

National Lutheran School Accreditation

Validation Team Report

Revised September 2021

Concordia Academy

Roseville, Minnesota

April 20-22, 2022

Sean Martens, Captain

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FOREWORD

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

The members of the Validation Team express sincere gratitude to the administration, staff and community of **Concordia Academy** for the opportunity to serve on the Validation Team and for the kindness shown during the visit.

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

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

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

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

May the Lord richly bless the staff and constituents of **Concordia Academy** so that with the power of the Holy Spirit they might continue to proclaim His Gospel ever more effectively to the children and families they serve.

In His Service,

Sean Martens
Validation Team Captain

DISCLAIMER

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

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

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

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

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

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

Validation Team Member Biographic Information

Sean Martens serves as the Assistant to the President, Education and Commissioned Ministers for the Minnesota South District of the Lutheran Church—Missouri Synod. He has been a Lutheran school principal, instructor, and coach in Minnesota, Nebraska, and Nevada at the elementary, high school and college levels. He earned Bachelor's degrees in Chemistry, Biology, and Secondary Education and Education Masters Degrees (2) in Curriculum and Instruction and Administration from Concordia University, Seward, Nebraska. Martens is a certified AoR Reconciler, a 2003 graduate of the School Leadership Development (SLED) program, and has been a SLED program mentor. Martens has served as a Consultant, Team Captain or team member on more than 25 accreditation teams and serves on the Minnesota South District Accreditation Commission. Martens also serves on COGNIA (AdvancED) accreditation teams and is ELEOT certified.

Randy Ash is a Retired Lutheran school teacher and administrator. Served five different churches / schools in the areas of classroom teacher, athletic director, coach, and administrator at both the elementary and secondary levels. He served in the Texas District, Pacific Southwest District and the Minnesota South District over 40 years in ministry. Ash earned an AA degree from Concordia Junior College Austin, Texas and graduated from Concordia University – Chicago, Illinois with a Bachelor of Arts degree. His MEd in the area of curriculum and instruction is from North Texas University, Denton, Texas. Ash has served on Accreditation teams in three LCMS districts and was on the ground level in helping to create an accreditation process that would serve our Lutheran schools while serving in Texas.

Dan Maser currently serves as the School Administrator at Trinity Waconia. His educational leadership experiences include over 27 years of serving as a coach, teacher, and administrator at the elementary, high school, and collegiate levels in both public and Lutheran schools. He graduated from Concordia University – St. Paul with a Bachelor of Arts Degree in Physical Education and Coaching. Later, he attended the University of St. Thomas where he received his Community Education Certification, a Master of Arts Degree in Athletic Administration, and an Education Specialist Degree in Educational Administration. He is also a NIAAA Certified Athletic Administrator and is currently participating in the Principal 360 program. He has served as a consultant, team captain or team member on 6 accreditation teams and serves on the Minnesota South District School and Commissioned Ministers Committee.

Kris Gustin is the Activities Director at Mayer Lutheran High School in Mayer, MN. Prior to his current role, he also served as an English teacher and Director of Admissions. Kris has a Bachelor's Degree in Secondary Education English and a Masters in Educational Leadership, both from Crown College. He received his Colloquy in August of 2007. He also graduated from the School Leadership Development (SLED) program in 2018. He was trained in COGNIA (AdvancED) accreditation and is ELEOT certified. This is his first National Lutheran Schools Accreditation visit.

Angela Meyer is a biological sciences teacher at Hope Lutheran High School, Winona Minnesota. Prior to Hope, she served for 9 years at the Hawthorne Education Center in Rochester. Mrs. Meyer received her

Bachelor Science degree from Winona State University. Serving on the Concordia Academy validation team is her first accreditation team experience.

Cletus Pfeiffer retired after serving schools in Faribault, MN, Columbus, NE, and Rochester, MN for 42 years as a teacher and principal. He continued to serve 5 schools during retirement as an interim principal. He graduated from Concordia college in Seward Nebraska in 1965 and subsequently earned a master's degree and specialist degree. He has served as a mentor in the SLeD program often and was the National Lutheran School Accreditation district commissioner for many years. He received recognition from the school department of LCMS as outstanding Lutheran principle in 2006 and subsequently from the US Department of Education for outstanding elementary administrator. He later received the Christus Magister award from the Lutheran Education Association for lifetime service.

REPORT SUMMARY

Overall School Performance Level

Standard	Rating Total	Possible Score
Standard 1	12	16
Standard 2	30	40
Standard 3	29	40
Standard 4	11	16
Standard 5	19	24
Standard 6	11	16
Standard 7	9	12
Total	121	164
Average (total ÷ 41, rounded to hundredths decimal)	2.95	4.00

The Validation Team’s Overall Impression of the School

Concordia Academy has clearly created a school culture characterized by their core values:

1. Honor God in All That We Do
2. Love and Serve Students and Families
3. Live, Work, and Play in Christian Community
4. Become Better Than We Once Were

Day to day, this is “HOW” the Concordia staff go about fulfilling the mission of CA, “to lead, teach, and inspire students to become all that God would have them be.” Rarely has a school community so embraced their core values to the extent as CA has.

Outstanding Strengths

- Christ centered relationships.
- The Core Values are clearly evident and permeated in the culture of the school.
- A balanced and complimentary administrative team and faculty.
- Curricular programs (Ice Lab, on campus PSEO, Student Support Team, and Resource Room).
- The unique Cohort Program and Cohort Conversations

Major Deficiencies

None

Accreditation Recommendation

We the members of the Validation Team recommend

Accreditation in Good Standing	X
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Provisional Accreditation	
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Denying Accreditation	
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for **Concordia Academy of Roseville Minnesota**



Signature of the Team Captain

TEAM FINDINGS

The Team Findings section presents the Validation Team's evaluation of the NLSA Standards and Indicators. It also identifies Strengths, Concerns and related Recommendations that were identified by the Validation Team through a review of the school's prepared documentation along with observations and interviews that were conducted during the visit.

Accreditation Standards and Indicators

Standards define what's important for schools to be successful. In an accreditation self-study process they provide the educational community with the opportunity to evaluate the school's effectiveness, identify strengths and concerns and plan for intentional and continuous improvement. They establish benchmarks that schools must achieve through intentional planning and assessment. The NLSA standards are a compilation of expectations related to what is most important for Lutheran schools. They have been refined and adjusted and align closely with the research based standards that have been prepared by secular partner accrediting agencies. They allow Lutheran schools to use the very best that the educational community has prepared while staying true to the mission of sharing Christ with children and families.

This section contains an evaluation of each NLSA Accreditation Standard and Indicators, conclusions related to strengths and concerns that were identified by the visiting team and evidence and practices that led to the team's conclusions. Indicators are evaluated and rated individually by the visiting team using a four-level performance rubric. The Standard Performance Level is the average of the indicator scores for the standard.

Highly Functional (4) — This is an area of outstanding strength of the school. It not only meets ALL the benchmarks related to the General Indicator of Success, but is supported by extensive documentation and/or observable practices that exceed expectations related to the indicator. This indicator establishes practices for other Lutheran schools to consider. The Validation Team verifies that these practices and/or documentation exceed the Operational (3) level.

