National Lutheran School Accreditation
Validation Team Report
Revised September 2021

King of Kings Lutheran School
Roseville, MN
October 13-15, 2021

Emily Anderson - Validation Team Captain
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FOREWARD

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

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

King of Kings 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 **King of Kings Lutheran School** and its sponsoring congregation, **King of Kings Lutheran Church**. 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 **King of Kings** 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,

Emily Anderson

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

Emily Anderson serves as the administrative assistant, athletic director, and 7th-8th language arts teacher at Immanuel Lutheran School – Silo in Lewiston, MN. Emily has a Master's Degree in Education, with an emphasis in administration, from Concordia University – Nebraska. She is proud to have taught in a variety of different single and multi-grade classrooms ranging from first grade through eighth grade including five years as a school principal as well. Her experience with NLSA began in 2013 as a team member. Emily is the Commissioner for Accreditation for the Minnesota South District and enjoys the privilege of visiting many Lutheran Schools.

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 and teacher in Minnesota, Nebraska, and Nevada. He earned his Bachelor's degree in Secondary Education and his Master's Degree in Education from Concordia University, Seward, Nebraska. Sean has served as a Consultant, Team Captain and team member on accreditation teams and serves on the Minnesota South District Accreditation Commission.

Brett Hardecopf currently serves as the Principal of St. John Lutheran School in Elk River Minnesota. He earned a Bachelor's Degree in Elementary Education from Concordia, Seward, Nebraska and completed a Master's Degree in Educational Leadership from Concordia University, St. Paul, Minnesota. His professional experience includes teaching and leading in Illinois, Indiana, and Minnesota. His experience with National Lutheran School Accreditation includes serving as a team member on several accreditation teams.

REPORT SUMMARY

Overall School Performance Level

Standard	Rating Total	Possible Score
Standard 1	11	16
Standard 2	31	40
Standard 3	27	40
Standard 4	12	16
Standard 5	17	24
Standard 6	11	16
Standard 7	8	12
Total	117	164
Average (total ÷ 41, rounded to hundredths decimal)	**2.85**	**4.00**

The Validation Team's Overall Impression of the School

King of Kings Lutheran Church & School shows tremendous unity in its mission and purpose. The entire community of King of Kings is welcoming and leadership by presence and communication is driven by the pastors and principal.

King of Kings staff members care deeply about the needs of the students and their families. This is demonstrated through prayer and other tangible means of support. Families choose to stay at King of Kings because of the Christ-centered, quality education that students receive.

Outstanding Strengths

- The principal is a strong and effective communicator.
- Church and school leaders work together to further God's kingdom.
- King of Kings has an effective program that meets individual student needs (Individualized Classroom Education - ICE).
- The culture of the school is reflected in the staff and students.

Major Deficiencies

NONE

Accreditation Recommendation

We the members of the Validation Team recommend

Accreditation in Good Standing	X		Provisional Accreditation			Denying Accreditation	

for **King of Kings Lutheran School** of **Roseville, MN**

Signature of the Team Captain

Emily J Anderson

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 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.

| X |
YES

| |
NO

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

| X |
YES

| |
NO

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

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

| X |
YES

| |
NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
1:03 School leadership (administration and governing board) uses the mission statement as the foundation and reference for all planning.	● 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.	● Mission statement ● Narrative in Self-Study ● One In Christ religion curriculum ● Staff Credo	3	3
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.	● 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.	● Parent Handbook ● Church / School Newsletter ● Interviews	3	2
1:05 The school's purpose is displayed and reflected in school activities and in the teaching/learning environment in classrooms.	● The school's purpose is displayed in each classroom and in the hallways.	● Parent Handbook ● Church Constitution ● Observations of Classrooms ● Interviews ● School website	4	3

	• 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.	• Athletic Handbook • Slides of photo evidence showing Royal Service Day • School communication samples		
1:06 New employees are informed about the school's purpose and its appropriate engagement.	• 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	• Faculty Handbook • New Teacher Orientation Packet (Slides) • Interviews • Teacher Job Descriptions	3	3

	in the job description for each employee.			
Total			13	11
Standard One Overall Rating **(Total ÷ 4, Rounded to the Nearest Tenth)**			3.3	2.8

What is the overall Validation Team rating for Standard 1? 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?
- 1.04 The Validation Team has not seen or heard of evidence of regular review of the school's mission statement
- 1.05 King of Kings is doing the work that is expected of a good Lutheran school in terms of mission and purpose.

