



Guide for Evaluating the Christian Mission of Lutheran Schools

*A process leading to
National Lutheran School Accreditation*

2010-2011 EDITION



National Lutheran School Accreditation

Mission Statement

National Lutheran School Accreditation encourages, assists, and recognizes schools that provide quality Christian education and engage in continuous improvement.

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GUIDE FOR USE

GUIDE FOR EVALUATING THE CHRISTIAN MISSION OF A LUTHERAN SCHOOL

FOREWORD:

“Jesus said to them, ‘Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these. I tell you the truth; anyone who will not receive the kingdom of God like a little child will never enter it.’ And he took the children in his arms, put his hands on them and blessed them” (Mark 10:14-16).

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 as children of God because of their forgiveness through Him. Christ’s love motivates the staff to develop an atmosphere in which each member of the school community may experience his or her individuality and contribute to the community. Members of this school community recognize, value, and respect the needs of others for acceptance, appreciation, attention, assurance, affection, and approval. All instruction and activities within the school, therefore, help design, create, and foster this climate.

The *Guide for Evaluating the Christian Mission of a Lutheran School (Freestanding Early Childhood Centers, Elementary Schools, and High Schools)* was developed to encourage and help Lutheran schools gain the most relevant and valuable accreditation available for them.

When applying for both NLSA and any other legitimate secular early childhood accrediting process, it is necessary to apply for and pay the fees for both processes. The instructions for each must be followed. Obtaining accreditation by one does not automatically gain accreditation by the other.

WHEN USED?

The *Guide for Evaluating the Christian Mission of Lutheran Schools* is used only when a Lutheran school chooses to use an accreditation process and materials other than NLSA (ADVANCED, Middle States, NAEYC, etc.) and wants to gain dual accreditation (NLSA and a secular agency). The *Guide for Evaluating* provides help and direction as a Lutheran school seeks to evaluate and improve its religious dimension, as it uses the secular agency’s materials to evaluate and improve its secular dimension.

HOW USED?

1. The school’s accreditation Steering Committee appoints a subcommittee to study and complete the school’s self-study related to the *Guide for Evaluating the Christian Mission of Lutheran Schools*.
2. The subcommittee is made up of the school’s pastor (Dean of the Chapel, head of the religion department, or other person responsible for guiding the religious dimension of the school), one or more teachers of religion, and one or more parents.
3. The subcommittee completes a draft report, answering the questions and responding to the Standard and Indicators of Success in the *Guide for Evaluating* self-study report form.
4. The faculty reviews the *Guide for Evaluating* subcommittee draft report and reports their suggestions to the Steering Committee.
5. The draft report and the faculty’s suggestions are submitted to the Steering Committee.
6. At least one NLSA representative is appointed to the visiting team to review and evaluate the school’s religious dimension. This representative (visitor) is recruited by the school, approved by the LCMS district, and appointed by the NLSA Executive Director.
7. The Steering Committee reviews, adapts, and accepts the report.
8. The *Guide for Evaluating the Christian Mission* report is added to the regional self-study report for the school.
9. One copy of the whole self-study report (*Guide* plus regional) is sent to the LCMS district and one to the national NLSA office.

VISITING TEAM ACTION

1. At least one member of the visiting team is appointed by NLSA to review the religious dimension of the school. This NLSA Visitor either has other responsibilities on the team or is a supplement to the team. He or she is recruited by the school, approved by the LCMS district, and appointed by the NLSA Executive Director.
2. The NLSA Visitor will visit at the same time as the regional team, if not accepted as part of the visiting team.
3. The NLSA Visitor will be on site at least two days.
4. The NLSA Visitor will validate the school's *Guide for Evaluating* report, evaluate the religious dimension of the school, and make recommendations to improve the school's Christian mission.
5. The NLSA Visitor's Report will use the same format as the NLSA Standards Based Visiting Team Report, but only for the school's religious dimension. (See the NLSA *Team Captain's Manual for Standards Based and Ongoing Improvement Processes* for specific details on how to write the report.)
6. The NLSA Visitor's Report will be attached to the visiting team's report.
7. The NLSA *Guide for Evaluating* Visitor's Report Summary will be shared by one of the NLSA Visitors at the visiting team's exit report.
8. Two copies of the combined Visiting Team Report shall be sent to the NLSA national office and one the LCMS district office.