Operational (3) — This is the expected rating for a strong Lutheran school. ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

Emerging (2) — Improvement is required in this area. If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

Not Evident (1) — There is observable conflict or deficiency with this indicator at the school. A majority of the expected benchmarks are not met or addressed with sufficient practices, evidence or documentation. This rating may result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

Standard 1: Purpose

The purpose/philosophy/mission statement serves as the basis for forming school goals, learner outcomes and actions 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.

Does the school comply with the Required Indicators for Standard 1?

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

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

YES

NO

Are required evidentiary pieces for Standard 1 prepared and in good order?

Standard 1 Required Evidence*: Written purpose/philosophy/mission statement

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>1:03 School leadership (administration and governing board) uses the mission statement as the foundation and reference for all planning.</p>	<ul style="list-style-type: none"> ● The school’s purpose was developed in accordance with governance policy. ● The school’s purpose is engaged, aligned and enacted with its vision, values, school goals, learner outcomes and student activities. ● The school’s mission statement supports and aligns with the congregational mission statement. 	<ul style="list-style-type: none"> ● Strategic Plan ● Mission and Core values document ● Theology of Education ● New teacher orientation ● CA Constitution ● Interview ● 	3	3
<p>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.</p>	<ul style="list-style-type: none"> ● The school’s purpose is communicated effectively to staff, students and stakeholders. ● The school regularly evaluates and reviews the alignment of purpose, vision, values, school goals, learner outcomes and student activities. 	<ul style="list-style-type: none"> ● delegate meetings ● new parent orientation ● student orientation ● staff handbook ● strategic plan ● faculty agenda ● Beacon Meetings agendas ● Interview 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>1:05 The school's purpose is displayed and reflected in school activities and in the teaching/learning environment in classrooms.</p>	<ul style="list-style-type: none"> ● The school's purpose is displayed in each classroom and in the hallways. ● The school's purpose is readily seen on the school's website. ● The school's purpose is included in written communications distributed to families, such as the PTL handbook and promotional materials that are supplied to prospective families. ● School events, curriculum and discipline are aligned with the school's mission statement and purpose and promote a positive teaching/learning environment. 	<ul style="list-style-type: none"> ● CA website ● CA facebook page ● parent student handbook ● volunteer handbook ● School meetings ● Appeal letter ● Discipline statement ● Narrative ● 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>1:06 New employees are informed about the school's purpose and its appropriate engagement.</p>	<ul style="list-style-type: none"> ● New employees are given an orientation packet and have an orientation meeting with the school administrator. ● New employees utilize mentors to assist them in learning about the school's purpose and how to carry it out. ● The school's purpose is outlined in the job description for each employee. 	<ul style="list-style-type: none"> ● New teacher orientation ● employee handbook ● Welcome powerpoint for all staff ● Goals Power point 	4	3
Total			13	12
Standard One Overall Rating (Total ÷ 4, Rounded to the Nearest Tenth)			3.25	3

What is the overall Validation Team rating for Standard 1? 3.0

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

YES

NO

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

While we agree that CA has a very good on-boarding process and an exceptional school culture that is characterized by their core values, we did not find evidence that it is

What strengths have been validated by the team in this area?

Concordia Academy has clearly created a school culture characterized by their core values:

1. Honor God in All That We Do
2. Love and Serve Students and Families
3. Live, Work, and Play in Christian Community
4. Become Better Than We Once Were

This is the day to day “HOW” Concordia fulfills its mission, “to lead, teach, and inspire students to become all that God would have them be.”

What concerns have been validated by the team in this area?

No concerns were identified

What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?

None

Standard 2: Relationships

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.

Note: Section 2 is divided into three categories: school and congregation, school and community and school climate. Section 2A, School and Congregation, does not apply when a Lutheran school is operating outside of a highly developed relationship with a single congregation or group of congregations.

Does the school comply with the Required Indicators for Standard 2?

2A: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

2B:01* A statement of nondiscrimination is evident in school-printed materials and assures that students are admitted without regard to race, color or national origin.

YES

NO

2C:01* The climate of the school flows from and supports the school's purpose.

YES

NO

Are required evidentiary pieces for Standard 2 prepared and in good order?

Standard 2 Required Evidence*: Written nondiscrimination statement

YES

NO

Standard 2 Required Evidence*: School discipline code

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>2A:02 The school is an extension of the ministry of its sponsoring congregation(s). Church and school work together effectively to accomplish goals related to a well-defined purpose.</p>	<ul style="list-style-type: none"> ● The pastor is acknowledged as the spiritual leader of the whole congregation, including the school. ● The pastor demonstrates that he is the spiritual leader of the school and congregation. ● The congregation provides spiritual support for the school and its students. ● Pastor(s) and school staff regularly demonstrate support for each other's ministry. 	<ul style="list-style-type: none"> ● Association Congregation List ● Association Application ● 21-22 Delegates Meeting Agenda ● CA Organizational Chart 	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>2A:03 The school concerns itself with the ministry of the whole church and seeks opportunities to support and enhance relationships with its congregation, its district and the national church body.</p>	<ul style="list-style-type: none"> ● Students participate regularly in congregational life through planned activities available and coordinated with the congregation. ● School staff members are actively involved in worship and congregational life in their parish. ● 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. ● The school supports LCMS missions. ● Called teachers participate in required district conferences and events. 	<ul style="list-style-type: none"> ● Middle School Collaboration Invitation ● Middle School Student Support Meeting Agenda ● Humanities Summit Invitation ● Youth Mental Health First Aid Training Invitation ● Outstanding Principal at 2021-2022 MN District Educators Conference 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>2B:02 The school’s student population reflects the ethnic, racial and economic diversity of the community in which it is located.</p>	<ul style="list-style-type: none"> ● The school studies the community demographics and compares the information to the demographics of the student body. ● The school embraces and celebrates the demographic diversity of the students it serves and the surrounding community. ● The school has developed ways to enroll students from the community who do not have the economic resources to support tuition-driven enrollment. 	<ul style="list-style-type: none"> ● Flaherty Info. ● CA Lighthouse Scholarship Program ● One Body Campaign Demographic Report 	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>2B:03 The school promotes and encourages the involvement of its teachers and students in community activities.</p>	<ul style="list-style-type: none"> ● The school seeks ways to involve its students and teachers in service to the community. ● Staff members are encouraged and provided with opportunities, planned by the school and its congregation, to participate in community activities and service organizations. ● Staff members are engaged in community service. 	<ul style="list-style-type: none"> ● Family Life Group (Vision4Life) Folder ● Angel Tree ● Vision4Life Wrap Up Videoport 	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>2B:04 The school has an active Parent-Teacher Organization and/or other parent support groups.</p>	<ul style="list-style-type: none"> ● The school sponsors educational opportunities for parents and provides a wide variety of parenting resources. ● Support groups (i.e., Parent Teacher League, Booster Club, prayer support groups) contribute to the overall good of the school and congregation to support and maintain the school's mission and goals. 	<ul style="list-style-type: none"> ● Parent Promoters ● Booster Club ● Moms in Prayer ● Family Life Group (Vision4Life) folder ● PSEO Info Night ● Parent College Prep. ● CA College Workshops 	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>2B:05 The school is known, respected and maintains a positive perception in its community.</p>	<ul style="list-style-type: none"> ● The school is known and respected in its community. ● The school regularly and frequently shares information with its constituents. ● Good relationships exist with the local public schools. ● School facilities are available, when practical, for use by appropriate community groups and activities. 	<ul style="list-style-type: none"> ● Parent Survey 21-22 Delegates Mtg. ● Interview 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>2C:02 The school’s Christ-centered ethos is visible and evident to visitors.</p>	<ul style="list-style-type: none"> ● Students demonstrate love for others in response to Christ’s love for them. ● Teachers’ care for student needs is prominently enacted throughout the school. ● Students worship together daily, either in each classroom or in a school-wide appropriate worship experience with other students. ● Classroom environment, hallway decorations and posted classroom projects demonstrate respect for teachers and peers. ● Student behavior is appropriate to encourage growth and to maintain the school’s chosen teaching/learning environment. 	<ul style="list-style-type: none"> ● Core Values Poster ● 21-22 Family Life Groups (folder) ● Commons Pictures ● Student Faculty Worship Bible Study Schedule ● CA “LOVE” YouTube video ● 21-22 Parent Survey Responses 	3	3

