower than expected.
* Discuss how the results confirm or conflict with other feedback measures the school has collected. These could be focus groups, informal surveys, classroom evaluations, etc.
* Provide evidence of how data from surveys has been analyzed and used to adjust instruction, the school environment, or other aspects of the school program for the past three years (if applicable).
* Discuss how constituent feedback has helped further the mission of the school over the past three years.

\*Surveys are available to download on the NLSA page of Luthed.org.

***Summarize the survey information in the space below:***

**STANDARD 1:** PURPOSE

*The school is purpose driven.*

Only take care, and keep your soul diligently, lest you forget the things that your eyes have seen,

and lest they depart from your heart all the days of your life. Make them known to your

children and your children’s children (Deuteronomy 4:9 ESV).

**Overview**

The purpose/philosophy/mission statement serves as the basis for forming school goals, learner outcomes and action plans, as well as determining a direction for all activities of the school.  Throughout the Self-Study process, every area of the school program is evaluated to determine if each aligns with the stated purpose.

The Purpose Standard is critical in evaluating each of the Standards involved with the Self-Study.  Since the purpose establishes who a school is, where they have been and what they are to become, it is critical that the Self-Study process begins with a thorough examination of Standard 1.

*NOTE: In the interest of clarity related to the accreditation process, the word “purpose” may be used interchangeably with “mission” and “philosophy.”*

**Potential Evidence**

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success.  The list below includes suggestions for the documentation, but is not all-inclusive.  The school reviews the list of potential evidence and determines those established at the school.  Additional evidence that is not listed in the potential listing may also be presented.  Evidence or lack thereof, assists the school in reaching an agreement on a rating.  Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

* School learning objectives align with philosophy/mission.
* School publications and handbooks provide evidence of Lutheran identity.
* Promotional materials give evidence of Lutheran identity.
* School evangelism plan is written.
* Written school policies align with philosophy/mission.
* School website provides evidence of Lutheran identity.
* Appropriate seasonal decorations are displayed.
* Christian symbols are appropriately and prominently displayed through the school.

**Potential Practices**

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators.  A practice describes something that is being done at the school.  It is often supported with written documentation, but it can be observed in classroom activities or daily routines.  Schools are to identify the practices in place.  A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive.  The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school.  It is the combination of evidence and practices that provide the support for an indicator rating.

* Teachers recognize and verbalize that the teaching of the faith is the main purpose of the school.
* Teaching of the faith is allocated with appropriate classroom time in the daily schedule and integrated throughout the curriculum.
* The school attempts to attain and retain a positive Christian image through its public relations and publications.
* The sponsoring congregation(s) provides spiritual support for the school and its students.
* The school encourages students to participate in the congregational life of the parish.
* Pastors and teachers who are members of the supporting congregations demonstrate support for one another and each other’s ministries.
* Teachers and staff members seek to be instruments of the Holy Spirit in helping students develop and grow in their relationship with Jesus Christ.
* The school cooperates with district and national offices of The Lutheran Church—Missouri Synod.
* The school effectively implements a plan for evangelism of unchurched or marginally churched children and their families attending the school.
* The Lutheran school’s policies, programs and life within the school emanate from the example and teachings of Jesus Christ and demonstrate the proper understanding of Law and Gospel.
* The school conducts weekly worship (chapel) experiences intentionally designed to consciously and systematically strengthen the Christian faith of all members of the school community.

**Required Responses**

*Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document.  The answers to these questions provide a school with the opportunity to describe how it meets the needs of students.  This also allows the school to indicate any nuances that are unique to the school’s learning environment.*

1. **How was the school’s purpose developed?**
2. **Describe how the school’s purpose aligns with its supporting congregation’(s) purpose.**
3. **Describe the process that was last used to review, clarify and renew the school’s purpose.**
4. **How does the school demonstrate its unique Lutheran identity through its alignment with vision, values and actions?**
5. **Describe how the school’s purpose is reflected in the teaching/learning environment in every classroom.**
6. **Describe the process used to inform new employees about the school’s purpose and the appropriate engagement employees are expected and encouraged to model.**

**Required Evidence**

*Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success.  Place an “X” in the box and attach required documentation.*

**Written purpose/philosophy/mission statement**

**Final School Action Plan from the previous accreditation (if applicable)**

**Strategic Plan (if applicable and currently utilized by the school)**

**Required Indicators of Success**

*Required indicators must be answered “YES” and supported by evidence and comments for the school to be accredited in good standing. Place an “X” in the box and identify supporting evidence and practices.*

**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.**

**YES**

**NO**

**Identify and list supporting Evidence or Practices:**

**Comments:**

**1:02\* School leadership and staff members understand and accept the purpose of the school.**

**YES**

**NO**

**Identify and list supporting Evidence or Practices:**

**Comments:**

**General Indicators of Success**

*General Indicators of Success help the school to quantify its compliance with the Required Standards.  The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating.  Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value.  A written response is required for every indicator in the “Comments” section.*

**(4) — This is an area of outstanding strength of the school.**  It meets all benchmarks listed for all indicators in scoring boxes 1-4. The benchmarks in all scoring columns are supported by extensive documentation and/or observable practices related to all benchmarks in all scoring columns.  This indicator establishes practices for other Lutheran schools to consider.  The Validation Team verifies these practices and/or documentation.

**(3) — This is the expected rating for a strong Lutheran school.** ALL benchmarks for all scoring columns 1-3 must be met completely and supported by documentation and/or observable practices. The Validation Team verifies these practices and/or documentation.

**(2) — Improvement is required in this area.** ALL benchmarks for all scoring columns 1-2 must be met completely and supported by documentation and/or observable practices. The Validation Team verifies these practices and/or documentation. Any benchmark not fully met must be addressed in the School Action Plan. The Validation Team verifies these practices and/or documentation as well as the benchmarks not met and included in the School Action Plan.

**(1) — There is observable conflict or deficiency with this indicator at the school.**

To receive a score of 1, the school must meet ALL benchmarks for scoring column 1 and provide documentation and/or observable practices for each benchmark. The Validation Team verifies these practices and/or documentation.  Any benchmark not fully met must be addressed in the School Action Plan.  The Validation Team verifies these practices and/or documentation and the benchmarks not included in the School Action Plan.  If the school does not meet all the benchmarks in column 1, the school will still receive a 1 rating, however, this may result in the assignment of Provisional Status.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **1:03 School leadership (administration and governing board) uses the purpose statement as the foundation and reference for all planning.** | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place an “X” the gray box in the column when ALL success indicators can be documented* | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
| A. The purpose statement explicitly proclaims that it is in alignment with Holy Scriptures.  B. The school’s purpose was developed in accordance with governance policy. | | C. The school’s purpose is engaged, aligned, and enacted with its vision, values, school goals, learner outcomes and student activities. | | D The governing body and the leader/leadership ensure the purpose statement embraces commitment to Lutheran identity.  E. The school has identified and published its core values. | | F. Facets of the school program are clearly and intentionally aligned to the school’s purpose.  G. The school’s strategic plan is aligned with the school’s purpose. | |
|  | | | | | | | |
| Identify and list supporting Evidence: | | | | | | | |
| Comments: | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **1:04 School leadership (administration and board) regularly assembles school constituencies (including but not limited to faculty, staff, parents, students and congregational stakeholders) to review, clarify and renew the school’s stated purpose.** | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place an “X” the grey box in the column when ALL success indicators can be documented* | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
| A. The school’s purpose is reviewed annually by leadership. | | B. The school regularly and systematically reviews foundational documents collaboratively with constituents. | | C. School activities are regularly evaluated and reviewed to be in alignment with the purpose.  D. School goals/ learner outcomes are aligned with the purpose.  E. Stakeholders are regularly assembled to review the school’s purpose.  F. The purpose statement is modeled by students, teachers, and leadership. | | G. The school administration, faculty, and staff have input into reviewing and modifying the school’s purpose. | |
| Identify and list supporting Evidence or Practices: | | | | | | | |
| Comments: | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **1:05 The school’s purpose is displayed and reflected in school activities and in the teaching/learning environment in classrooms.** | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place an “X” the gray box in the column when ALL success indicators can be documented* | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
| A. The school’s purpose is displayed in each classroom and in the hallways.  B. The school’s purpose is readily seen on the school’s website. | | C. The school’s purpose is included in written communications distributed to families, such as handbooks and promotional materials that are supplied to prospective families. | | D. School events are aligned with the school’s purpose statement and promote a positive teaching and learning environment.  E. Discipline is aligned with the school’s purpose statement. | | F. Strategic Planning utilizes the school’s purpose to direct future initiatives, projects, programs, and events. | |
| Identify and list supporting Evidence or Practices: | | | | | | | |
| Comments: | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **1:06 New employees are educated about the school’s purpose and its appropriate engagement.** | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place an “X” the gray box in the column when ALL success indicators can be documented* | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
| A. New employees are given orientation information and have an orientation meeting with the school administrator.  B. The school’s purpose is outlined in the job description for each employee.  C. New employee training includes Lutheran identity, understanding of elements of the Lutheran faith and faith life. | | D. The teacher and administrator orientation materials contain explicit articulation of Lutheran identity. | | E. New teachers participate in regular onboarding of the purpose statement throughout the year. | | F. Mentors utilize assist new employees in learning about the school’s purpose and how to carry it out.  G. The school has an ongoing commitment to employee engagement and training on understanding and integrating the school’s purpose in their teaching and work. | |
| Identify and list supporting Evidence or Practices**:** | | | | | | | |
| Comments: | | | | | | | |

**Summary and Response Actions**

*Summary and response actions, related to the school’s strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school’s compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of “1” or “2”, the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as “3” or “4”. In addition, the improvement recommendations of the Validation Team must be addressed in the School Action Plan.*

1. **Are the Required Indicators of Success met? (YES / NO)**

1. **Based on evidence, what are the strengths of the school related to Standard 1?**

1. **Based on evidence, what are the challenges of the school related to Standard 1?  All areas with benchmarks not evident in columns [1] or [2] must be addressed in the School Action Plan. All benchmarks to be addressed must be attached to an indicator.**

1. **What is the school’s average rating for all General Indicators of Success for Standard 1, rounded to the nearest tenth?**

|  |  |
| --- | --- |
| **STANDARD** | **RATING** |
| **1:03** |  |
| **1:04** |  |
| **1:05** |  |
| **1:06** |  |
| **Total:** |  |
| **Average:**  (Total ÷ 4) |  |

**STANDARD 2:** RELATIONSHIPS

*The school demonstrates its purpose through relationships.*

All the believers were together and had everything in common (Acts 2:24 9 NIV).

**Overview**

The Lutheran school has a special relationship with its operating congregation(s).  The school concerns itself with the ministry of the whole church to fulfill its purpose as a Lutheran school.  To do this, the school seeks opportunities to enhance relationships with the local congregation(s), its district and the national church body.

The Lutheran school seeks to serve the community (the area in which the school is located) by enlisting and involving community participation. The school must be sensitive to local and state requirements and culture if it is to effectively relate to its community.