ACCREDITATION ACTION

1. The school's Visiting Team Report, including the NLSA Visitor's Report, will be reviewed by three NLSA reviewers from districts other than the school's LCMS district. Two of the three reviewers must support the NLSA Visitor's recommendation for accreditation.
2. The LCMS District Accreditation Commission will review the NLSA Visitor's Report and indicate its approval of the Visitor's recommendation for accreditation to the National Accreditation Commission.
3. The National Accreditation Commission, at its annual meeting in August, acts on the recommendation of the Visitor and grants accreditation.
4. The certificate of accreditation is presented to the school by the District Education Executive or the NLSA District Commissioner at an appropriate public gathering.
5. The school continues to improve its ministry as a Lutheran Christian school by acting on the NLSA Visitor's recommendations during the term of the accreditation.

NLSA REPRESENTATIVE ON A SECULAR VISITING TEAM

Lutheran schools that seek NLSA accreditation as well as another agency's accreditation (dual accreditation) may use the NLSA materials or the process and materials from the other agency (regional, state, NAEYC) as the primary accrediting process for the self-study. If the school uses the secular agency's materials, that agency will appoint the visiting team. However, schools seeking dual accreditation with NLSA must have at least one member of the visiting team appointed by the NLSA Director. The NLSA representative (visitor) may serve as one of the secular agency's appointees. In other words, one person may be appointed by the secular accrediting agency for its team and (the same person) by NLSA as its representative (visitor). NLSA representatives are recruited by the school, approved by the LCMS district, and appointed by the NLSA Director.

The responsibilities of the NLSA representative (visitor) include:

1. Ensure that the school has, in essence, adhered to NLSA standards.
2. Serve as a fully vested member of the visiting team, staying for the entire visit.
3. Make certain the school sends two copies of the full Visiting Team Report to the NLSA office in St. Louis and one to the district office.
4. Attach a recommendation for NLSA accreditation to the Visiting Team Report (VTR).
5. Write one section of the VTR for the religious dimension of the school, based on the school's *Guide for Evaluating the Christian Mission* supplement to the secular agency's report, making recommendations as appropriate.
6. Share significant comments related to the school's religious dimension at the team's exit report.

GUIDE FOR EVALUATING THE CHRISTIAN MISSION OF LUTHERAN SCHOOLS: A Process Leading to National Lutheran School Accreditation

Introduction

Although it teaches secular subjects, a Lutheran school is not a secular institution. Its religious dimension permeates every class and activity so there is no doubt that it is a school which acknowledges and boldly proclaims truths about our loving God. The purpose of a Lutheran school is to make disciples of Jesus Christ. The school is focused to that end. This Evaluation Guide will help Lutheran schools evaluate and improve this religious dimension.

The Lutheran school has a special relationship with its operating congregation(s) and considers itself an extension of the Christian education program of the local parish. The school concerns itself with the ministry of the whole church in order to fulfill its purpose as a Christian school. To do this the school seeks opportunities to strengthen relationships with the local congregation(s) and The Lutheran Church—Missouri Synod.

The Lutheran school is more than an assembly of persons. It is a community of people redeemed by God through Jesus Christ, in which all members are affirmed as children of God because of their forgiveness through Him. Christ's love motivates the staff 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, appreciation, attention, assurance, affection, and approval. All instruction and activities within the school, therefore, help to design, create, and foster this climate.

Preparing the Self-Study Report

The Self-Study Report Form is to be used as a tool for self-evaluation and improvement. The two Standards are considered as separate sections. For each section, the report requires:

1. Responses to selected questions and statements. ("Respond to . . .")
2. Specific required exhibits (identified by an asterisk).
3. A rating of implementation for each indicator of success.
4. Comments explaining the rating given to each indicator of success not "met in full."
5. Comments about the strengths, needs for improvement, and plans for improvement for each standard. ("Comment on . . .")

Each STANDARD is followed by an opening narrative. This narrative is followed by "Respond to" statements or questions that serve as starting points for discussion and study. The statements and questions are written not only for the purpose of clarifying and explaining, but also to stimulate thought, reflection and self-evaluation.