<p>2C:03 Teachers and staff members recognize, value and respect the needs of students.</p>	<ul style="list-style-type: none"> ● Teachers demonstrate love for all students in Christ. ● Teachers attend to the individual needs of students. ● Teachers integrate faith principles throughout the day and pray with their students. ● Students are challenged to do their best. ● Students’ spiritual needs are given appropriate support by church and school. ● Law and Gospel are properly divided when discipline is administered. ● Staff demonstrates positive school spirit. ● Through the school’s discipline code, students are assisted to grow in self-control out of love for Christ. ● When desirable and practical, students are given the opportunity to participate in 	<ul style="list-style-type: none"> ● 21-22 CA Meetings ● Discipline Statement ● Parent Survey Results ● Opening Chapel Link: CA's Jungle Cruise (Opening Chapel 2021) ● 21-22 Parent Student Handbook ● 21-22 Family Life Groups (folder) ● SST and ISST Philosophy 	<p>3</p>	<p>3</p>
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General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	making school decisions.			

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>2C:04 School personnel model Christ’s love in their relationships with parents and guardians.</p>	<ul style="list-style-type: none"> ● School personnel are approachable and receptive to parental questions or concerns. ● Parents are viewed by teachers as school partners in the education process. ● Staff members understand and relate appropriately with school families. ● Parents and guardians are made to feel welcome at the school. ● The school provides opportunities for parents to be involved at the school. ● The legal rights of parents and legal guardians are protected. ● Parents are encouraged to be positive and supportive of the school. 	<ul style="list-style-type: none"> ● 21-22 Parent Survey Results ● Parent Promoters My CA story 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>2C:05 Faculty and administration respect and support one another as individual, fellow members of the body of Christ.</p>	<ul style="list-style-type: none"> ● Faculty and administration gather for devotions regularly. ● Faculty and administration speak positively about their co-workers at the school. ● Faculty and administration demonstrate support of one another in tangible ways. 	<ul style="list-style-type: none"> ● 21-22 CA Meetings ● 21-22 Teacher Self-Assessment ● 21-22 Staff Self-Assessment ● Faculty Survey ● Student Faculty Bible Study and Prayer Schedule 	3	3
Total			30	30
Standard Two Overall Rating (Total ÷ 10, Rounded to the Nearest Tenth)			3	3

What is the overall Validation Team rating for Standard 2? 3

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

YES

NO

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

What strengths have been validated by the team in this area?

Christ Centered environment is clearly evident to visitors. Concordia Academy authentically lives out their core values.

What concerns have been validated by the team in this area?

None

What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?

We recommend the constitution be amended to reflect the loss of input through the delegate system while retaining a connection to LCMS congregations. Consider a constitution that mandates RSO status, and a percentage of mandatory Board members that are LCMS including at least 1 from the staff of Concordia University.

Standard 3: Leadership

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. In that case, Section 3A: Governance, would not apply.

Does the school comply with the Required Indicators for Standard 3?

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

YES

NO

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

YES

NO

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

YES

NO

3B:01* The administrator demonstrates a personal Christian faith, a commitment to Lutheran education and a dedication to the teaching ministry of the governing authority.

YES

NO

Are required evidentiary pieces for Standard 3 prepared and in good order?

Standard 3 Required Evidence*: Board or governing authority handbook or policy manual including policies relating to roles of board, administrator and pastor

YES

NO

Standard 3 Required Evidence*: Administrator's job description

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self- Study Rating	Team Rating
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<p>3A:04 The governing authority is organized around written policy and understands and operates within its role and function.</p>	<ul style="list-style-type: none"> ● The governing authority provides for grievance and due process resolution procedures. ● The governing authority meets regularly and has clearly defined policies regarding open attendance at meetings and executive sessions. ● 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. ● Governance policies are determined at official meetings and recorded in the minutes, including appropriate updates and changes to policy. ● Minutes are recorded for each meeting and circulated to all members. ● Governing authority policies are collected into a policy manual, separate from the minutes. 	<ul style="list-style-type: none"> ● Employee Handbook ● CAAS Constitution ● Board Policy Manual ● EC Manual ● Delegates Meeting Power Point 	<p>3</p>	<p>3</p>
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General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> ● The governing authority makes appropriate reports to the operating organization(s). ● Neither the governing authority nor its individual members involve themselves in the day-to-day operations of the school. 			

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>3A:05 Governing authority policy supports effective personnel.</p>	<ul style="list-style-type: none"> ● Written policy delineates roles and responsibilities of the board or governing authority. ● Comprehensive job responsibilities and/or limitations are in place for the administrator. ● The governing authority evaluates the head administrator annually based on the job description. ● The governing authority receives reports from the administrator at each meeting. ● The governing authority has written policies or position descriptions clearly delineating relationships between the head administrator and pastor(s). 	<ul style="list-style-type: none"> ● Org Chart ● Constitution ● Delegations of authority Doc ● Board Policy Manual ● CAO Job Description ● CAO Performance Review ● Delegates Meeting Power Point ● Executive Council Minutes 	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>3A:06 Governing authority members meet prescribed qualifications and are trained regarding roles and responsibilities.</p>	<ul style="list-style-type: none"> ● Written policies define qualifications for board or governing authority members. ● Governing authority members are required to participate in professional development regarding roles and responsibilities of the governing body and its individual members. 	<ul style="list-style-type: none"> ● CA Constitution ● Board Policy Manual ● Executive Council Orientation 	3	3
<p>3A:07 The governing authority establishes and employs systematic planning for school improvement.</p>	<ul style="list-style-type: none"> ● The governing authority has a process in place for evaluating the effectiveness of the school that includes a needs-assessment process integral to school-wide systematic planning. ● Long-range goals or desired outcomes are developed from the planning process. 	<ul style="list-style-type: none"> ● Strategic Plan ● Past and Future Goals ● Executive Council minutes ● Executive Council Agenda 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>3A:08 The governing authority provides strong financial leadership for the school.</p>	<ul style="list-style-type: none"> ● The board or governing authority establishes policies that provide for sound budget planning and fiscal operations. ● The board or governing authority approves the budget (including annual tuition and fees) for the school or has developed policies to empower individuals with that responsibility. ● The board or governing authority accepts, reviews and devises strategies to react to concerns expressed in the annual financial audit. 	<ul style="list-style-type: none"> ● Treasurer’s Report ● Executive Council minutes ● Executive Council Agenda ● Board Policy Minutes 	3	3