The Lutheran school is more than an assembly of people.  It is a community of people, redeemed by God through Jesus Christ, in which all members are affirmed because of their forgiveness through Him.  Christ’s love motivates us to develop an atmosphere in which each member of the community may experience his or her individuality and contribute to the community.  Members of this community recognize, value and respect the needs of others for acceptance, love, correction, approval and attention.  All activities within the school, therefore, help to design, create and foster this climate.

**Potential Evidence**

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success.  The list includes suggestions for the documentation, but is not all-inclusive.  The school reviews the list of potential evidence and determines those established at the school.  Additional evidence that is not listed in the potential listing may also be presented.  Evidence or lack thereof, assists the school in reaching an agreement on a rating.  Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

School and church calendars

* Church and school websites
* Church bulletins and newsletters
* Minutes from congregational meetings emphasizing the church-school relationship
* List of teachers’ involvement in worship, Bible studies, governance, service projects and social activities of the sponsoring congregation(s)
* Summary of students’ church attendance statistics
* Summary of climate survey results
* Faculty handbook describing church-school relationship
* Written school evangelism plan
* Parent handbooks
* Faculty handbook
* Schedule of school chapel services
* Teachers’ classroom schedules
* Parent-school climate survey results
* Appropriate Christian signage and messaging displayed throughout the school and classrooms
* Parent newsletters
* Anti-bullying policies and training

**Potential Practices**

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators.  A practice describes something that is being done at the school.  It is often supported with written documentation, but it can be observed in classroom activities or daily routines.  Schools are to identify the practices in place.  A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive.  The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school.  It is the combination of evidence and practices that provide the support for an indicator rating.

* School choirs sing at worship services.
* Students serve as acolytes, greeters and/or readers during services.
* Pastor teaches classes at the school.
* Pastor relates well, offering services to school families who do not belong to the sponsoring congregation.
* Teachers regularly worship and actively participate in activities of the sponsoring congregation.
* Teachers participate in district-sponsored conferences and events.
* CMIFs (Commissioned Minister Information Forms) are completed and regularly updated by commissioned teachers.
* Required reporting materials are submitted to district and national bodies on time and are completed with quality.
* All types of school relationships emanate from the example of the teachings of Jesus Christ and demonstrate the proper understanding of Law and Gospel.
* Teachers’ decision-making is centered on what is best for students.
* Weekly school chapel services are intentionally designed to consciously and systematically strengthen the Christian faith of students and members of the school community.
* Pastoral and school staff work cooperatively to meet the spiritual needs of school families during times of celebration, times of crisis and day-to-day life events.
* Home visits
* Student-led conferences

**Required Responses**

*Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document.  The answers to these questions provide a school with the opportunity to describe how it meets the needs of students.  This also allows the school to indicate any nuances that are unique to the school’s learning environment.*

1. **Describe the relationship between the school and its congregation(s).**
2. **Describe how pastors from the sponsoring congregation(s) are involved at the school.**
3. **In what ways are students involved in the life of the (sponsoring) congregation(s)?**
4. **How are parents of new students introduced and assimilated into the life of the congregation(s)?**

1. **Describe the way that the school helps its congregation achieve its mission.**

1. **Describe the relationship of the school with its LCMS district and national offices.**

1. **Describe how called workers are engaged in the district regarding required conferences, workshops, and volunteer efforts.**
2. **How does the school support synodical missions?**
3. **Describe the climate of the school and its impact on the lives of the students.**
4. **Describe ways that teachers support students and their families.**

1. **Describe the ways that students relate to their teachers.**

1. **How are the legal rights of parents, legal caregivers, teachers, and students protected?**

1. **Describe how the school and church work together to meet the spiritual needs of students and their families.**

1. **List and describe the ways teachers and the school are intentional in establishing and maintaining positive relationships with school parents.**

1. **How do the ways that school personnel relate to one another contribute to the school’s climate?**
2. **Describe the school’s discipline policy and its impact on school climate.**

**Required Evidence**

*Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success.  Place an “X” in the box and attach required documentation.*

**Written nondiscrimination statement**

**YES**

**NO**

**School discipline code**

**YES**

**NO**

**Required Indicator of Success**

*Required indicators must be answered “YES” and supported by evidence and comments for the school to be accredited in good standing. Place an “X” in the box and identify supporting evidence and practices.*

**2:01\* The school is operated by one or more of the congregations of The Lutheran Church—Missouri Synod (LCMS) or maintains an active Registered Service Organization (RSO) status with the Synod.**

**YES**

**NO**

**Identify and list supporting Evidence or Practices:**

**Comments:**

**2:02\* The climate of the school flows from and supports the school’s purpose.**

**YES**

**NO**

**Identify and list supporting Evidence or Practices:**

**Comments:**

**2:03\* A statement of nondiscrimination is evident in school-printed materials and assures that students are admitted without regard to race, color or national origin.**

**YES**

**NO**

**Identify and list supporting Evidence or Practices:**

**Comments:**

**General Indicators of Success**

*General Indicators of Success help the school to quantify its compliance with the Required Standards.  The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating.  Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value.  A written response is required for every indicator in the “Comments” section.*

**See Pages 5 for Scoring Information.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 2:04 The school is an extension of the ministry of its sponsoring congregation(s) where the church(s) and school work together effectively to accomplish shared ministry goals with a well-defined purpose. | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place on “X” in the grey Rating Box when all success indicators for that rating column and all prior rating columns can be successfully documented and reflect the actual condition of the school.* | | | | | | | |
| 1. School administration provides spiritual leadership in the school.   B . Sponsoring congregation(s) provide spiritual support for the school and its students. | | C. Sponsoring congregations and school staff regularly demonstrate support for each other’s ministry. | | D. School and Church intentionally partner on outreach and shared ministry opportunities.  E. Students participate regularly in congregational life through planned activities such as servant events and spiritual growth activities coordinated with the congregation. | | F. Faculty and staff are actively engaged in the ministry efforts of the sponsoring congregation(s). | |
| Identify and list supporting Evidence and/or Practices: | | | | | | | |
| Comments: | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 2:05 The school engages and supports the ministry of the whole church and seeks opportunities to support and enhance relationships with its supporting congregation(s), its district and the national church body. | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place on “X” in the grey Rating Box when all success indicators for that rating column and all prior rating columns can be successfully documented and reflect the actual condition of the school.* | | | | | | | |
| A. The school supports the work of the LCMS. | | B. The school and congregation plan and work together on behalf of families who do not have an identified church home or who do not attend church regularly. | | C. Called teachers participate in required district conferences.  D. The school seeks opportunities to connect with the District and Synodical initiatives and events on a regular basis. | | E. Full time school staff members are actively involved in worship and congregational life in the school’s sponsoring congregation(s). | |
| Identify and list supporting Evidence and/or Practices: | | | | | | | |
| Comments: | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 2:06 The school’s student population reflects the ethnic, racial and economic diversity of the community in which it is located. | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place on “X” in the grey Rating Box when all success indicators for that rating column and all prior rating columns can be successfully documented and reflect the actual condition of the school.* | | | | | | | |
| A. As part of the current NLSA Self-Study The school has completed a Demographic Study. | | B. The school studies the community demographics and compares the information to the demographics of the student body. | | C. The school’s Strategic Plan establishes action plans to reflect the racial, ethnic, economic diversity of their community in their student body. | | D. The school has enacted strategies to enroll a student population that reflects the findings from the demographic study community. | |
| Identify and list supporting Evidence and/or Practices: | | | | | | | |
| Comments: | | | | | | | |

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| 2:07 The school has active parent groups. | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place on “X” in the grey Rating Box when all success indicators for that rating column and all prior rating columns can be successfully documented and reflect the actual condition of the school.* | | | | | | | |
| A. The school provides opportunities for parents or guardians to be involved in activities of the school. | | B. The school sponsors a variety of opportunities and events on campus for parent involvement. | | C. Parent groups (e.g. Booster Clubs, prayer groups) contribute to the school’s mission and ministry. | | D. The school engages a needs assessment for the establishment of parent groups.  E. School actively communicates and engages with parent groups to effectively meet the school’s purpose. | |
| Identify and list supporting Evidence and/or Practices: | | | | | | | |
| Comments: | | | | | | | |

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| 2:08 The school is known and maintains a positive perception in its community. | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place on “X” in the grey Rating Box when all success indicators for that rating column and all prior rating columns can be successfully documented and reflect the actual condition of the school.* | | | | | | | |
| A. The school seeks ways to involve its students and teachers in service to the community.  B. Staff members are encouraged to participate in community activities and service organizations. | | C. The school regularly and frequently shares school events and positive school news with the community.  D. The school actively invites the community to attend school events.  E. Staff members are provided with opportunities, planned by the school and its congregation, to participate in community activities and service organizations. | | F. The school survey results demonstrate that the school is known and maintains a positive perception in its community.  G. The school maintains a positive social media presence. | | H. The school assesses community perception and actively utilizes this insight to foster positive community engagement.  I. School examines social media to determine community perception and designs intentional engagement for positive community interaction. | |
| Identify and list supporting Evidence and/or Practices: | | | | | | | |
| Comments: | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **2:09 The school’s Christ-centered ethos is visible and evident.** | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place an “X” the gray box in the column when ALL success indicators can be documented* | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
| A. It is easy to tell the school maintains a Christ-centered ethos and environment.  B. Classroom decorations, posted classroom projects, hallway displays, etc. demonstrate respect a Christ-centered school.  C. Students have a daily opportunity to be in the Word (daily classroom devotion, worship together, either in each classroom or in a school-wide appropriate worship experience with other students, etc.). | | D. Student behavior is appropriate to encourage growth and maintain the school’s teaching and learning environment.  E. School provides service-learning opportunities. | | F. Students demonstrate love for others in response to Christ’s love for them. | | G. School has embedded and on-going servant-leadership opportunities for faculty and students in its culture.  H. School feedback demonstrates the school’s Christ-centered ethos and environment. | |
| **Identify and list supporting Evidence or Practices**: | | | | | | | |
| **Comments:** | | | | | | | |

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| **2:10 Teachers and staff members recognize, value and respect the needs of students.** | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place an “X” the gray box in the column when ALL success indicators can be documented* | | | | | | | |
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| A. Teachers integrate faith principles throughout the day and pray with their students.   1. Student’s spiritual needs are given appropriate support.   C. Teachers demonstrate love for all students in Christ. | | D. Students are challenged to do their best.  E. Staff demonstrate positive school spirit. | | F. Teachers attend to the individual needs of students.  G. Through the school’s discipline code, students are assisted to grow in self-control out of love for Christ.  H. Law and Gospel are properly divided when discipline is administered. | | I. When desirable and practical, students are given the opportunity to participate in making school decisions. | |
| **Identify and list supporting Evidence or Practices:** | | | | | | | |
| **Comments:** | | | | | | | |