Supporting data and information should be categorically labeled and attached to the self-study report. Items marked with an asterisk (*) should be appended to the report.

After the "Respond to" statements or questions are REQUIRED Indicator(s) of Success and GENERAL Indicators of Success indicating a level of meeting the STANDARD. Review each REQUIRED Indicator(s) of Success. Discuss each and determine how well you have implemented it. REQUIRED Indicator(s) of Success (marked with an *) are answered with either **YES** or **NO**. **These Indicators are required**. If one indicator is not met, take immediate action to meet that REQUIRED indicator before completing the self-study and requesting a site visit. Evidence that the REQUIRED indicator(s) is met must either be attached to the self-study or be observable at the time of the site visit.

1. The GENERAL Indicators of Success are to be evaluated as to the degree to which that standard is met, using the scale provided. After you have determined your level of implementation of the GENERAL Indicators of Success, **explain why any are not being fully met.**
2. If all REQUIRED Indicator(s) of Success are met and the GENERAL Indicators of Success average to a two, you will have met the minimum for accreditation for that Standard. However, expectations for the long term are higher than meeting the minimum. Therefore, for each Standard you will be asked to identify specific strengths and identify specific plans for improvement for that section. The plans for improvement must address both 1) items identified

as needing improvement in the “Respond to” questions and statements; and 2) the GENERAL Indicators of Success that were not “met in full.”

This Self-Study Report Form is a guide and is not intended to be the actual report, with blank spaces filled in. The actual report should be typed and printed by a good quality computer printer, using the format provided in this booklet, but leaving adequate space for your responses. This Self-Study Report Form is provided in PDF format and as a Word file. To save time, it is appropriate to “cut and paste” portions of this document to your report, inserting your responses appropriately.

The required thoroughness of this report is designed to stimulate thought and to assist a thorough self-study and self-improvement process. It is also designed to give enough evidence to the visiting team and NLSA officials to determine whether or not your school is worthy of NLSA accreditation.

The term of NLSA accreditation is five years. Therefore, this *Guide for Evaluation the Christian Mission of a Lutheran Schools* must be repeated at least every five years, or the Ongoing Improvement process used, to secure continuing accreditation.

STANDARD 1

The School is Mission Driven

Every Lutheran school needs a carefully formulated mission statement, as well as a comprehensive statement of philosophy. These serve as the basis for forming school goals, learner outcomes, and action plans, as well as determining whether the school is actually achieving its purposes. Through the process of self-study, all phases of the school program are evaluated in order to determine if they are being carried out in accordance with the stated mission and philosophy.

An evaluation of any institution must begin with the rationale for its existence. Declarations regarding its theological and educational basis and intended learner outcomes provide direction for organization and program. How these declarations are developed affects their validity of ownership by the school's constituents.

The NLSA self-study process results in a new understanding of the organization and its place in the community. In order to determine the direction of the school, leaders must develop a mental picture of the preferred future state of the school. Vision is the mental picture that is imprinted on the hearts and minds of the leaders that simply will not fade away. A school's vision does not just happen. It needs to be cultivated and nurtured. NLSA helps Lutheran school leaders develop a mental image of their desired future. This results in intentional, ongoing improvement.

This section—Mission and Vision—is the most important section. It is critical to evaluating each of the other sections involved with the self-study. It helps determine who we are, where we have been, and what we are to become. Therefore, it is especially important that the report of this committee be presented to the entire faculty and administration for approval and modification before the remainder of the study is started.

OVERVIEW

Each school should develop its own mission and vision statements consistent with the unique needs of the students and families it serves and consistent with the theology of The Lutheran Church—Missouri Synod.

Since a mission statement is basic to the development of meaningful educational programs and the creation of an environment conducive to learning, it is important that such statements be developed through the use of the democratic process; thereby reflecting the best thinking of the school staff and others in the community it serves.

Schools with written statements of mission and vision need to review them for current relevance and to determine whether they are consistent with the needs and characteristics of students currently being served by the school. A review of materials related to the development of a Lutheran school mission and vision should include: *Integrating the Faith: A Teacher's Guide for Curriculum in Lutheran Schools*, *Lutheran School Administrator's Handbook* series, and *Planning for a Lutheran High School*, *Planning for Lutheran Elementary Schools Series*, and *In His Hands*, a manual for beginning and operating Lutheran early childhood programs. Refer to the LCMS District and Congregational Services School Ministry "Resource Catalog" and also to the new curriculum guides from Concordia Publishing House as they become available.