<p>3B:02 The administrator meets qualifications required for the position.</p>	<ul style="list-style-type: none"> ● The principal is a member of The Lutheran Church – Missouri Synod, Rostered or eligible for Roster status. ● The administrator holds active membership in the congregation supporting the school and is regular in Church attendance and Bible study. ● The administrator holds current, appropriate state certification or is actively working toward obtaining required certification. ● The administrator has 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 	<ul style="list-style-type: none"> ● Org Chart ● Interview ● Observation ● CMIF information 	<p>3</p>	<p>2</p>
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General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	accomplishing this requirement.)			

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>3B:03 The administrator is provided adequate support to complete required tasks.</p>	<ul style="list-style-type: none"> ● Release time is provided for administrative duties for the school’s primary administrator. ● 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.) ● Secretarial assistance is available for school purposes for at least one-fourth of each school day for every 50 students enrolled. ● In a school with more than 200 students, an individual is designated as assistant administrator with associated administrative duties. 	<ul style="list-style-type: none"> ● Appeal Letters ● Parent Surveys ● Parent Videos 	3	3

<p>3B:04 The administrator is an effective communicator.</p>	<ul style="list-style-type: none"> ● The administrator communicates frequently and regularly with pastor(s) and teachers individually and collectively. ● The administrator communicates effectively and frequently with families and students of all ages. ● A wide variety of venues both personal (one-to-one) and public are regularly used to facilitate effective communication. ● The administrator regularly spends a significant percentage of time listening, observing and speaking with parents, students and teachers. ● The administrator effectively communicates and works together with local public school officials. ● The administrator compiles such policies, procedures or practices as appropriate for effective communication to the various school 	<ul style="list-style-type: none"> ● Delegations of Authority ● Board Policy Manual ● Org Chart 	<p>3</p>	<p>3</p>
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General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	communities into student and/or parent handbooks/manuals.			

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>3B:05 The administrator is engaged in the process of developing and managing the budget.</p>	<ul style="list-style-type: none"> ● The administrator is involved in developing and managing the budget, including expenditures. ● The administrator has overall responsibility to assure that the budget is managed responsibly, using generally accepted bookkeeping procedures and safeguards. ● The administrator provides leadership in securing funds and resources, which may include individual, private, corporate, and/or governmental sources. ● Funds provided by auxiliary organizations are allocated per governing board policy, in consultation with the school administrator and regularly audited. 	<ul style="list-style-type: none"> ● Delegates of Authority ● Board Policy Manual ● Organization Chart 	3	3

<p>3B:06 The administrator is committed to personal development and the development of staff members.</p>	<ul style="list-style-type: none"> ● The administrator provides spiritual leadership for the school community and in the congregation(s) through word and example. ● The administrator is a member of professional organizations. ● The administrator provides leadership in curriculum development, staff development, congregational service, public relations, student evaluation and other school-related activities. ● Levels of responsibility and accountability are clearly defined. The administrator provides leadership for implementation of current educational technology, including necessary staff development and training. ● The administrator engages in an ongoing program of professional staff supervision. 	<ul style="list-style-type: none"> ● Staff opening Chapel ● MINDEPENDENT membership ● Staff self review doc ● Technology Philosophy 	<p>3</p>	<p>3</p>
Total			<p>30</p>	<p>29</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
Standard Three Overall Rating (Total ÷ 10, Rounded to the Nearest Tenth)			3	2.9

What is the overall Validation Team rating for Standard 3? 2.9

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

YES

NO

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

3B:02 No one on the Administrative Team has current state Administrative licensure

What strengths have been validated by the team in this area?

The administrative team works well together, understands the mission and core values of Concordia Academy, and each covers a highly-defined area of need, with the spiritual leader as the head of the school. This is a model that works.

What concerns have been validated by the team in this area?

No one on the administrative team has current administrative licensure.

What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?

We recommend that a member of the administrative team pursue state administrative licensure. Consider succession planning to pass on a legacy of excellent leadership.

Standard 4: Professional Personnel

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.

Does the school comply with the Required Indicators for Standard 4?

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

YES

NO

Are required evidentiary pieces for Standard 4 prepared and in good order?

Standard 4 Required Evidence*: School's staff development plan

YES

NO

Standard 4 Required Evidence*: Non-discriminatory salary and benefit scale or policy

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
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<p>4:02 Christ-centered teachers have qualities and qualifications necessary for success in their defined areas of service.</p>	<ul style="list-style-type: none"> ● All teachers demonstrate a personal relationship with Jesus Christ and a dedication to teaching in the Lutheran school. ● Full-time faculty members are on the Roster of the LCMS, eligible to be on the Roster of the LCMS or are actively enrolled in the colloquy program. ● Teachers have been prepared and vetted following prescribed federal and state mandates for background checks and training. ● Full-time professional staff members have appropriate teaching certificate(s) from the state and meet requirements for their specific assignments. 	<ul style="list-style-type: none"> ● Teacher Credentials ● List of rostered Teachers ● Background checks 	<p>3</p>	<p>2</p>
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<p>4:03 Teachers are informed of, and subsequently evaluated and supported in the continuing pursuit of professional growth and development.</p>	<ul style="list-style-type: none"> ● Programs for teacher supervision/evaluation/growth have been adopted and are implemented by the administrator. ● Teachers engage in professional development, including spiritual development and are accountable for implementation that supports student learning. ● Teachers attend workshops, conferences, seminars and training appropriate to their position and discipline. ● LCMS Rostered teachers are provided opportunities to attend LCMS events. ● Teachers hold membership in professional organizations. ● The school provides opportunity, training and support so that teachers may effectively and appropriately engage technology in classroom instruction. 	<ul style="list-style-type: none"> ● Teacher Handbook ● Minnesota South Teachers' Conference ● Technology Plan ● New teacher orientation plan ● Background checks 	<p>4</p>	<p>3</p>
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<p>4:04 Teachers and support staff are empowered and equipped to effectively accomplish their assigned task.</p>	<ul style="list-style-type: none"> ● New teachers receive thorough orientation and are supported with experienced, assigned teaching mentors. ● Teachers demonstrate and continuously improve knowledge and skills necessary for effective instruction and modeling of Christ-centered values. ● Policies related to teachers and support staff are established and practiced. ● The average student-professional personnel ratio is appropriate for the age and level of the students and ensures optimal student growth. ● The number of staff members is adequate to provide effective instruction and supervision for students at all school activities. ● The nondiscriminatory salary and benefit scale is adopted and implemented for all personnel. 	<ul style="list-style-type: none"> ● Non-discriminatory salary scale ● New teacher orientation ● Employee handbook Course schedule 	<p>3</p>	<p>3</p>
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<p>4:05 Employees and volunteers serving in support roles have the qualifications and training necessary for success in their defined area of service.</p>	<ul style="list-style-type: none"> ● Support staff (e.g., teacher assistants, student teachers, nurse) meets state requirements for their specific assignments. ● Appropriate policies related to support staff are established and practiced. ● Adequate training for support staff is provided. ● Appropriate policies and training for volunteers are in place. ● Staff members understand and relate appropriately with students and their families. 	<ul style="list-style-type: none"> ● Non-teaching staff contracts ● Support staff contract ● Observation ● Coach’s handbook 	<p>3</p>	<p>3</p>
Total			<p>13</p>	<p>11</p>
Standard Four Overall Rating (Total ÷ 4, Rounded to the Nearest Tenth)			<p>3.25</p>	<p>2.75</p>