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| **2:11 School personnel model Christ’s love in their relationships with parents and guardians.** | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place an “X” the gray box in the column when ALL success indicators can be documented* | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
| A. Parents and guardians are made to feel welcome at the school.  B. The legal rights of parents and guardians are protected. | | C. Parents are viewed by teachers as school partners in the educational process.  D. School staff understand and relate appropriately with school families. | | E. Parents are encouraged to be positive and supportive of the school  F. School staff are approachable and receptive to parental questions or concerns. | | G. The school works with parents to provide opportunities to foster long-term relationships  H. The school provides opportunities for faith-based encounters including devotions, prayer groups, Worship, servant events, etc. | |
| * **Identify and list supporting Evidence or Practices:** | | | | | | | |
| * **Comments:** | | | | | | | |

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| **2:12 Faculty and administration respect and support one another as individual, fellow members of the body of Christ.** | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place an “X” the gray box in the column when ALL success indicators can be documented* | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
| A. School staff gather to be in the Word regularly. | | B. School staff speak positively about their co-workers. | | C. School staff demonstrate support of one another in tangible ways. | | D. School staff are recognized as Christian leaders by parents and students. | |
| **Identify and list supporting Evidence or Practices:** | | | | | | | |
| **Comments:** | | | | | | | |

**Summary and Response Actions**

*Summary and response actions, related to the school’s strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school’s compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of “1” or “2”, the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as “3” or “4”. In addition, the improvement recommendations of the Validation Team must be addressed in the School Action Plan.*

1. **Are the Required Indicators of Success met for Standard 2? (YES / NO)**
2. **Based on evidence, what are the strengths of the school related to Standard 2?**
3. **Based on evidence, what are the challenges of the school related to Standard 2?  All areas identified as “emerging” [2] or “not evident” [1] must be addressed in the School Action Plan.**
4. **What is the school’s average rating for all General Indicators of Success for Standard 2, rounded to the nearest tenth?**

|  |  |
| --- | --- |
| **STANDARD** | RATING |
| **2:04** |  |
| **2:05** |  |
| **2:06** |  |
| **2:07** |  |
| **2:08** |  |
| **2:09** |  |
| **2:10** |  |
| **2:11** |  |
| **2:12** |  |
| **Total:** |  |
| **Average:**  (Total ÷ 4) |  |

**STANDARD 3:** LEADERSHIP

*The school is governed and administered*

*effectively following written policy.*

It shall not be so among you. But whoever would be great among you must be your servant,

and whoever would be first among you must be your slave,

**28**even as the Son of Man came not to be served but to serve,

and to give his life as a ransom for many. (Matthew 20:26-28 ESV)

*Leadership of the school is a major factor in the successful development, implementation and evaluation of the school.  Leadership is provided by a variety of groups and people.  Two primary leadership components are the board or governing authority and the appointed administrator(s), although some schools may function effectively without a school board.  All schools have a “governing authority” regardless of the style and format of governance used in the school.*

**Overview**

As the policy-making agency for the school, it is vital that the governing authority understands its role and function, operates efficiently, and keeps accurate records.  The governing authority empowers school leadership to maintain day-to-day autonomy and provide a high-quality, Christ-centered education for students.

Quality Lutheran schools function at a high level, in large part, because of exceptional leadership performance.  Schools thrive when administrators are equipped and empowered to lead with vision.  Successful Lutheran administrators continually strive to accomplish the school’s purpose with students and families.   The administrator leads the team to meet or exceed the organization’s expected outcomes.

An effective school leader must possess exceptional abilities in data analysis, staff motivation and public communication.  An effective school leader must assure that marketing and public relations are effectively accomplished.  Above all else, a clear commitment to sharing the Gospel message and maintaining a proper respect of the calling is paramount.

**Potential Evidence**

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success.  The list includes suggestions for the documentation but is not all-inclusive.  The school reviews the list of potential evidence and determines those established at the school.  Additional evidence that is not listed in the potential listing may also be presented.  Evidence or lack thereof, assists the school in reaching an agreement on a rating.  Potential evidence does not need to be included with the Self-Study but is to be available for the Validation Team to review.

* Governing authority policy, procedures, and practices
* Agendas and minutes from meetings
* NLSA School Improvement Plan
* Strategic plan
* Survey results regarding functions of the board or governing authority
* Anecdotal stakeholder input and feedback
* School handbook
* Teacher handbook
* Communications to stakeholders about policy decisions
* Governing body policies on roles and responsibilities, relationships, conflict of interest, etc.
* Three-year financial plan
* Policies and procedures related to financial aid.
* Itemized school budget and auxiliary organization budgets
* Copy of grievance process
* Copy of most recent external audit or financial review
* Job-specific criteria
* Meeting agendas and minutes
* Supervision and evaluation documents
* School-wide professional development plans and schedules
* Representative supervision and evaluation reports
* Minutes of meetings with stakeholders
* Survey responses
* Innovations or changes in methodology that positively impacted student learning
* Innovations or changes in methodology that positively enhanced ministry opportunities
* Copies of auxiliary organizations’ budgets, where applicable
* Copy of the three-year financial plan with enrollment projections and associated rationale

**Potential Practices**

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators.  A practice describes something that is being done at the school.  It is often supported with written documentation, but it can be observed in classroom activities or daily routines.  Schools are to identify the practices in place.  A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive.  The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school.  It is the combination of evidence and practices that provide the support for an indicator rating.

* Examples of decisions aligned with the school’s statement of purpose
* Policies and practices that clearly and directly support the school’s purpose
* Board or governing authority’s process for evaluating its decisions and actions
* Policies that delineate distinction between roles of board, administrator, and pastor
* Board or governing authority retreats
* Board or governing authority training
* Leadership succession planning
* Example of a present grievance resolution
* The school administrator demonstrates a desire through actions for appropriate professional credentials and continuing professional growth (e.g. membership in professional organizations, books and periodicals read, workshops attended, coaching and/or mentoring relationships).
* The teacher supervision program is aligned with staff development activities and results in enhanced student learning.
* The school administrator is actively engaged in the life of the sponsoring congregation(s).
* The school administrator is actively engaged in preparing and administering the school budget.
* The administrator relates appropriately with students, families and teachers.

**Required Responses**

*Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document.  The answers to these questions provide a school with the opportunity to describe how it meets the needs of students.  This also allows the school to indicate any nuances that are unique to the school’s learning environment.*

1. **Describe the governing authority, indicating its membership, responsibilities, and meeting times.**
2. **How are members of the governing authority and its officers selected?**
3. **How are governing authority policies and minutes obtained for observation?**
4. **How are the school’s community and operating congregation(s) informed about the governing board’s policies, decisions and plans?**
5. **Describe actions that have been taken in the past three years by the board or governing authority for the benefit of students and their families.**
6. **Explain the process that is used for systematic planning.**
7. **Describe how the daily activities of the school are administered.**
8. **Describe the qualifications that are required for the school administrator(s).**
9. **What are the ways the school administration uses leadership skills in the congregation, community and professional organizations?**
10. **Describe how the administrator is involved with the fiscal management of the school.**
11. **List and describe ways the administrator is engaged in the church and involved in the educational activities of the whole congregation.**
12. **Describe the ways the administrator publicly demonstrates his or her saving faith in Jesus Christ.**
13. **Share examples of collaboration and shared leadership modeled by the administrator.**
14. **Describe how the administrator leads by example with personal and professional development.**
15. **Describe the process of instructional supervision in place at the school as it relates to professional development and student learning.**
16. **Describe the ways that the administrator is present and relates appropriately with students, families and staff.**
17. **How is the school’s administrator(s) engaged in the district with required conferences and workshops?**

**Required Evidence**

*Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success.  Place an “X” in the box and attach required documentation.*

**Board or governing authority handbook or policy manual including policies relating to roles of board, administrator and pastor**

**Administrator’s job description**

**Required Indicators of Success**

*Required indicators must be answered “YES” and supported by evidence and comments for the school to be accredited in good standing. Place an “X” in the box and identify supporting evidence and practices.*

**3:01\* The operating organization designates the governing authority and has written policies clearly defining lines of authority, responsibilities and/or limitations of the governing authority.**

**YES**

**NO**

**Identify and list supporting Evidence or Practices:**

**Comments:**

**3:02\* The operating organization has written policies clearly defining governing authority membership.**

**YES**

**NO**

**Identify and list supporting Evidence or Practices:**

**Comments:**

**3:03\* The governing authority establishes written policies or administrative limitations that empower the administration in operating the school.**

**YES**

**NO**

**Identify and list supporting Evidence or Practices:**

**Comments:**

**3:04\* The administrator demonstrates a personal Christian faith, a commitment to Lutheran education and a dedication to the teaching ministry of the governing authority.**

**YES**

**NO**

**Identify and list supporting Evidence or Practices:**

**Comments:**

**General Indicators of Success**

*General Indicators of Success help the school to quantify its compliance with the Required Standards.  The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating.  Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value.  A written response is required for every indicator in the “Comments” section.*

**See Pages 5 for Scoring Information.**

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| **3:05 The governing authority is organized around written policy and understands and operates within its role and function.** | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place an “X” the grey box in the column when ALL success indicators can be documented* | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
| A. Minutes are recorded for each meeting and circulated to all members.  B. Appropriate legal documents and clearly articulated articles of corporation, governing body policies, and bylaws are established and available for review | | C. The governing authority meets regularly and has clearly defined policies regarding open attendance at meetings and executive sessions.  D. Governance policies are determined at official meetings and recorded in the minutes, including appropriate updates and changes to policy. | | E. The governing authority provides for grievance and due process resolution procedures.  F. The governing authority makes appropriate reports to the operating organization(s).  G. The governing authority has established process policies that set forth the style and rules by which the governing authority will complete its tasks and processes. | | H. The function of governing authority is subject to a process of annual review and formal evaluation.   1. The governing authority’s members undergo an annual self-evaluation and an evaluation of the governing authority.   J. The governing authority annually institutes professional development for its members. | |
| **Identify and list supporting Evidence or Practices:** | | | | | | | |
| **Comments:** | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **3:06 Governing authority written policy supports effective personnel.** | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place an “X” the grey box in the column when ALL success indicators can be documented* | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
| A. Comprehensive job responsibilities and/or limitations are in place for the head administrator.  B. The governing authority receives reports from the administrator or his designee at each meeting. | | C. The governing authority or the administrator’s direct supervisor evaluates the head administrator annually. | | D. Written policy delineates roles and responsibilities of the governing authority.  E. The governing authority has written policies and position descriptions and a clear organizational chart. | | F. The governing authority annually reviews its written policies, position descriptions and organizational chart. | |
| **Identify and list supporting Evidence or Practices:** | | | | | | | |
| **Comments:** | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **3:07 Governing authority members meet prescribed qualifications and are trained regarding roles and responsibilities.** | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place an “X” the grey box in the column when ALL success indicators can be documented* | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
| A. Written policies define qualifications for board or governing authority members.  B. Governing authority establishes and complies with a written conflict of interest policy. | | C. Governing authority members are required to participate in professional development regarding roles and responsibilities of the governing body and its individual members (Annual Board Training). | | D. The governing board monitors the progress of the school toward the desired outcomes of the school. | | E. The governing board defines the future of the school on behalf of the stakeholders and ensures that the future is achieved in a legal, ethical, and prudent manner.  F. The board demonstrates its role and responsibility for strategic planning | |
| **Identify and list supporting Evidence or Practices:** | | | | | | | |
| **Comments:** | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **3:08 The governing authority establishes and employs systematic planning for school improvement.** | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place an “X” the grey box in the column when ALL success indicators can be documented* | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
| A. The governing authority and administrator work collaboratively to set the strategic direction for the school. | | B. The governing authority has a process in place for evaluating the school's effectiveness that includes a data-driven needs-assessment process integral to school-wide systematic planning.  C. Stakeholder feedback is gathered to make informed decisions about the future | | D. Long-range goals or desired outcomes are developed from the planning process. | | E. The governing authority continually reviews the strategic plan and modifies as warranted | |
| **Identify and list supporting Evidence or Practices:** | | | | | | | |
| **Comments:** | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **3:09 The administrator meets qualifications required for the position.** | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place an “X” the grey box in the column when ALL success indicators can be documented* | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
| A. The administrator understands and adheres to the beliefs of the LCMS  B. The administrator attends professional growth opportunities | | C. The administrator is active in a Lutheran  congregation.  D. The administrator attends professional conferences and workshops. | | E. The administrator is a member of The Lutheran Church – Missouri Synod, Rostered or eligible for Roster status.  F. The administrator holds a current and appropriate certification or is actively working toward obtaining required certification or has transferable degrees or credentials. | | G. The administrator has a master’s degree in education administration, or a master’s degree in education with no fewer than 12 semester hours in administration or supervision or is actively working toward such a degree.  (The administrator of an early childhood center has a bachelor’s degree, with no fewer than 18 semester hours in early childhood education or is actively working toward accomplishing this requirement.) | |
| **Identify and list supporting Evidence or Practices:** | | | | | | | |
| **Comments:** | | | | | | | |