RESPOND TO THE FOLLOWING:

1. How are the school's mission and vision reflected in the operation of the school, including administration, instruction, co-curricular activities, and learner outcomes?
2. How are staff, students, parents, and congregation members kept aware of the school's mission and vision?
3. How is the staff of the school involved in worship life, church and school activities, and ministries of the operating congregation(s)? Be specific about the involvement of each staff member.
4. List strategies used to strengthen congregation/school relations.
5. In what ways do students participate in the life of their congregation?
6. Describe the nature of planned activities of communication and cooperation you have with Lutheran parish pastors, principals, and lay people in your area. What are your objectives for each of these activities?

7. What does your school do to help people understand that the Lutheran school is both an extension and a component of the Christian education program of the parish? To what extent are these efforts effective?
8. Describe the worship experiences at the school and how students and staff participate. How is the school worship program planned and administered? Who does what?
9. Describe specific programs and approaches that help faculty and staff minister to each other and to the students.
10. What major concerns are present relative to Christian lifestyle among students both at school and in other places? How is the school attempting to meet these concerns?
11. Describe efforts to develop Christian leadership among students.
12. What changes have been made in the school's worship program in the last three years? What has been the effect of these changes?
13. Describe how the school administrator carries out the role of spiritual leader.
14. Indicate how your Lutheran school prepares students to share their faith with:
 - a. their family
 - b. their peers
 - c. non-Christians
15. What outcomes are expected of students in the school as the result of their formal, religious theology instruction?
16. What specific things are done to help students apply the study of theology to daily life, school environment, home, church, service, and/or involvement in the community?
17. Describe your theology curriculum and your rationale for its development.
18. Describe how you are integrating the Christian faith across the curriculum.

REQUIRED ATTACHMENTS/EXHIBITS:

1. Your school's statements of mission and vision.
2. Any questionnaires and surveys used to gather information about school climate and a summary of the results.
3. A current student/parent handbook/policy manual.
4. Curriculum objectives for the study of religion and worship experiences.
5. A list of staff spiritual growth opportunities.
6. The school's plan for evangelism to families who do not attend church regularly.
7. Governing Authority Handbook.
8. Faculty/Administrative Handbook.
9. Any volunteer or parent organization handbooks.

REQUIRED INDICATORS OF SUCCESS:

Indicate whether or not the school meets the Required Indicator of Success by circling YES or NO.

YES NO * 1:01 The written mission statement reflects a school philosophy and purpose rooted in Holy Scripture.

YES NO * 1:02 The school's mission statement, beliefs, and the school's expectations for students learning guide the procedures, policies, and decisions of the school and is evident in the culture of the school.

GENERAL INDICATORS OF SUCCESS:

General Indicators of Success help the school quantify its compliance with the Required Standard. Evaluate your school's compliance with each General Indicator of Success using the criterion defined below. In the "Comments" section related to that indicator, specify how your school falls short of full compliance for any indicator marked less than "Met in Full."

Met in Full—The indicator of success has been completely accomplished by the school. It is verifiable through evidence and documentation.

Mostly Met—The indicator of success has been partially accomplished by the school. Documentation and evidence regularly indicate that the school is well on the way toward full accomplishment of the indicator.

Rarely Met—Infrequent implementation of an indicator of success. This indicator rarely occurs in the school and evidence and documentation for compliance are minimally present.

Not Presently Met—There has been no progress by the school toward the accomplishment of this indicator of success.

1:03 The school's mission is aligned with its core values and those of its various stakeholder groups and organizations.

Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0)

COMMENTS:

1:04 The written, approved mission statement is rooted in Holy Scripture and is in agreement with the Lutheran Confessions.

Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0)

COMMENTS:

1:05 The school's vision is in alignment with the school's core values and charts the course toward accomplishing the mission.

Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0)

COMMENTS:

1:06 The school's mission statement was developed in accordance with governance policy.

Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0)

COMMENTS:

1:07 The school's mission and vision are communicated effectively to staff, parents, students, alumni, community and stakeholder groups and organizations.

Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0)

COMMENTS:

- 1:08** The school's goals, expected learner outcomes, activities and programs are aligned to the school's mission and vision.
 Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0) _____
 COMMENTS:
- 1:09** The school regularly reviews its core values, mission and vision.
 Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0) _____
 COMMENTS:
- 1:10** The school uses a variety of data indicators to ensure that expectations for student learning reflect student needs, community expectations and local, state and national standards.
 Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0) _____
 COMMENTS:
- 1:11** School policies, programs and life within the school emanate from the example and teachings of Jesus Christ and demonstrate a proper understanding of Law/Gospel.
 Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0) _____
 COMMENTS:
- 1:12** Christian self-discipline is fostered within the context of the Scriptural concepts of Law and Gospel, with repentance and forgiveness as the focal points.
 Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0) _____
 COMMENTS:
- 1:13** The school conducts daily worship experiences intentionally designed to consciously and systematically strengthen the Christian faith of all members of the school community.
 Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0) _____
 COMMENTS:
- 1:14** The school administrator is on the LCMS roster or is actively working toward a colloquy.
 Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0) _____
 COMMENTS:
- 1:15** The administrator demonstrates a personal Christian faith, a commitment to Lutheran education, and a dedication to the teaching ministry while providing spiritual leadership for the school community and in the congregation(s).
 Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0) _____
 COMMENTS:
- 1:16** Each teacher and staff member seeks to be an instrument of the Holy Spirit in helping students to develop and grow in their relationship with Jesus Christ.
 Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0) _____
 COMMENTS:
- 1:17** The hiring practices of the school reflect a preference for faculty members who are on, or eligible to be on, the roster of Synod.
 Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0) _____
 COMMENTS:

1:18 Teaching the Christian faith is recognized as the major purpose of the school, is allocated appropriate time in the daily schedule, and is integrated throughout the curriculum.

Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0) _____

COMMENTS:

1:19 All curricular areas are taught from the perspective of Lutheran theology, and personal witness and Holy Scripture are integrated into all the curriculum and activities throughout the day.

Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0) _____

COMMENTS:

1:20 A program of staff development is provided wherein professional personnel have opportunities and support for professional and spiritual growth.

Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0) _____

COMMENTS:

FOR LUTHERAN HIGH SCHOOLS

1:21 Career counseling emphasizes commitment to Christian service and encourages church work careers.

Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0) _____

COMMENTS:

1:22 Community service and/or volunteerism is expected of all students and required before graduation.

Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0) _____

COMMENTS:

Total: _____

COMMENT ON THE WHOLE SECTION ON MISSION AND VISION:

- A. Are the REQUIRED indicators of success met?
- B. Is the total for the GENERAL indicators of success a minimum of **36** points for Elementary and Free Standing Early Childhood centers and **40** points for high schools?
- C. Based on this STANDARD, what are the strengths of your school?
- D. Based on the concerns identified in your self-study, you will develop plans to improve your school. Identify every item marked as less than "Met in Full" with specific plans for action to be taken by the school over the next cycle of accreditation. Any areas identified as needing improvement in the "Respond to:" component must also be included in the proposed school action plan and addressed in the cumulative annual report.

STANDARD 2

Elementary and ECE:

The school demonstrates its Christian mission through relationships with congregation, community, staff, students, and families.

High Schools:

The Christian culture of the school is evidenced in:

1. Its relationships with congregations, community, staff, students, families, and other stakeholders;
2. The demonstration of the school's mission; and
3. A Christian environment supportive of learning.

OVERVIEW:

The Lutheran school has a special relationship with its operating congregation(s). The school concerns itself with the ministry of the whole church in order to fulfill its purpose as a Christian school. To do this the school seeks opportunities to strengthen relationships with the local congregation(s) and The Lutheran Church - Missouri Synod.

RESPOND TO THE FOLLOWING:

1. Describe the relationship between the school and member congregations and other stakeholders.
2. How does the school's student body participate in the life of member congregations? Indicate involvement of the student body as a whole and of individual students and their families.
3. How are new parents of students in the school assimilated into school?
4. Describe how the school accomplishes member congregational goals.
5. Describe the relationship of your school to your LCMS district and to the Synod.