What is the overall Validation Team rating for Standard 4? 2.75

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

YES

NO

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

4.02 not all staff are licensed nor have synodical training

4.03 Concordia Academy is doing what a Lutheran School is expected to do.

What strengths have been validated by the team in this area?

CA has the right people in the right positions

What concerns have been validated by the team in this area?

Not all Full-time faculty members are on the Roster of the LCMS, eligible to be on the Roster of the LCMS or are actively enrolled in the colloquy program.

What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?

The team recommends that Concordia Academy strives to have all full time teaching and administrative staff to be called, synodically trained, or working toward colloquy as stated in Benchmark 4.02 of Standard. The unique LCMS Lutheran school niche that sets it apart from other non-public Christian schools is to have a teaching staff prepared in a unified way, the Concordia University system. When they have the same faith/doctrinal training they have the same filter by which to filter all curricula. Teachers are the heart and core of education and in the LCMS, such teachers are considered Commissioned Ministers for the important calling they do in schools. Lutheran teachers are prepared to properly integrate the faith into all subject areas, utilize a law and Gospel approach, and share the love of Jesus to families that do not have a church home. At the very least, consider requiring and supporting non-Lutheran full time teachers to complete the CUEnet seminar program.

Consider incentivizing the called members of the teaching staff through salary increases to help promote the ministry.

Continue to increase the base salary as it is currently about \$4,000 below the Concordia plans compensation tool LOWER recommended pay.

Standard 5: Teaching and Learning

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.

Does the school comply with the Required Indicators for Standard 5?

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

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

YES

NO

Are required evidentiary pieces for Standard 5 prepared and in good order?

Standard 5 Required Evidence*: Written curriculum is developed for every grade level for religion, mathematics, science, reading, language arts, social studies, art, music, physical education and any other subject taught. (Early childhood centers need not segment learner outcomes into specific subject areas.)

YES

NO

Standard 5 Required Evidence*: A current schedule is prepared for each classroom, indicating clearly when subjects (activities) are taught and during what periods.

YES

NO

Standard 5 Required Evidence*: A chart is prepared illustrating the percentage of each school week allocated to each subject (activity), at each level, including a comparison with state guidelines.

YES

NO

Standard 5 Required Evidence*: 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.

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>5:03 The school community builds and maintains a vision, direction and focus for student learning.</p>	<ul style="list-style-type: none"> ● The school prepares students for the next level of education and life. ● The school aligns its goals, curriculum and measures to those of the next level so that students transition successfully. ● The school quantifies, tracks and publicly celebrates student success. ● School leaders monitor and support the improvement of instructional practices used by teachers to ensure student success. 	<ul style="list-style-type: none"> ● Data Standardized Test Results ● Four Year Plan 2020.pdf ● Social Media, Honor Roll ● Teacher evaluation document/schedule 	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>5:04 The school’s Christ-centered, written curriculum provides challenging learning experiences and ensures that students have sufficient opportunities to develop life skills, critical thinking skills and applied learning.</p>	<ul style="list-style-type: none"> ● The curriculum is aligned with delineated standards. ● The curriculum is documented, assessed, monitored and challenges all students. ● The curriculum reflects research, best practices and high standards in education and it is designed to ensure that every student receives Christ-centered, rigorous and sequential academic preparation. ● The curriculum is aligned with LCMS teachings. ● The curriculum ensures that students can pursue their God-given talents and passions. ● The curriculum is used as an opportunity to proclaim the Gospel. 	<ul style="list-style-type: none"> ● Engineering & Robotics Course Overview ● Curriculum Evaluation ● Differentiated assignment shown, course overviews and standards also shown in ● Academic Course Catalog ● Cohort program ● Ice Lab ● Faith Life History ● Resource Room 	3	4

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>5:05 Teachers use a wide variety of instructional strategies that engage students and ensure mastery of learning expectations.</p>	<ul style="list-style-type: none"> ● Teachers implement classroom instructional strategies that provide students with the knowledge, creativity, skills and understanding to become problem solvers, decision makers and socially responsible global citizens. ● Classroom instruction involves a variety of strategies and settings that address diverse student needs and accommodate individual learning styles as fully as possible. ● Evidence of active student engagement exists in every classroom. ● Service learning is a component of the school's required program. 	<ul style="list-style-type: none"> ● Vision4Life - Concordia Academy ● Mini lesson example ● American Lit test example ● 	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>5:06 Teachers intentionally communicate and collaborate to improve instruction and student learning.</p>	<ul style="list-style-type: none"> ● Teachers regularly participate in staff development activities designed to provide professional growth, improve instruction and enhance student learning. ● Teachers pursue opportunities to interact with colleagues seeking ways to improve. ● Teachers work together to share responsibility for student learning. ● Teachers regularly share content, resources, instructional techniques and management skills. ● School leaders empower teachers with time and resources that facilitate opportunities for communication and collaboration. 	<ul style="list-style-type: none"> ● Beacon Meetings ● CIT ● Department Workshops ● SST - ISST Meetings ● Faculty Meetings ● Department Head Roles Defined ● Shared Drives 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>5:07 Technology enhances and enriches the students' learning environment.</p>	<ul style="list-style-type: none"> ● Faculty members are users, instructors and participants in the process of engaging technology with the learning process in schools. ● Faculty members acquire the necessary technology skills to use personally and integrate and guide student learning. ● Clear and intentional planning and protocols for technology are in place. ● Technology is integral to curriculum, instruction, assessment and a tool for teachers to personalize, enhance and improve instruction. ● Student technology skills are sharpened and advanced through the integration of technology into the learning process. 	<ul style="list-style-type: none"> ● Tech Philosophy ● ICE Lab ● Tech Tuesday handout ● Google Classroom workshop ● PEAR Deck ● Technology Protocol ● Tech philosophy 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>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.</p>	<ul style="list-style-type: none"> ● 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. ● Multiple forms of student assessment drive instructional strategies. ● Student learning is monitored, tracked, recorded and reported regularly and continuously during the time the student is enrolled at the school. ● A comprehensive program that examines student achievement with frequent progress monitoring is used to individualize instruction for student success. 	<ul style="list-style-type: none"> ● Curriculum eval ● Survey ● Examples of student assessments (3) ● Required gradebook deadlines ● SST ● College Courses ● Assisted study hall ● D/F reports ● Testing for Fresh/ACT ASPIRE/PSAT ● Resource Room 	3	3
Total			18	19
Standard Five Overall Rating (Total ÷ 6, Rounded to the Nearest Tenth)			3	3.2

What is the overall Validation Team rating for Standard 5? 3.2

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

YES

NO

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

We changed 5:04 from a 3 to a 4 due to the unique and exemplary Cohort program.