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| **3:10 The administrator is an effective communicator.** | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place an “X” the grey box in the column when ALL success indicators can be documented* | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
| A. The administrator communicates frequently and regularly with staff. | | B. The administrator communicates effectively and frequently with families and students of all ages. | | C. The administrator spends time listening, observing and speaking with parents, students and teachers. | | D. The administrator collaborates with local school or ministry entities.  E. The administrator engages and communicates with the local community.  F. The administrator actively engages in communication with the LCMS District Office | |
| **Identify and list supporting Evidence or Practices:** | | | | | | | |
| **Comments:** | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **3:11 The administrator is committed to the development of staff members.** | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place an “X” the grey box in the column when ALL success indicators can be documented* | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
| A. The administrator provides spiritual needs and growth for the school community. | | B. The administrator engages in an ongoing program of professional staff supervision.  C.The administrator has an annual self-improvement plan.  D.The school has a policy for evaluating educators and all staff. | | E. The administrator provides leadership in promoting stakeholder relationships (may include: staff relationships, staff development, public relations, and others)  F. The administrator institutes annual goal setting (professional growth/development plan) for teachers and staff that includes alignment to goals, mission, and vision of the organization. | | G. The administrator monitors and support annual goals developed for teachers and staff  H. The administrator annually attends LCMS District and LCMS National administrator conferences. | |
| **Identify and list supporting Evidence or Practices:** | | | | | | | |
| **Comments:** | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **3:12 The administrator is provided adequate support for the position.** | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| ***Place an “X” the grey box in the column when ALL success indicators can be documented*** | | | | | | | |
| 1. Release time is provided for administrative duties. | | **B.** The school administrator is released from teaching duties for at least one-fourth of each day for every 50 students enrolled. (If administrative duties are shared, then release time may be shared.) | | **E.** Secretarial assistance is available for school purposes for at least one-fourth of each school day for every 50 students enrolled.  **.** | | **G.** In a school with more than 200 students, an individual is designated as assistant administrator with associated administrative duties. | |
| **Identify and list supporting Evidence or Practices:** | | | | | | | |
| **Comments:** | | | | | | | |

**Summary and Response Actions**

*Summary and response actions, related to the school’s strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school’s compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of “1” or “2”, the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as “3” or “4”. In addition, the improvement recommendations of the Validation Team must be addressed in the School Action Plan.*

1. **Are the Required Indicators of Success met for Standard 3? (YES / NO)**

1. **Based on evidence, what are the strengths of the school related to Standard 3?**
2. **Based on evidence, what are the challenges of the school related to Standard 3?  All areas identified as “emerging” [2] or “not evident” [1] must be addressed in the School Action Plan.**
3. **What is the school’s average rating for all General Indicators of Success for Standard 3, rounded to the nearest tenth?**

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| --- | --- |
| **STANDARD** | **RATING** |
| **3:05** |  |
| **3:06** |  |
| **3:07** |  |
| **3:08** |  |
| **3:09** |  |
| **3:10** |  |
| **3:11** |  |
| **3:12** |  |
| **Total:** |  |
| **Average:**  (Total ÷ 9) |  |

**STANDARD 4:** PROFESSIONAL PERSONNEL

*A qualified and competent staff serves the school.*

And whatever you do, in word or deed, do everything in the name of the Lord Jesus,

giving thanks to God the Father through him. (Colossians 3:17 ESV)

**Overview**

Maintaining a qualified and competent staff is an essential quality related to an accredited Lutheran school. The performance of the instructional, administrative, and auxiliary personnel, functioning as a unit, should reflect the stated philosophy and objectives of the school.

**Potential Evidence**

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success.  The list includes suggestions for the documentation, but is not all-inclusive.  The school reviews the list of potential evidence and determines those established at the school.  Additional evidence that is not listed in the potential listing may also be presented.  Evidence or lack thereof, assists the school in reaching an agreement on a rating.  Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

* Faculty handbook
* Job descriptions for all non-administrative school positions.
* Teacher portfolios
* Professional personnel files related to teacher qualifications and competency
* List of teachers’ professional organization memberships
* Policy and procedures for preparing volunteers
* Current salary and benefit scale outlined
* Survey results

**Potential Practices**

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators.  A practice describes something that is being done at the school.  It is often supported with written documentation, but it can be observed in classroom activities or daily routines.  Schools are to identify the practices in place.  A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive.  The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school.  It is the combination of evidence and practices that provide the support for an indicator rating.

* Peer-to-peer observations
* Teacher visits and observations in other schools
* Participation in accreditation work
* Effective vetting, preparation and support for new teachers
* Teacher home visit

**Required Responses**

*Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document.  The answers to these questions provide a school with the opportunity to describe how it meets the needs of students.  This also allows the school to indicate any nuances that are unique to the school’s learning environment.*

* **State the educational requirements and/or credentials for professional personnel.**
* **What is the current student-teacher ratio?**
* **Describe the staff development process in place to help teachers learn and grow professionally.**
* **Describe the content and frequency of staff meetings and evaluate their effectiveness.**
* **Describe ways in which teachers demonstrate their personal relationship with Jesus Christ and their dedication to the Lutheran teaching profession.**
* **Describe the entire induction process, including background checks for staff members.**
* **Describe the ways teachers and staff members are equipped in current instructional technology.**
* **How are non-Rostered teachers informed of the teachings and doctrine of the Lutheran Church -Missouri Synod?**

**Required Evidence**

*Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success.  Place an “X” in the box and attach required documentation.*

**Non-discriminatory salary and benefit scale or policy**

**Required Indicator of Success**

*Required indicators must be answered “YES” and supported by evidence and comments for the school to be accredited in good standing. Place an “X” in the box and identify supporting evidence and practices.*

**4:01\* All school personnel express and demonstrate agreement with the stated school purpose.**

**YES**

**NO**

**Identify and list supporting Evidence or Practices:**

**Comments:**

**General Indicators of Success**

*General Indicators of Success help the school to quantify its compliance with the Required Standards.  The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating.  Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value.  A written response is required for every indicator in the “Comments” section.*

**See Pages 5 for Scoring Information.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **4:02 Christ-centered teachers have qualities and qualifications necessary for success in their defined areas of service.** | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place an “X” the grey box in the column when ALL success indicators can be documented* | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
| A. Teachers have been prepared and vetted following prescribed federal and state mandates for background checks and sexual awareness abuse training. | | B. All teachers demonstrate a personal relationship with Jesus Christ and a dedication to teaching in the Lutheran school. | | C. Full time teachers have appropriate teaching certificate(s) and meet requirements for their specific assignments. | | D. Full-time teachers are on the Roster of the LCMS, eligible to be on the Roster of the LCMS or have completed or are actively enrolled in the Colloquy or Seminar Program through the Concordia University Education Network (CUEnet). | |
| **Identify and list supporting Evidence or Practices:** | | | | | | | |
| **Comments:** | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **4:03 Teachers are informed of, and subsequently evaluated and supported in the continuing pursuit of professional growth and development.** | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place an “X” the grey box in the column when ALL success indicators can be documented* | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
| A. Policy and Programs for teacher supervision/evaluation/growth have been adopted and are implemented. | | B. Teachers engage in professional development, including spiritual development.  C. Teacher’s professional growth plans are evaluated annually. | | D. Teachers attend workshops, conferences, seminars, and training appropriate to their position and discipline  E. Teachers are provided opportunities to attend LCMS sponsored events | | F. Teachers are accountable for implementation from professional development that supports student learning. | |
| **Identify and list supporting Evidence or Practices:** | | | | | | | |
| **Comments:** | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **4:04 Teachers and support staff are empowered and equipped to effectively accomplish their assigned task.** | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place an “X” the grey box in the column when ALL success indicators can be documented* | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
| A. Policies related to teacher-student staffing and support staff are established and practiced. | | B. The number of school staff is adequate to provide effective instruction and supervision for students at all school activities. | | C. The school annually reviews staffing needs  D.The school ensures teachers are provided time and resources to accomplish their tasks.  E.Teachers and support staff are provided professional development opportunities that empower and equip them to accomplish their assigned role. | | F. Teachers are given flexibility and empowerment with use of time, course development materials, and resources. | |
| **Identify and list supporting Evidence or Practices:** | | | | | | | |
| **Comments:** | | | | | | | |

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| **4:05 Employees and volunteers serving in support roles have the qualifications and training necessary for success in their defined area of service.** | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place an “X” the grey box in the column when ALL success indicators can be documented* | | | | | | | |
| A. Support staff (e.g., teacher assistants, student teachers, nurse) meet state requirements for their specific assignments.  B. An onboarding program has been established, implemented, an annually evaluated. | | C. Adequate training for support staff is provided.  D. Appropriate policies and training for volunteers are in place.  E. Appropriate policies related to support staff are established and practiced. | | F. Staff members understand and relate appropriately with students and their families. | | G. Annually review training for employees and volunteers.  H. Establish an annual growth plan and evaluation process for employees and volunteers. | |
| **Identify and list supporting Evidence or Practices:** | | | | | | | |
| **Comments:** | | | | | | | |

**Summary and Response Actions**

*Summary and response actions, related to the school’s strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school’s compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of “1” or “2”, the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as “3” or “4”. In addition, the improvement recommendations of the Validation Team must be addressed in the School Action Plan.*

1. **Are the Required Indicators of Success met for Standard 4? (YES / NO)**
2. **Based on evidence, what are the strengths of the school related to Standard 4?**

1. **Based on evidence, what are the challenges of the school related to Standard 4?  All areas identified as “emerging” [2] or “not evident” [1] must be addressed in the School Action Plan.**

1. **What is the school’s average rating for all General Indicators of Success for Standard 4, rounded to the nearest tenth?**

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| --- | --- |
| **STANDARD** | **RATING** |
| **4:02** |  |
| **4:03** |  |
| **4:04** |  |
| **4:05** |  |
| **Total:** |  |
| **Average:** (Total ÷ 3) |  |

**STANDARD 5:** TEACHING AND LEARNING

*The school’s curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.*

Only be careful, and watch yourselves closely so that you do not forget

the things your eyes have seen or let them slip from your heart

as long as you live. Teach them to your children and to their

children after them (Deuteronomy 4:9 NIV).