REQUIRED INDICATOR OF SUCCESS:

Indicate whether or not the school meets the Required Indicator of Success by circling YES or NO.

YES NO *2:01 The school is operated by one or more congregations of The Lutheran Church—Missouri Synod or maintains an active RSO status with the Synod.

GENERAL INDICATORS OF SUCCESS:

General Indicators of Success help the school quantify its compliance with the Required Standard. Evaluate your school's compliance with each General Indicator of Success using the criterion defined below. In the "Comments" section related to that indicator, specify how your school falls short of full compliance for any indicator marked less than "Met in Full."

Met in Full—The indicator of success has been completely accomplished by the school. It is verifiable through evidence and documentation.

Mostly Met—The indicator of success has been partially accomplished by the school. Documentation and evidence regularly indicate that the school is well on the way toward full accomplishment of the indicator.

Rarely Met—Infrequent implementation of an indicator of success. This indicator rarely occurs in the school and evidence and documentation for compliance are minimally present.

Not Presently Met—There has been no progress by the school toward the accomplishment of this indicator of success.

- 2:02** A pastor or administrator is acknowledged as the spiritual leader of the school.
 Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0) _____
 COMMENTS:
- 2:03** Professional staff employed by the school are actively involved in worship and congregational life of their parish.
 Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0) _____
 COMMENTS:
- 2:04** Congregation(s) and other stakeholder organizations provide spiritual support for the school and its students.
 Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0) _____
 COMMENTS:
- 2:05** Students are encouraged as part of their spiritual growth to participate in the congregational life of their parish.
 Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0) _____
 COMMENTS:
- 2:06** Student involvement in congregation life supports the spiritual growth of students.
 Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0) _____
 COMMENTS:
- 2:07** As appropriate, the school staff participates in LCMS district and regional conventions and conferences.
 Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0) _____
 COMMENTS:
- 2:08** The pastors of school's congregation(s) and the school staff demonstrate support for each other and each other's ministry.
 Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0) _____
 COMMENTS:
- 2:09** The school has and effectively implements a written evangelism plan for families with children in the school.
 Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0) _____
 COMMENTS:
- 2:10** Operating congregation(s) designates the school's governing board and has established the responsibilities of the governing board and administration and pastor (if applicable).
 Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0) _____
 COMMENTS:
- 2:11** The school strives to attain and retain a positive Christian image with sponsoring congregation(s) through the school's public relations and publications. The school's publications and public relations efforts demonstrate its commitment to Christian nurture for young people.
 Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0) _____
 COMMENTS:
- 2:12** A loving Christian climate is obvious throughout the center as evidenced by a mutual love and respect for each other: pastor, administrator, staff, and children, as fellow members of the body of Christ.
 Met in Full (3) Mostly Met (2) Rarely Met (1) Not Presently Met (0) _____
 COMMENTS:

2:13 Children are helped to grow in self-control and in love for all people out of love for Christ.
___Met in Full (3) ___Mostly Met (2) ___Rarely Met (1) ___Not Presently Met (0) _____

COMMENTS:

Total _____

COMMENT ON THE SUBSECTION ON SCHOOL AND CONGREGATION:

- A. Is the REQUIRED indicator of success met?
- B. Is the total for the GENERAL indicators of success a minimum of 24 points?
- C. Based on this portion of the self-study, what are the strengths of your school?
- D. Based on the concerns identified in your self-study, you will develop future plans to improve your school. Identify every item marked as less than "Met in Full" with specific plans for action to be taken by the school over the next cycle of accreditation. Any areas identified as needing improvement in the "Respond to:" component must also be included in the proposed school action plan and addressed in the cumulative annual report.

Accreditation by National Lutheran School Accreditation (NLSA) indicates that the school successfully completed the NLSA process of self-study, reporting, and evaluation by a visiting team and that the visiting team recommended NLSA accreditation as a result of that visit. It is determined, through this process, that the school is worthy of NLSA accreditation. Neither NLSA nor its authorizing agency, The Lutheran Church—Missouri Synod, assume responsibility for the school's quality (or lack thereof) or for variations from NLSA standards either at the time of initial accreditation or at any time during NLSA accreditation.



National Lutheran School Accreditation

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