What strengths have been validated by the team in this area?

The cohesiveness of the mission of Concordia Academy is demonstrated through the staff and curriculum throughout the school. Areas of strength include: Ice Lab, Cohort program, PSEO in house opportunities for students, resource room, and the overall dedication to Christ Centered Education.

What concerns have been validated by the team in this area?

none

What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?

Standard 6: Student Services

Lutheran schools provide student services that support and enrich the educational experience of each student. Some of these services in this section 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.

Does the school comply with the Required Indicators for Standard 6?

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

YES

NO

Are required evidentiary pieces for Standard 6 prepared and in good order?

Standard 6 Required Evidence*: Enrollment / admission policy

YES

NO

Standard 6 Required Evidence*: Crisis emergency plan

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>6:02 Admission policies, guidance services, behavior-management programs and ancillary services provide a protective framework of necessary support for students to successfully complete the school program.</p>	<ul style="list-style-type: none"> ● Student applicants are admitted per established written admission criteria. ● Permanent cumulative records for each student are maintained, stored and shared in compliance with state and federal law. ● The school administers and practices written procedures for addressing students' emotional, social and psychological needs. ● Procedures are established for evaluating students for promotion and/or graduation. 	<ul style="list-style-type: none"> ● New student interviews ● Guidance counselor classroom interviews ● Interviews ● SST/ISST 	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>6:03 Extracurricular activities provide opportunities for students to further enhance God-given talents and abilities.</p>	<ul style="list-style-type: none"> ● The school provides a variety of extracurricular activities that meet the needs and interests of the students and reflect the purpose of the school. ● Extracurricular activities are carefully supervised by trained personnel. ● Those who supervise extracurricular activities accept the purpose of the school. ● Background checks are completed and on file for those who supervise extracurricular activities. 	<ul style="list-style-type: none"> ● Coaches handbook ● Background checks ● Addition of program document ● NWHSU partnership 	3	3

<p>6:04 The school enacts a wide variety of policies and procedures that ensure the safety of each student and allow the school to comply with national, state and local mandates.</p>	<ul style="list-style-type: none"> ● Immunization documentation, health tests and screenings conducted at the school conform with local and state laws. ● First-aid supplies are available and readily accessible to authorized personnel. ● Requirements for safety are conducted and recorded (i.e., fire, tornado, intruder and other drills). ● Plans are developed and implemented for blood-borne pathogen, asbestos, CPR, first-aid training and the distribution of medication. ● Background checks are conducted for all who have contact with students on a regular basis. ● Training for the recognition of child abuse and the protection of children is required for all who have contact with 	<ul style="list-style-type: none"> ● Background checks ● Emergency drill record ● Non public nurse ● Blood borne pathogen training 	<p>3</p>	<p>2</p>
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General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>students on a regular basis.</p> <ul style="list-style-type: none"> The school ensures the safety and security of its students when online. 			
<p>6:05 School food services meet or exceed national and state guidelines.</p>	<ul style="list-style-type: none"> Care is taken to ensure cleanliness where meals or snacks are consumed. 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. 	<ul style="list-style-type: none"> Food license permit inspector report 	3	3
Total			12	11
Standard Six Overall Rating (Total ÷ 4, Rounded to the Nearest Tenth)			3	2.8

What is the overall Validation Team rating for Standard 6? 2.8

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

YES

NO

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

6:04 “The school enacts a wide variety of policies and procedures that ensure the safety of each student and allow the school to comply with national, state and local mandates” was changed from a 3 to a 2 as not all who work with students were documented that they regularly receive the appropriate training for their positions (i.e. First Aid/CPR/AED sexual harassment, conflict management, mental health awareness and mandated reporting training).

What strengths have been validated by the team in this area?

Concordia Academy students are blessed with great support. Academically students have regular access to teachers; students who need additional support have the Student Support Team and the resource room for guidance. Rather than simply modifying or assisting students, the resource teacher works to equip students with the skills they need to be successful at Concordia Academy and beyond. Co-curricular options are varied, and coaches/directors/advisers support the mission and core values of the school. Students are safe, both in terms of health and safety.

What concerns have been validated by the team in this area?

Faculty, staff, and co-curricular coaches/directors/advisers do not have First Aid/CPR/AED training; additional training such as sexual harassment, conflict management, mental health awareness and mandated reporting also would be valuable.

What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?

We recommend that Concordia Academy require all faculty, staff, and coaches/directors/advisers complete certification in First Aid/CPR/AED. Additionally, we recommend regular ongoing training be provided for faculty, staff, and coaches/directors/advisers in sexual harassment, conflict management, mental health awareness, and mandated reporting.

Standard 7: Facilities

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.

Does the school comply with the Required Indicators for Standard 7?

7:01* Facilities are well-maintained and free from hazards, providing a safe and productive learning environment.

YES

NO

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

YES

NO

Are required evidentiary pieces for Standard 7 prepared and in good order?

Standard 7 Required Evidence*: School floor plan

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
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<p>7:03 Buildings, grounds and equipment are well maintained, clean and appropriate for the age and number of students.</p>	<ul style="list-style-type: none"> ● The size and design of the buildings and teaching/ learning areas are appropriate for the school’s programs and achievement of learner outcomes (objectives), meet state and local code requirements and provide for special needs. ● All teaching/ learning areas are properly ventilated, lighted and have adequate space for the number and size of the students. ● The buildings are cleaned daily and the restrooms are sanitary. ● School furniture is sufficient in quantity and age appropriate. ● The school administrator(s) participates in the supervision of those who maintain the physical facilities. ● Adequate provisions exist for offices, area for students needing care, recreation, 	<ul style="list-style-type: none"> ● Building Plan ● Kraft Mechanical Responsibilities ● City Wide Responsibilities ● Custodial Responsibilities ● Organization Flow Chart ● Technology Explanation ● 	<p>3</p>	<p>3</p>
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General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>library/media center and space for small-group instruction.</p> <ul style="list-style-type: none"> • The school facility supports and provides for the integration of technology and learning. 			