**Overview**

Learning expectations for schools are profoundly different today than even a decade ago.  Schools must be institutions of creativity, imagination and innovation.  Key to success is the investment of time, thought, energy and resources toward desired educational outcomes.

Student learning requires the integration of a well-developed curriculum and instructional design supported by intentional and ongoing assessment.  When teaching, learning and assessment are correctly aligned and students are engaged, learning results.  In this way, Lutheran schools accomplish one of their primary objectives.

**Potential Evidence**

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success.  The list includes suggestions for the documentation but is not all-inclusive.  The school reviews the list of potential evidence and determines those established at the school.  Additional evidence that is not listed in the potential listing may also be presented.  Evidence or lack thereof, assists the school in reaching an agreement on a rating.  Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

* Descriptions and schedules of mentoring, coaching, and induction programs
* Examples of classroom learning expectations and standards of performance
* Examples of assessments that promoted modification of instruction
* Examples of cross-curricular projects and interdisciplinary instruction
* Peer coaching guidelines and procedures
* Supervision and evaluation procedures
* Curriculum maps
* Curriculum scope and sequence
* Administrative classroom observation protocols and logs
* Examples of improvements to instructional practices resulting from the evaluation process
* Teacher evaluation criteria
* Student work demonstrating the application of knowledge
* Interdisciplinary projects
* Authentic assessments
* Agenda items addressing strategies
* Report cards
* Curriculum writing process
* Lesson plans aligned to curriculum
* Graduate follow-up surveys
* Ethical-use policy for use of technology, equipment, and software
* Inventory list of instructional hardware and equipment used by both teachers and students
* List of classroom and library reference materials
* The school’s short-range and long-range technology plans, including the review schedule and procedures for review of the plans

**Potential Practices**

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators.  A practice describes something that is being done at the school.  It is often supported with written documentation, but it can be observed in classroom activities or daily routines.  Schools are to identify the practices in place.  A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive.  The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school.  It is the combination of evidence and practices that provide the support for an indicator rating.

* Examples of teachers using technology as an instructional resource
* Examples of student use of technology as a learning tool
* Peer or mentoring opportunities and interactions
* Recognition of teachers regarding instructional practice
* Examples of improvement to content and instructional practice resulting from collaboration
* Student-led conferences
* Analysis of test score data

**Required Responses**

*Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document.  The answers to these questions provide a school with the opportunity to describe how it meets the needs of students.  This also allows the school to indicate any nuances that are unique to the school’s learning environment.*

1. **Indicate resources used in the construction of the curriculum (e.g. state mandates, Common Core curriculum, local public school curriculum, “Integrating the Faith,” standardized test objectives and results analysis, etc.).**
2. **Describe the curriculum changes implemented in the school during the past three years and the impact of these changes related to student learning.**
3. **Describe the predominant teaching methods most often used by teachers in the classrooms.**
4. **Describe how teachers communicate and collaborate to ensure continuity and student success.**
5. **How does the school accommodate students with unique differences and learning potential?**
6. **Describe the process of recording and reporting learner progress to parents and/or caregivers.**
7. **Describe the methodology in place to address student learning in such areas as global awareness, financial and entrepreneurial literacy, civic literacy, health literacy, environmental literacy, etc..**
8. **Describe the instructional materials, other than textbooks, that are used regularly by teachers and students.**
9. **How are students provided with access to resource materials that enhance learning?**
10. **How do teachers use instructional materials to communicate the Christian faith?**
11. **Describe how the school provides for access to the Internet.**

**Required Evidence**

*Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success.  Place an “X” in the box and attach required documentation.*

*Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an “X” in the box and attach required documentation.*

Curriculum documentation is developed and implemented for every grade level for religion, mathematics, science, reading, language arts, social studies, world languages, art, music, physical education and any other subject taught. (Early childhood centers need not segment learner outcomes into specific subject areas.)

A current schedule is prepared for each classroom or teacher, indicating clearly when subjects or classes are taught and during what periods.

Provide a chart illustrating the semester/yearly instructional hours of all content offered, including a comparison with state guidelines.

Analysis of the results of standardized tests administered for each grade level for the past three years, including a description of how this information is used to evaluate and improve student learning, is provided.

**Required Indicators of Success**

*Required indicators must be answered “YES” and supported by evidence and comments for the school to be accredited in good standing. Place an “X” in the box and identify supporting evidence and practices.*

**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.**

**YES**

**NO**

**Identify and list supporting Evidence or Practices:**

**Comments:**

**5:02\* Curriculum documentation is developed and provided for religion, mathematics, science, reading, language arts, social studies, world languages, art, music, physical education and any other subject taught by the school. (Early childhood centers need not segment learning outcomes into specific subject areas.)**

**YES**

**NO**

**Identify and list supporting Evidence or Practices:**

**Comments:**

**5.03\* The school curates and provides instructionally appropriate resources to support and enhance the educational program.**

**YES**

**NO**

**Identify and list supporting Evidence or Practices:**

**Comments:**

**General Indicators of Success**

*General Indicators of Success help the school to quantify its compliance with the Required Standards.  The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating.  Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value.  A written response is required for every indicator in the “Comments” section.*

**See Pages 5 for Scoring Information.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **5:04 The school community builds and maintains a vision, direction and focus for student learning.** | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place an “X” the grey box in the column when ALL success indicators can be documented* | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
| A. The school aligns its goals, curriculum and measures to those of the next level so that students transition successfully. | | B. The school quantifies, tracks, and publicly celebrates student success. | | C. School leaders monitor and support the improvement of instructional practices used by teachers to ensure student success.  D. All Curriculum is reviewed regularly according to a scheduled cycle.  E. Student learning goals are included in the school’s strategic and/or school action plan. | | F. The school has ongoing and intentional conversation and evaluation of Curriculum development that aligns with the school’s vision, direction and focus on student learning.  G. The school performs an annual analysis of past curriculum development efforts. | |
| **Identify and list supporting Evidence or Practices:** | | | | | | | |
| **Comments:** | | | | | | | |

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| **5:05 The school’s Christ-centered, curriculum documentation provides challenging learning experiences and ensures that students have sufficient opportunities to develop life skills, critical thinking skills and applied learning.** | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place an “X” the grey box in the column when ALL success indicators can be documented* | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
| A. The curriculum is aligned with delineated standards.  B. The curriculum is Christ-centered and aligned with LCMS teachings.  C. The curriculum is used as an opportunity to proclaim the Gospel. | | D. The curriculum ensures that students can develop and pursue their God-given talents and passions. | | E. The curriculum reflects research, and is designed to ensure that every student receives Christ-centered, rigorous and sequential academic preparation. | | F.The curriculum is documented, assessed, monitored and appropriately challenges all students.  G.Students are provided opportunities to develop life skills, critical thinking skills, and apply their learning. | |
| **Identify and list supporting Evidence or Practices:** | | | | | | | |
| **Comments:** | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **5:06 Teachers use instructional strategies that engage students and ensure mastery of learning expectations.** | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place an “X” the grey box in the column when ALL success indicators can be documented* | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
| A. Teachers are trained in instructional strategies that engage students  B. Teachers appropriately plan for daily lessons | | C. Teachers implement classroom instructional strategies that provide students with the knowledge, creativity, skills and understanding to become problem solvers and decision makers. | | D. Teachers utilize multiple instructional strategies that match the variety of student learning styles  E. Remediation opportunities are provided as needed to ensure the mastery of content.  F. Standardized assessments are given annually with an analysis of year over year results. | | G. High levels of student ownership of their learning, differentiation to address student needs.  H. Students are provided opportunities to serve their community in Christ’s name.  I. An annual assessment of student engagement and growth exists. | |
| **Identify and list supporting Evidence or Practices:** | | | | | | | |
| **Comments:** | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **5:07 Teachers intentionally communicate and collaborate to improve instruction and**  **student learning.** | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place an “X” the grey box in the column when ALL success indicators can be documented* | | | | | | | |
| A. Teachers regularly participate in staff development activities designed to provide professional growth, improve instruction and enhance student learning. | | B. Teachers regularly share content, resources, instructional techniques and management skills. | | C. School leaders empower teachers with time and resources that facilitate opportunities for communication and collaboration.  D. Teachers receive ongoing training on test score analysis and utilization. | | E. Dedicated time for Faculty collaboration focused on Horizontal and Vertical alignment of instruction and student learning. | |
| **Identify and list supporting Evidence or Practices:** | | | | | | | |
| **Comments:** | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **5:08 Curriculum, instruction and assessment are regularly monitored and adjusted systematically in response to multiple assessments of student learning and examination of professional practice.** | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place an “X” the grey box in the column when ALL success indicators can be documented* | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
| A. Student learning is monitored, tracked, recorded and reported regularly and continuously. | | B. Multiple forms of student assessment drive instructional strategies.  C. Formal and informal Classroom observations are utilized on a regular and ongoing basis to monitor and assess curriculum, instruction, and student learning. | | D. The school monitors, reviews, evaluates and modifies its curriculum based on the use of school-wide student data that is generated by multiple tools and surveys.  E. Formal and informal classroom observation results are analyzed and utilized to develop professional growth plans. | | F. A comprehensive program that examines student achievement with frequent progress monitoring is used to individualize instruction for student success.  G. Decisions about curriculum, instruction, and assessment are driven by observational data and meaningful conversations. | |
| **Identify and list supporting Evidence or Practices:** | | | | | | | |
| **Comments:** | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **5:09 Technology enhances and enriches the students’ learning environment.** | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place an “X” the grey box in the column when ALL success indicators can be documented* | | | | | | | |
| A. Student technology is monitored and filtered to promote appropriate integration of technology into the learning process.  B. Faculty members are users, instructors and participants in the process of engaging technology with the learning process in schools. | | C. Faculty members acquire the necessary technology skills to use personally and integrate and guide student learning. | | D. Clear and intentional planning and protocols for technology are in place.  E. technology is appropriately utilized as a teaching tool to supplement student learning. | | F. The school routinely evaluates technological approaches, programs, and devices to enrich the teaching and learning.  G. The school adopts technology that has been researched and is beneficial to enhance and enrich student learning. | |
| **Identify and list supporting Evidence or Practices:** | | | | | | | |
| **Comments:** | | | | | | | |

**Summary and Response Actions**

*Summary and response actions, related to the school’s strengths and items needing improvement, are to be provided.  Subcommittees carry on the primary work of evaluating the school’s compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success.  Based on any general indicator ratings of “1” or “2”, the school must develop specific plans to improve.  Plans must include specific targeted completion dates and assignments.  At the discretion of the school, actions may be developed for indicators that have been rated as “3”. In addition, the improvement recommendations of the Validation Team must be addressed in the School Action Plan.*

1. **Are the Required Indicators of Success met for Standard 5? (YES / NO)**
2. **Based on evidence, what are the strengths of the school related to Standard 5?**
3. **Based on evidence, what are the challenges of the school related to Standard 5?  All areas identified as “emerging” [2] or “not evident” [1] must be addressed in the School Action Plan.**
4. **What is the school’s average rating for all General Indicators of Success for Standard 5, rounded to the nearest tenth?**

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| **STANDARD** | **RATING** |
| **5:03** |  |
| **5:04** |  |
| **5:05** |  |
| **5:06** |  |
| **5:07** |  |
| **5:08** |  |
| **5:09** |  |
| **Total:** |  |
| **Average:**  (Total ÷ 4) |  |

**STANDARD 6:** STUDENT SERVICES

*Student services and activities are offered to meet the needs and foster the growth of each student in a safe and healthy environment.*

Whatever you do, work at it with all your heart,

as working for the Lord, not for human masters (Colossians 3:23 ESV)

**Overview**

Lutheran schools provide student services that support and enrich the educational experience of each student. Some of these services in this Standard are required by state or federal mandate. The school may choose to provide others to promote the training of the whole child. It is important that these programs are run efficiently and enhance the overall image of the school in its community.

**Potential Evidence**

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation, but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof, assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

* Policies related to student admissions
* Admissions counselor position
* Policies related to student matriculation
* Policy for preparing volunteers
* Athletic handbook
* Samples of student cumulative records
* List of counselors to whom the school refers students and families
* Evidence of background checks and MinistrySafe training for staff and volunteers
* List of first-aid materials
* Wellness plan
* Volunteer handbook
* Admissions counselor position
* Enrollment Handbook
* Registration Handbook

**Potential Practices**

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

* Student admission process
* Procedures for administering medication
* Policies or procedures related to student matriculation
* Teachers or supervisory personnel’s active involvement in recess supervision
* Annual training for coaches and school volunteers
* Daily cleaning and sanitizing schedules for areas where food is served or consumed
* Safety precautions when working with special materials, tools and equipment
* Procedures surrounding student involvement in co-curricular and extra-curricular activities and service.

**Required Responses**

*Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school’s learning environment.*

1. **Describe the school’s admission procedures for students.**
2. **Describe the counseling services available to students and their parents.**
3. **What orientation strategies are used to ensure a successful transition between home and school at the entrance of each new student?**
4. **What strategies are in place to ensure a satisfactory transition to the next level of education for students?**
5. **List and describe all extracurricular activities sponsored by the school.**
6. **Describe ways students demonstrate their faith through student activities.**
7. **How are staff and volunteers prepared for supervising students during activities?**
8. **Describe any school-sponsored before or after school care programs.**
9. **Describe any childcare services that are part of, or affiliated with, the school.**
10. **Describe the procedures for selecting, training and equipping child care personnel.**
11. **Describe and list the dates and times of emergency drills conducted in the past year.**
12. **What are the procedures for crisis intervention and addressing medical emergencies?**
13. **How are teachers trained to ensure the safety and protection of students?**
14. **How are student health records maintained and used?**
15. **Describe the food services provided.**
16. **How does the school provide for the mental health of its faculty, staff and students?**

**Required Evidence**

*Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an “X” in the box and attach required documentation.*

**Enrollment / admission policy**

**Crisis emergency plan**

**Background checks are conducted for all who have contact with students on a regular basis.**

**Required Indicator of Success**

*Required indicators must be answered “YES” and supported by evidence and comments for the school to be accredited in good standing. Place an “X” in the box and identify supporting evidence and practices.*

**6:01\*** **Services offered by the school meet or exceed federal, state and local requirements.**

**YES**

**NO**

**Identify and list supporting Evidence or Practices:**

**Comments:**

**6:02\* The school complies with applicable laws and regulations, while not compromising the biblical foundations of the school, and implements written policies to promote institutional effectiveness.**

**YES**

**NO**

**Identify and list supporting Evidence or Practices:**

**Comments:**

**General Indicators of Success**

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the “Comments” section.

**See Pages 5 for Scoring Information.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 6:03 Admission policies, guidance services, behavior-management programs and ancillary services provide necessary support for students to successfully complete the school program. | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place on “X” in the grey Rating Box when all success indicators for that rating column and all prior rating columns can be successfully documented and reflect the actual condition of the school.* | | | | | | | |
| A. Student applicants are admitted per established written admission criteria.  B. Permanent cumulative records for each student are maintained, stored and shared in compliance with applicable local, state, and federal requirements  C. The school complies with applicable laws and regulations, while not compromising the biblical foundations of the school, and implements written policies to promote institutional effectiveness. | | D. The school administers and practices written procedures for addressing students’ emotional, social and psychological needs.  E. Procedures are established for evaluating students for promotion and/or graduation. | | F. The school uses available resources to provide additional support to meet students’ needs  G. Gospel-centered student behavior is evaluated and addressed through the Implementation of the school’s Student-Discipline Plan | | H. The school has an annual assessment and evaluation of student needs and programs offered | |
| Identify and list supporting Evidence and/or Practices: | | | | | | | |
| Comments: | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 6:04 Extra-curricular activities provide opportunities for students to further enhance God-given talents and abilities. | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place on “X” in the grey Rating Box when all success indicators for that rating column and all prior rating columns can be successfully documented and reflect the actual condition of the school.* | | | | | | | |
| A. The school’s activities adhere to the school’s purpose statement  B. Background checks and required training are completed and on file for those who supervise extra-curricular activities. | | C. Qualified and Trained personnel supervise Extra-curricular activities  D. Coaches, sponsors, and those leading extra-curricular activities accept and adhere to the purpose of the school. | | E. The school provides a variety of co-curricular and extra-curricular activities that meet the needs and interests of the students and reflect the purpose of the school. | | F. Coaches and activity leaders have an annual growth plan that is developed and implemented  G. Leaders of extra-curricular programs are evaluated annually | |
| Identify and list supporting Evidence and/or Practices: | | | | | | | |
| Comments: | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 6:05 The school enacts policies and procedures that provide for the safety of each student and allow the school to comply with national, state and local mandates. | | | | | | | | | | | | | | | | |
| **1** |  | **2** | | |  | | **3** | | |  | | | **4** | |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | | | | | | | | | | |
| *Place on “X” in the grey Rating Box when all success indicators for that rating column and all prior rating columns can be successfully documented and reflect the actual condition of the school.* | | | | | | | | | | | | | | | | |
| A. Immunization documentation, health tests & screenings conducted conform with local & state laws.    B. First-aid supplies are available & accessible to personnel.    C. Requirements for safety drills & procedures are conducted & recorded.    D. Plans are developed & implemented for blood-borne pathogen, asbestos, CPR, first-aid training & the distribution of medication.  E. Training for the recognition of child abuse and the protection of children is required for all who have contact with students on a regular basis. | | F. A technology use policy is available and followed by staff and students.  G. All school personnel are trained in emergency procedures. | | | | | | H. The school annually meets with the local fire and police departments to evaluate emergency procedures  I. The school trains students on emergency procedures | | | | J. The school provides a part-time or full-time school nurse  K. The school provides a part-time or full-time school counselor | | | | |
| Identify and list supporting Evidence and/or Practices: | | | | | | | | | | | | | | | | |
| Comments: | | | | | | | | | | | | | | | | |
| 6:06 School food services meet or exceed national and state guidelines. | | | | | | | | | | | | | | | | |
| **1** |  | | **2** |  | | **3** | | |  | | **4** | | |  | | |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | | | | | | | | | | |
| *Place on “X” in the grey Rating Box when all success indicators for that rating column and all prior rating columns can be successfully documented and reflect the actual condition of the school.* | | | | | | | | | | | | | | | | |
| A. All local, state, and federal requirements, and laws are followed while not compromising the biblical foundations of the school. | | | B. Care is taken to ensure cleanliness where meals or snacks are consumed. | | | C. Where food service is provided, adequate and qualified personnel are available to plan and serve a variety of well-balanced, wholesome meals in full accordance with federal guidelines. | | | | | D. Student and parent feedback validate the school’s food service program | | | | | |
| Identify and list supporting Evidence and/or Practices: | | | | | | | | | | | | | | | | |
| Comments: | | | | | | | | | | | | | | | | |

**Summary and Response Actions**

*Summary and response actions, related to the school’s strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school’s compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of “1” or “2”, the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as “3” or “4”. In addition, the improvement recommendations of the Validation Team must be addressed in the School Action Plan.*

1. **Are the Required Indicators of Success met for Standard 6? (YES / NO)**
2. **Based on evidence, what are the strengths of the school related to Standard 6?**
3. **Based on evidence, what are the challenges of the school related to Standard 6? All areas identified as “emerging” [2] or “not evident” [1] must be addressed in the School Action Plan.**
4. **What is the school’s average rating for all General Indicators of Success for Standard 6, rounded to the nearest tenth?**

|  |  |
| --- | --- |
| **STANDARD** | **RATING** |
| **6:03** |  |
| **6:04** |  |
| **6:05** |  |
| **6:06** |  |
| **Total:** |  |
| **Average:**  (Total ÷ 4) |  |

**STANDARD 7:** FACILITIES

*Buildings, grounds and equipment provide a safe and healthy environment that serves to enhance student learning.*

As each has received a gift, use it to serve one another, as good stewards of God’s grace: whoever speaks, as one who speaks oracles of God; whoever serves, as one who serves by the strength that God supplies- in order that in everything God may be glorified through Jesus Christ. To him belong glory and dominion forever and ever. Amen.

1 Peter 4:10-11

**Overview**

The Lutheran school’s physical facilities include the buildings, land, equipment, maintenance of the property and provisions for health, safety and sanitation.  The school is both a place and instrument for learning.  As a place for learning, the facilities help children grow spiritually, physically, mentally, socially, and emotionally.  As an instrument used in the learning process, the facilities demonstrate principles of beauty, harmony, order and utility.  Its furnishings and décor are reflective of the Christian mission and purpose of the school.

**Potential Evidence**

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success.  The list includes suggestions for the documentation but is not all-inclusive.  The school reviews the list of potential evidence and determines those established at the school.  Additional evidence that is not listed in the potential listing may also be presented.  Evidence or lack thereof, assists the school in reaching an agreement on a rating.  Potential evidence does not need to be included with the Self-Study but is to be available for the Validation Team to review.