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>7:04 Physical facilities provide specific (crosses, signs, etc.) and non-specific (attractive, adequate, etc.) Christian witness to the community.</p>	<ul style="list-style-type: none"> ● The Christian flag flies alongside the American flag at the same entrance. ● Christian banners, pictures and posters are displayed in the hallway, entryway, gymnasium and classrooms. ● A cross is hung in a prominent place. ● An outdoor sign is a witness to the community. 	<p>observation Core values posted Messages on sign</p>	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>7:05 The building and grounds provide a safe school environment.</p>	<ul style="list-style-type: none"> ● Policies and procedures are in place to maintain a safe school environment. ● The playground and athletic field have fences or other restraints to prevent students from entering streets or adjoining property and to prevent vehicular traffic during school hours. ● The school limits access to the facility, has locked entrances and is secure during normal school hours. ● Crossing guards, lanes and school speed zones are provided where needed. ● A safe, carefully supervised procedure for loading and unloading students in cars, buses and other vehicles is in effect. 	<ul style="list-style-type: none"> ● Parent student handbook ● Crisis plan ● Custodial responsibilities ● Fence diagram ● Front door protocol 	3	3
Total			9	9
Standard Seven Overall Rating (Total ÷ 3, Rounded to the Nearest Tenth)			3	3

What is the overall Validation Team rating for Standard 7? 3.0

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

YES

NO

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

What strengths have been validated by the team in this area?

Concordia Academy has provided, through individual employees, staff members, and contracted vendors, complete coverage for the maintenance, cleaning, and up-keep of their facilities and grounds. There are well-written and implemented plans to cover all the required state and local codes. The facility is attractive, functional, and more than adequately serves the mission and ministry of the school.

What concerns have been validated by the team in this area?

none

What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?

none

Review of the School Action Plan

As a school conducts its Self-Study process, it identifies areas needing improvement. These items are usually rated as **2 (Emerging)** showing that the condition is recognized as important by the school but is inconsistently or irregularly applied. It is not supported with sufficient practices, evidence or documentation and there is room for improvement in this area. A rating of **1 (Not Evident)** means there is observable conflict or deficiency with the condition at the school or that the school does not enact this condition.

Items that have been identified as **2 (Emerging)** or **1 (Not Evident)** require planned improvement actions. Over the course of the school's accreditation cycle, the items must be targeted (with a completion date), assigned, evaluated and completed. The School Action Plan is the organization's roadmap, guiding the improvement process during the school's accreditation cycle.

Certain items will be rated as **3 (Operational)**, and while the condition is in place and functionally supported and practiced, it may not always be fully enacted or easily evidenced in every aspect of the school program. The school functions acceptably in this area and the school is not required to develop ways to improve in this area.

In a narrative, please address the following aspects of the school action plan:

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

Concordia Academy properly identified the following indicator to address in their action plan:

5:04: *The school's Christ-centered, written curriculum provides challenging learning experiences and ensures that students have sufficient opportunities to develop life skills, critical thinking skills and applied learning*

CA's Action Plan realistically addresses this problem and provides a strategy that we believe will move toward attaining noticeable results. The Action plan falls within Concordia Academy's mission and can be done through their Core Values.

The following action items are recommended by the Validation team but were not identified by the school in its Self-Study Report:

Standard 2: Relationships The delegate system through the association congregations no longer functions and hasn't for quite some time. While CA has already move past this fact, the constitution has not. We recommend the constitution be amended to reflect the loss of input through the delegate system while retaining a connection to LCMS congregations. Consider a constitution that mandates RSO status, and a percentage of mandatory Board members that are LCMS including at least 1 from the staff of Concordia University. Consult with the Minnesota South District Office for assistance.

3B:02 The administrator meets qualifications required for the position. - currently not one member of the administrative team has administrator licensing in the state of Minnesota.

We recommend that a member of the administrative team pursue state administrative licensure.

3B:03 Consider succession planning to pass on a legacy of excellent leadership.

4:02 Christ-centered teachers have qualities and qualifications necessary for success in their defined areas of service. The team recommends that Concordia Academy strives to have all full time teaching and administrative staff to be called, synodically trained, or working toward colloquy as stated in Benchmark 4.02 of Standard. The unique LCMS Lutheran school niche that sets it apart from other non-public Christian schools is to have a teaching staff prepared in a unified way, the Concordia University system. When they have the same faith/doctrinal training they have the same filter by which to filter all curricula. Teachers are the heart and core of education and in the LCMS, such teachers are considered Commissioned Ministers for the important calling they do in schools. Lutheran teachers are prepared to properly integrate the faith into all subject areas, utilize a law and Gospel approach, and share the love of Jesus to families that do not have a church home. At the very least, consider requiring and supporting non-Lutheran full time teachers to complete the CUEnet seminar program.

4:02 Christ-centered teachers have qualities and qualifications necessary for success in their defined areas of service. Require all teaching staff to have current Minnesota teaching credentials or be working toward obtaining current Minnesota teaching credentials if they have current teaching credentials from another state.

4.03 Continue to increase the base salary as it is currently about \$4,000 below the Concordia plans compensation tool LOWER recommended pay.

6:04 The school enacts a wide variety of policies and procedures that ensure the safety of each student and allow the school to comply with national, state and local mandates. We recommend that Concordia Academy require all faculty, staff, and coaches/directors/advisers complete certification in First Aid/CPR/AED. Additionally, we recommend that training be provided for faculty, staff, and coaches/directors/advisers in sexual harassment, conflict management, mental health awareness, and mandated reporting.

Potential Powerful Practices

Validation Team visits assure that a school provides quality, Christian education and is committed to ongoing improvement. Occasionally a team observes a school that exceeds quality expectations and exhibits unique, replicable best practices. If such a practice is observed, a Validation Team may nominate a school for a potential **Powerful Practice**.

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.

The following potential Powerful Practice was identified by the Validation Team:

We believe that **Concordia Cohorts** program with its complementary **Cohort Conversations** constitutes a powerful practice. These programs are carefully researched, collaboratively established, and dynamically affect student learning. CA currently offer three Cohort programs: *STEM*, *Emerging Artist Curriculum*, and *Humanities Scholar*. Each cohort was designed to feed students’ passions while making them as attractive as possible to elite universities. While each Cohort has distinct requirements, all require a 3.2 or higher GPA, advanced courses, Cohort Conversation attendance, a research project, an internship, and a capstone project. Additionally, each cohort member works with a faculty mentor to gain guidance in selecting internships, conducting research, or working through their capstone project. Seniors who complete all cohort requirements receive a special acknowledgment on their transcript and are celebrated at the Honors Convocation in May when their work is acknowledged and they receive a special medal to wear at the graduation ceremony.

Cohort Conversations complement the various Cohort programs. Every month, the directors of the various cohorts take turns in inviting an outside speaker to speak during a Friday lunch period. These guests talk about a wide variety of STEM, Arts, and Humanities topics. We have had everyone from researchers and environmentalists, to professional painters and songwriters, to a corrections officer and politician. Cohort Conversations are advertised well in advance and are open to the entire student body regardless of whether they are part of a Cohort. As students eat their lunches, the presenter usually

speaks for about a half-hour with another 5-10 minutes for questions at the end. Even in this short time, students can network and gain insight into the reality of potential careers.

Many cohort graduates (and their parents) have expressed tremendous gratitude for the opportunity Concordia Cohorts afforded them. The internships have confirmed career plans or, in a few cases, changed them. The capstone projects have resulted in multiple scholarships and honors, including state science fair winners, Taco Bell *Live Mas* Scholarships, and multiple District Four Congressional Art Competition winners. Students can extend their learning outside of the classroom setting to gain authentic experiences in the pursuit of their passions. The Cohort Conversations have also been a success, averaging over 25 students plus faculty at each luncheon. These students prioritize this experience over other lunch meetings or socializing with friends.