* Job descriptions for maintenance and cleaning staff, including reporting responsibilities and lines of accountability
* Long-range plan for facility improvements, additions or expansion
* Budget line items committing financial support of ongoing maintenance and immediate facility improvements
* Inventory of instructional hardware and equipment, including technology infrastructure
* Certificates of compliance related to health and safety practices
* Cleaning schedules and custodial duties
* School lockdown plan

**Potential Practices**

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators.  A practice describes something that is being done at the school.  It is often supported with written documentation, but it can be observed in classroom activities or daily routines.  Schools are to identify the practices in place.  A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive.  The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school.  It is the combination of evidence and practices that provide the support for an indicator rating.

* Buildings and grounds reflect the institution’s commitment to maintaining a safe and productive learning environment for students
* Regular and routine inspections (e.g. fire marshal, health inspector, lunchroom audit, emergency light log, facility walkthrough, etc.)
* Regularly scheduled maintenance
* Daily cleaning and sanitizing
* Safety inspections as required by local mandates

**Required Responses**

*Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document.  The answers to these questions provide a school with the opportunity to describe how it meets the needs of students.  This also allows the school to indicate any nuances that are unique to the school’s learning environment.*

1. **Describe the property (building and grounds).**
2. **Describe how general maintenance and repair of the physical facilities is ensured.**
3. **Describe how the school ensures that it complies with laws, health and safety requirements and building codes.**
4. **Describe the maintenance and cleaning schedule of the facility.**
5. **What is the relationship of the school administrator and faculty with the custodial staff?**
6. **What part of the physical plant has been changed in the last three years?**
7. **What long-range plans are in place for ground and site development?**
8. **How are students protected from outsiders before, during and after school?**

**Required Evidence**

*Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success.  Place an “X” in the box and attach required documentation.*

**School floor plan**

**Required Indicators of Success**

*Required indicators must be answered “YES” and supported by evidence and comments for the school to be accredited in good standing. Place an “X” in the box and identify supporting evidence and practices.*

**7:01\* The school provides facilities that are safe, secure, well-maintained, and adequate to fulfill the school’s mission. Facilities and transportation, as provided, operate according to applicable legal and safety requirements.**

**YES**

**NO**

**Identify and list supporting Evidence or Practices:**

**Comments:**

**7:02\* Facilities fully conform to all applicable laws, including health, safety and building codes.**

**YES**

**NO**

**Identify and list supporting Evidence or Practices:**

**Comments:**

**General Indicators of Success**

*General Indicators of Success help the school to quantify its compliance with the Required Standards.  The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating.  Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value.  A written response is required for every indicator in the “Comments” section.*

**See Pages 5 for Scoring Information.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **7:03 Buildings, grounds and equipment are well maintained, clean and appropriate for the age and number of students.** | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place an “X” the grey box in the column when ALL success indicators can be documented* | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
| A. The size and design of the buildings and teaching/learning areas are appropriate for the school’s programs and achievement of learner outcomes (objectives)  B. Buildings and restrooms are cleaned daily, restrooms are sanitary.  C. Facilities meet state and local code requirements and provide for special needs. | | D. All teaching/learning areas are properly ventilated, well-lit and have adequate space for the number and size of the students.  E. School furniture is sufficient in quantity and age appropriate. | | F. The school has a daily/weekly maintenance plan in place to keep facilities operational.  G. Leadership provides for ongoing inspection and accountability for facility quality and cleanliness. | | H. The school develops and implements an intentional, time-based plan for both short-term and long-term maintenance and repair.  I. The school has a strategic plan for the replacement of capital resources and facilities. | |
| **Identify and list supporting Evidence or Practices:** | | | | | | | |
| **Comments:** | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 7:04 Physical facilities provide specific (crosses, signs, etc.) and non-specific (attractive, adequate, etc.) Christian witness to the community. | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place on “X” in the grey Rating Box when all success indicators for that rating column and all prior rating columns can be successfully documented and reflect the actual condition of the school.* | | | | | | | |
| A. There is evidence throughout the school that it is a Christian environment.  B. School visitors recognize the school’s Christian identity. | | C. There is evidence throughout the school denoting it is a Lutheran Church – Missouri Synod. | | D. A cross is displayed in a prominent location(s).  E. Classrooms prominently display evidence of a Lutheran Christian school.  F. An outdoor sign provides evidence of a Lutheran Christian school to the community. | | G. School provides practices that clearly demonstrates it excels in Christian witness to the community. | |
| Identify and list supporting Evidence and/or Practices: | | | | | | | |
| Comments: | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **7:05 The building and grounds are appropriately maintained.** | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place an “X” the grey box in the column when ALL success indicators can be documented* | | | | | | | |
|  | | | | | | | |
|  | | | | | | | |
| A. The school has Policies and procedures to maintain buildings and grounds  B. The school limits access to the facility, has locked entrances and is secure during operational hours.  C. The school implements a supervised and appropriate procedure for loading and unloading students in vehicles. | | D. The playground, athletic fields and school grounds are properly supervised, safe, and fenced when appropriate and needed to prevent students from entering streets and to prevent traffic from entering student utilized areas during school hours.  E. Staff are prepared and trained for emergencies. | | F. The school administrator(s) oversees, or their designee, supervises and evaluates those who maintain the physical facilities. | | G. The school partners with local law enforcement for input, training, and feedback for emergencies  H. The school works with the local government to provide Crossing guards, lanes and school speed zones to provide for student safety. | |
| **Identify and list supporting Evidence or Practices:** | | | | | | | |
| **Comments:** | | | | | | | |

**Summary and Response Actions**

*Summary and response actions, related to the school’s strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school’s compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of “1” or “2”, the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as “3” or “4”. In addition, the improvement recommendations of the Validation Team must be addressed in the School Action Plan.*

1. **Are the Required Indicators of Success met for Standard 6? (YES / NO)**
2. **Based on evidence, what are the strengths of the school related to Standard 6?**
3. **Based on evidence, what are the challenges of the school related to Standard 6?  All areas identified as “emerging” [2] or “not evident” [1] must be addressed in the School Action Plan.**
4. **What is the school’s average rating for all General Indicators of Success for Standard 6, rounded to the nearest tenth?**

|  |  |
| --- | --- |
| **STANDARD** | **RATING** |
| **7:03** |  |
| **7:04** |  |
| **7:05** |  |
| **Total:** |  |
| **Average:** (Total ÷ 2) |  |

**STANDARD 8:** FINANCE

**The school has a financial plan to accomplish its mission.**

**The people bring much more than enough for doing the work that the Lord has commanded**

**us to do. So Moses gave command, and word was proclaimed throughout**

**the camp, "Let no man or woman do anything more for the contribution**

**for the sanctuary." So the people were restrained from bringing, for the material**

**they had was sufficient to do all the work, and more (Exodus 36:5 – 7 ESV).**

**Overview**

Adequate and appropriate financial support is necessary for the school to achieve its mission.

**Potential Evidence**

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof, assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study but is to be available for the Validation Team to review.

* Current itemized school budget
* Final itemized financial reports for the past three years
* Current schedule of tuition and fees
* Compensation Package (current salary scale and benefits)
* Financial assistance program policies and procedures
* Auxiliary organization budgets
* Three-year financial plan based on enrollment projections
* Accounting Manual or procedures
* Governing Authority and School Policy Manuals
* Audit Report

**Potential Practices**

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed through organizations’ actions and practices. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

* Comparison of the school’s salary scale with the Concordia Plan Services Salary Computation Tool or the LCMS district recommended salary scale.
* Depreciation of capital resources (furniture, fixtures, equipment, vehicles, etc.)
* Schedule of textbook replacement
* Technology maintenance and upgrade schedule
* Salary and Benefit Objectives
* Financial Planning component that is three to five years
* Mission Advancement Plan
* School provides financial assistance for professional development
* Compensation meets or exceeds 70% of local public district scale
* School provides the necessary facilities, furnishings, and equipment
* School has a replacement schedule for furnishings, equipment, textbooks, and computers
* The school utilizes a formalized salary scale
* Appropriate hardware, software, and training are provided to facilitate learning
* Compensation meets District or Concordia Plans Salary Calculator Guidelines
* The school provides financial assistance for obtaining advanced degrees
* Compensation meets or exceeds 80% of local public district scale

**Required Responses**

*Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school’s learning environment.*

1. **Describe the financial structure used in this school (i.e. tuition, association assessment, third source-funding, annual fund, etc.).**
2. **Describe the procedures followed for budgeting and purchasing equipment, resources, and curricular materials for all levels and school departments.**
3. **Describe the school’s long-term financial plan including capital, operational and debt service.**

**(include the percentage of debt in the school’s total budget)? Provide calculations.**

1. **List amounts and identify the sources of income for the most recent school year. If applicable, include congregation or association support, tuition, fees, donor gifts, endowment, state and federal aid, student scholarship, auxiliary group fundraising and other (specify).**
2. **Describe the school’s student financial assistance program.**

**Required Evidence**

*Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an “X” in the box and attach required documentation.*

**Report of the most recent External Financial Review or Audit**

**Complete the following table:**

|  |  |  |
| --- | --- | --- |
| **Financial Model** |  |  |
| **School Responsibility** | **Church Responsibility** |  |
|  |  | **Debt Service (land, building, depreciation)** |
|  |  | **Plant Operations (maintenance, utilities, insurance, etc.)** |
|  |  | **Church Operations**  **(Personnel, program, etc.)** |
|  |  | **School Operations (Personnel, programs, etc.)** |
|  |  |  |
| **Total Cost:** | **Total Cost:** |  |
| **Cost Per Student:** |  |  |

**Sample:**

|  |  |  |
| --- | --- | --- |
| **Financial Model** |  |  |
| **School Responsibility** | **Church Responsibility** |  |
| **50%** | **50%** | **Debt Service (land, building, depreciation)** |
| **70%** | **30%** | **Plant Operations (maintenance, utilities, insurance, etc.)** |
| **15%** | **85%** | **Church Operations**  **(Personnel, program, etc.)** |
| **90%** | **10%** | **School Operations (Personnel, programs, etc.)** |
|  |  |  |
| **Total Cost: $1,000,000** | **Total Cost: $390,000** |  |
| **Cost Per Student:** |  |  |

**Required Indicator of Success**

*Required indicators must be answered “YES” and supported by evidence and comments for the school to be accredited in good standing. Place an “X” in the box and identify supporting evidence and practices.*

**8:01 A review of the Governing Authority and school department’s finances are conducted by an external source (CPA or firm) who have no vested interest in the school or Governing Organization at the time of accreditation or renewal.**

**YES**

**NO**

**Identify and list supporting Evidence or Practices:**

**Comments:**

**8:02\* Sources of income and expenditures reflect the school’s stated mission, vision, projected future, and purpose.**

**YES**

**NO**

**Identify and list supporting Evidence or Practices:**

**Comments:**

**8:03\* Capital or long-term indebtedness obligation and payment are adequately funded with an established plan of repayment.**