Examples of Cohort Conversation posters announcing some of the presenters:

COHORT CONVERSATIONS
MARCH 2020

**EMERGING ARTIST
HERBERT JOHNSON**
Piano: from Classrooms to Concert Halls
MOVED TO 4.17, Herbert Johnson, Professor of Music, teaches piano, piano theory, and piano pedagogy at Bethel University. He is also an active solo and collaborative pianist in the Twin Cities, participating in chamber music recitals, worship services, and sacred concerts. For this Emerging Artist Cohort Conversation, John Professor Johnson as he discusses his training, career path, and experiences with sacred and secular music, both in classrooms and concert settings.

**3.13 | STEM
LAURA FISHER**
It's in the Genes
As a genetic counselor at the Mayo Clinic in Rochester, Laura Fisher works to evaluate and understand a family's risk of inherited medical conditions, dealing with specialties such as cancer, cardiology, neurofibromatosis, and whole genome sequencing. In this STEM Cohort Conversation, Laura will discuss the responsibilities and roles of genetic counselors, the educational education required to become a genetic counselor, and share some case examples.

**3.20 | HUMANITIES SCHOLAR
BEN GRIFFIN**
Linking Cultures and Empowering Leaders
UNC Twin Cities raises up and empowers leaders from multiple ethnic backgrounds to start outreach ministries like a restoration home for victims of sex trafficking, a network of Christ-centered small schools, and a grocery store in food desert and more. In this Humanities Cohort Conversation, Pastor Ben Griffin, City Director for UNC Twin Cities, will talk about leading a non-profit, entrepreneurship, and working with diverse cultures to make a powerful impact in the community.

ALL ARE WELCOME!
FRIDAYS, 10:55-11:25 AM
Bring your lunch to the Conservatory.

COHORT CONVERSATIONS
Concordia ACADEMY
more info: ConcordiaAcademy.com/cohorts

COHORT CONVERSATIONS
JAN. 2022

**1.14 | STEM
WES TACHENY**
The Road to Buildings & Biology
In his career as a Building Agent and Field Specialist, Wes Tacheny (CA '18) finds himself knowledgeable in biology, sometimes literally. Wes, a HAAG Engineering-Certified Commercial Building Inspector who studied biology at Bethel University, will discuss how biology regularly plays a key role in his job and explain how his education led to his current role at BA Roofing and Construction.

**1.21 | EMERGING ARTIST
REBECCA HED**
The Art of Pursuing Passions
Rebecca Hed (CA '17), a member of CA's first Emerging Artist Cohort, graduated from Bethel University with an art major and now teaches art at CA. She's also an award-winning quilt tape artist whose work has been displayed throughout the country. A recipient of the Taco Bell Live Mas Scholarship, she was featured artist at the 2021 Taco Bell Franchisee Conference in Colorado Springs. Rebecca will discuss her experiences and share practical advice related to CA's cohort program, being an art major, and pursuing your passions. And she'll bring free Taco Bell tacos and awag, too!

**1.28 | HUMANITIES SCHOLAR
JOHN LINC STINE**
Serving the Public by Protecting the Water
For over 40 years, John Linc Stine has made a difference as a public servant who protects and improves water throughout Minnesota and across the Great Lakes. John will discuss how, as Executive Director of Freshwater, he connects natural science, social justice, and political awareness daily. He will also look back at his time serving the MN Department of Natural Resources, the MN Department of Health, and the MN Pollution Control Agency.

ALL ARE WELCOME!
FRIDAYS, 10:55-11:25 AM
Bring your lunch to the study hall room.

COHORT CONVERSATIONS
Concordia ACADEMY
more info: ConcordiaAcademy.com/cohorts

Between the Concordia Cohort experience and Cohort Conversations, students can witness Christian leaders working in all aspects of daily life. Participation in the Cohort Conversations is completely optional for students, so only interested students give up their lunch "free time" to participate. This has enabled CA to build a reputation of having fully engaged students with their presenter which expanded

the number of presenters wanting to participate, including alumni and key community influencers. The positive image even influences marketing, recruitment, and retention of students.



Concordia Academy Students attending a Cohort Conversation with a Jazz Pianist.

The Validation Team believes that the Cohort experience paired with the Cohort Conversations is a Power Practice that is unique, yet something that can be replicated by other schools.

NLSA School Action Plan

School Name: Concordia Academy

School Address: 2400 Dale St N, Roseville, MN 55113

LCMS District: Minnesota South District

Administrator: Tim Berner

Date of Most Recent NLSA Validation Team Visit: April 20-22

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
5:04	<p style="text-align: center;">Prepared to Engage</p> <p>CA is not as <i>thoughtful</i> and <i>intentional</i> as we want to be in preparing students to critically engage with the world on topics that are common “flashpoints” between a Biblical worldview and dominant secular worldviews. We plan to address this deficit in four stages:</p> <ol style="list-style-type: none"> 1) Identify topics, issues, and beliefs that we want all students to engage with at CA before they graduate. 2) Create a cross-curriculum scope and sequence that identifies the issues and beliefs to be addressed, as well as when and in what class they will be addressed. 3) Equip, encourage, and require staff to lead courageous conversations. 4) Create a means to assess the effectiveness and value of this initiative. 				

2A:02	We recommend the constitution be amended to reflect the loss of input through the delegate system while retaining a connection to LCMS congregations. Consider a constitution that mandates RSO status, and a percentage of mandatory Board members that are LCMS including at least 1 from the staff of Concordia University.				
3B:02	We recommend that a member of the administrative team pursue state administrative licensure.				
3B:03	Consider succession planning to pass on a legacy of excellent leadership.				
4:02	The team recommends that Concordia Academy strives to have all full time teaching and administrative staff to be called, synodically trained, or working toward colloquy as stated in Benchmark 4.02 of Standard. The unique LCMS Lutheran school niche that sets it apart from other non-public Christian schools is to have a teaching staff prepared in a unified way, the Concordia University system. When they have the same faith/doctrinal training they have the same filter by which to filter all curricula. Teachers are the heart and core of education and in the LCMS, such teachers are considered Commissioned Ministers for the important calling they do in schools. Lutheran teachers are prepared to properly integrate the faith into all subject areas, utilize a law and Gospel approach, and share the love of Jesus to families that do not have				

	a church home. At the very least, consider requiring and supporting non-Lutheran full time teachers to complete the CUEnet seminar program.				
4:02	Consider incentivizing the called members of the teaching staff through salary increases to help promote the ministry.				
4:02	require all teaching staff to be state licensed.				
4:03	Continue to increase the base salary as it is currently about \$4,000 below the Concordia plans compensation tool LOWER recommended pay.				
6:04	We recommend that Concordia Academy require all faculty, staff, and coaches/directors/advisers complete certification in First Aid/CPR/AED. Additionally, we recommend that training be provided for faculty, staff, and coaches/directors/advisers in sexual harassment, conflict management, mental health awareness, and mandated reporting.				