**YES**

**NO**

**Identify and list supporting Evidence or Practices:**

**Comments:**

**8:04 The Governing Authority, including the school, has comprehensive insurance that includes:**

1. **liability coverage of the school including all employees, Board Members, workers, volunteers and students.**
2. **All facilities**
3. **Flood, if necessary**
4. **All furnishing and equipment**

**YES**

**NO**

**Identify and list supporting Evidence or Practices:**

**Comments:**

**8:05\* The Governing Authority annually reviews compensation packages for all**

**leadership, faculty, staff, part-time and other workers.**

**Compensation reflects:**

* **LCMS District recommendation and/or**
* **Concordia Plans Salary Compensation tool. and/or**
* **Consideration is given to local public school compensation programs. Compensation packages for support staff compatible with responsibility and experience.**

**YES**

**NO**

**Identify and list supporting Evidence or Practices:**

**General Indicators of Success**

*General Indicators of Success help the school to quantify its compliance with the Required Standards.  The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating.  Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value.  A written response is required for every indicator in the “Comments” section.*

**See Pages 5 for Scoring Information.**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **8:06 The Governing Authority and school have adopted sound financial principles, standards and guidelines that provide for revenues to meet or exceed expenses.** | | | | | | | | |
| **1** |  | **2** |  | **3** |  | | **4** |  | |
| ***N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:*** | | | | | | | | |
| ***Place on “X” in the grey Rating Box  when all success indicators for that rating column and all prior rating columns can be successfully documented and reflect the actual condition of the school.*** | | | | | | | | |
| A. Financial guidelines are in place.  B. An authorized signature policy is in place.  C. Income meets budget requirements (expectations) | | D. Regular (monthly) Financial reports are reviewed by the governing authority.  E. Auxiliary organizations (PTL, Boosters, etc.) provide regular financial statements.  F. The school maintains accurate financial records. | | G. The Governing Authority allocates expenses proportionally among programs (example: electric bill is apportioned between church, school, preschool, etc.) (not applicable if the school is an RSO)  H. School operations cover its proportionate share of the organization’s capital debt . (not applicable if the school is an RSO)  I. The Governing Authority consistently (3-5 years) operates in the “black”. | | J. The Governing Authority funds depreciation.  K. The Governing Authority has greater than a three month’s cash reserve that could be used for any annual income shortfall.  L. School operations are not dependent on third source or event income, which can be used for non-budgeted extras. | | |
| |  | | --- | | **Identify and list supporting Evidence or Practices:** | | **Comments:** | | | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **8:07 The Governing Authority and school maintain comprehensive financial records.** | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| ***N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:*** | | | | | | | |
| ***Place on “X” in the grey Rating Box  when all success indicators for that rating column and all prior rating columns can be successfully documented and reflect the actual condition of the school.*** | | | | | | | |
| A. Payroll records are maintained in accord with IRS guidelines.  B. An appropriate policy is in place to approve school expenditures. | | C. Payroll includes provision for called worker housing, medical and other benefits.  D. The cost of education per student is determined annually. | | E. Cash flow records provide projections for potential scenario planning ie. enrollment, facility, etc.  F. A minimum of three years (or state requirement) of financial reports are kept. | | G. The school annually calculates the cost to educate a student and sets tuition appropriately. | |
| **Identify and list supporting Evidence or Practices:** | | | | | | | |
| **Comments:** | | | | | | | |

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| **8:08 The school’s head administrator, along with the Governing Authority Organization, are responsible for overseeing the school’s budget.** | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place on “X” in the grey Rating Box  when all success indicators for that rating column and all prior rating columns can be successfully documented and reflect the actual condition of the school.* | | | | | | | |
| A. The governing authority has established a process for budget development and approval that includes the school’ leadership | | B. The school administrator plays an active role in developing the school’s budget. | | C. The school administrator oversees and manages the school’s budget.  D. The Governing Authority has established a process for budget supervision and review of the budget. | | E. The Governing Authority reviews and incorporates audit recommendations on a annual basis**.** | |
| **Identify and list supporting Evidence or Practices:** | | | | | | | |
| **Comments:** | | | | | | | |

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| **8:09 The Governing Organization along with the school have a written financial plan for a minimum of the next three years to ensure that financial support is adequate to achieve the goals of the school. The financial plan contains, but is not limited to the following components:** | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place on “X” in the grey Rating Box  when all success indicators for that rating column and all prior rating columns can be successfully documented and reflect the actual condition of the school.* | | | | | | | |
| There is a three year:  A. Enrollment projection with supporting data.  B. Projections of salaries and benefits  C. Projections of the cost of future goals. | | There is a three year:  D. outline of financial support necessary to meet goals (in 1C).  E. Outline of projected financial aid needs and resources. | | F. Goals for additional Instructional resources, services, and programs are included in three-year projections. | | G. Long-term financial assistance  H. Endowment capable of financial support | |
| |  | | --- | | **Identify and list supporting Evidence or Practices:** | | **Comments:** | | | | | | | | |

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| **8:10 Gift development is a vibrant component of acquiring financial resources.** | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place on “X” in the grey Rating Box  when all success indicators for that rating column and all prior rating columns can be successfully documented and reflect the actual condition of the school.* | | | | | | | |
| A. The Governing Authority has established policies and guidelines that the school leverages for specific support of school programs and operations. | | B. Donors are linked to the mission, vision, and preferred future of the school.  C. Donors receive personal thanks from the school designee.  D. Leadership recognizes the need to identify a primary advocate from the school, for fundraising. | | E. Gifting program opportunities are made known to all connected to the school and Governing Organization. | | F. A planned gifting program, including estate planning is available for individual donors.  G. The Governing Organization utilizes a school development leader. | |
| **Identify and list supporting Evidence or Practices:** | | | | | | | |
| **Comments:** | | | | | | | |

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| **8:11 There are accounting guidelines for the school’s auxiliary organizations, funding events, and other groups or events that have income and expenses.** | | | | | | | |
| **1** |  | **2** |  | **3** |  | **4** |  |
| *N/A: If this rating does not apply mark this N/A box and provide an explanation below as to why the indicator does not apply:* | | | | | | | |
| *Place an “X” the grey box in the column when ALL success indicators can be documented Place on “X” in the Rating Box that reflects the actual condition of the school.* | | | | | | | |
| A. The school has policies and guidelines for groups funding procedures outside of the school’s operational budget.  B. Groups provide monthly financial statements to school leadership | | C. The school leadership provides timely financial information from each auxiliary organization to the Governing Authority.  D. The school leader has accountability to oversee all accounts outside of the school’s budget.  E. Policy and procedures are in place to safeguard funds, make deposits, and request withdrawals or payments. | | F. The school has adopted a policy prohibiting outside accounts.  G. The school provides agency accounts or similar methods to handle all groups’ finances. | | H. No unapproved outside accounts.  I. All groups have easy access to their funds through the approved authority. | |
| **Identify and list supporting Evidence and Practices:** | | | | | | | |
| **Comments:** | | | | | | | |

**Summary and Response Actions**

*Summary and response actions, related to the school’s strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school’s compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of “1” or “2”, the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as “3” or “4”. In addition, the improvement recommendations of the Validation Team must be addressed in the School Action Plan.*

1. **Are the Required Indicators of Success met for Standard 8?**

**YES**

**NO**

1. **Based on evidence, what are the strengths of the school related to Standard 8?**
2. **Based on evidence, what are the challenges of the school related to Standard 8? All General Indicators rated a 1 or 2 must be addressed in the School Action Plan.**
3. **What is the school’s average rating for all General Indicators of Success for Standard 8, rounded to the nearest tenth?**

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| **STANDARD** | **RATING** |
| **8:06** |  |
| **8:07** |  |
| **8:08** |  |
| **8:09** |  |
| **8:10** |  |
| **8:11** |  |
| **Total:** |  |

**IDENTIFICATION OF POWERFUL PRACTICES**

Identify and provide an explanation of any practices (no more than three) that may be *Powerful Practices*. It should be noted that schools may meet all accreditation standards without identifying any *Powerful Practices.*

Practices associated with General Indicators of Success that are rated as “highly functional” (4) by the school have the potential for identification as a *Powerful Practice* when the practice is transformational and replicable.

NLSA seeks to identify and share unique practices that set a school apart and make it a highly respected educational institution in its community. *Powerful Practices* are carefully researched, collaboratively established and dynamically affect student learning and/or ministry opportunities in a Lutheran school. These are the practices that have the potential for replication in other Lutheran schools.

A school’s *Powerful Practice* is much more than an expectation that quantifies Standard compliance. It innovates and exceeds accreditation expectations. It is a calculated risk that results in significant reward for students. Therefore, it is a desirable condition that has ramifications for schools throughout the LCMS.

***Identify any potential Powerful Practices in the space below:***

**PRELIMINARY SCHOOL ACTION PLAN**

A preliminary School Action Plan is developed as the concluding process of the school’s Self-Study. The plan must address every area of concern ( 2 rating and 1 rating). Each concern must be noted and addressed. General Indicators rated as a 3 or 4 may also be addressed in the preliminary School Action Plan. The preliminary School Action Plan must be attached to the Self-Study document.

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| **NLSA Preliminary School Action Plan** | | | | | | | | | | | | | |
| **School Name:**  **School Address:**  **LCMS District:**  **Administrator:**  **Date of Most Recent NLSA Validation Team Visit:** | | | | | | | | | | | | | |
| **Accreditation Year** | |  | **Preliminary** |  | **Year 1** |  | **Year 2** |  | **Year 3** |  | **Year 4** |  | **Year 5** |
| **Standard & Indicator Number** | **Self-Study Concerns & Strategies** | | | | | **Target School Year** | | **Responsible Party** | | **Action Taken** | | **School Year Addressed** | |
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**SCHOOL ACTION PLAN**

**NOTE: DO NOT Complete Prior to Validation Team Visit**

The School Action Plan is developed from the Preliminary School Action Plan originally submitted with the school’s Self-Study and updated with the input from the Validation Team. The plan must address every area of concern ( 2 rating and 1 rating). Each concern must be noted and addressed. General Indicators rated as a 3 or 4 may also be addressed in the preliminary School Action Plan. This Plan will guide the school through the next five years in a process of continuous improvement prior to the next Self-Study process and Validation Team visit.

**The completed School Action Plan must be included with the final submission of the school’s Self-Study to the District Accreditation Commission.**

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| **NLSA Final School Action Plan** | | | | | | | | | | | | | |
| **School Name:**  **School Address:**  **LCMS District:**  **Administrator:**  **Date of Most Recent NLSA Validation Team Visit:** | | | | | | | | | | | | | |
| **Accreditation Year** | |  | **Initial** |  | **Year 1** |  | **Year 2** |  | **Year 3** |  | **Year 4** |  | **Year 5** |
| **Standard & Indicator Number** | **Self-Study Concerns & Strategies** | | | | | **Target School Year** | | **Responsible Party** | | **Action Taken** | | **School Year Addressed** | |
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