What strengths have been validated by the team in this area?
- There is a strong sense of community and a close connection between the church congregation and the school.
- Staff members embrace the mission of the church and school.

What concerns have been validated by the team in this area?
- There is a need for more frequent purposeful review of the school's purpose, vision & values to all new staff.

What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?
- Continue to update all promotional materials with the mission statement.
- Develop a plan for regular and purposeful review of the mission statement.

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.

X
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.

X
YES

NO

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

X
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
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.	• 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	• Congregational Leadership Chart • Narrative of the Self-Study • Chapel Preaching Schedule • Interview with Principal • Photos of Pastoral Involvement • Classroom Schedules showing Pastor teaching religion • School communication samples • Interview with Pastor • Interview with Teachers	4	4

	support for each other's ministry.			
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.	• 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.	• Congregational Leader Chart • Narrative in the Self-Study • School logo and description • Teacher profiles • Student Music Schedule for Church • Communication samples with District Office • Interviews with Pastor and Teachers	2	3
2B:02 The school's student population reflects the ethnic, racial and economic diversity of the community in which it is located.	• The school studies the community demographics and compares the information to the demographics of the student body.	• School Demographics and Community Demographics • Social Media Posts • Principal's Report to Voters • Video of Bulletin Board displaying	3	3

	● 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.	Black History Month		
2B:03 The school promotes and encourages the involvement of its teachers and students in community activities.	● 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.	● Facebook Posts Showing Service Projects for both Staff and Students ● List Documenting Staff Community Service ● Teacher Profiles ● Narrative in the Self-Study	3	3
2B:04 The school has an active Parent-Teacher	● The school sponsors	● Variety of Parent Education Programs Offered	3	3

Organization and/or other parent support groups.	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.	● Moms in Prayer Group ● New Family Connections Program ● Interview ● School communication about family Connections ● Booster Handbook		
2B:05 The school is known, respected and maintains a positive perception in its community.	● 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.	● MN South District Communication about Coat Drive ● Communication samples with public school officials ● Surveys ● Narrative in the Self-Study	2	3
2C:02 The school's Christ-centered ethos is visible and evident to visitors.	● Students demonstrate love for others in response to	● Narrative in Self-Study describes Family Connection Program	3	3

	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.	Communication samples of teachers discussing family & student needs ● Observation ● YouTube Video with Parent Testimonials ● Chapel Offering Designations ● Interview		
2C:03 Teachers and staff members recognize, value and respect the needs of students.	● Teachers demonstrate love for all students in Christ. ● Teachers attend to the individual needs of students.	● Observations ● Interviews ● Discipline Code in the Handbook ● Individualized Classroom Education (ICE) Program to Meet Student Needs	3	3

	● 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 making school decisions.	● YouTube Videos with Parent Testimonials ● Survey		
2C:04 School personnel model Christ's love in their relationships with parents and guardians.	● School personnel are approachable and receptive to parental questions or concerns. ● Parents are viewed by teachers as	● Parent Handbook ● Communication Sample Between Parent / Teacher Regarding Grades ● Booster Club Constitution	3	3

	school partners in the education process.	● Photo Evidence of Parental Involvement ● Volunteer Policy ● Interviews		
	● 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.			
2C:05 Faculty and administration respect and support one another as individual, fellow members of the body of Christ.	● Faculty and administration gather for devotions regularly. ● Faculty and administration speak positively about their co-workers at the school. ● Faculty and administration	● Staff Devotion Schedule ● Observations of Devotions ● Interviews with Faculty Members ● Photos of Encouraging Staff Gifts	3	3

	demonstrate support of one another in tangible ways.			
Total			29	31
Standard Two Overall Rating (Total ÷ 10, Rounded to the Nearest Tenth)			2.9	3.1

What is the overall Validation Team rating for Standard 2? 3.1

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

[X]
YES

[ ]
NO

If YES, what was the justification for changing the rating?
- 2A.03 While the formal evangelism plan may not be written down, the Validation Team sees and consistently hears from staff members that spiritual needs of families are identified and addressed through team ministry.
- 2B.05 The Validation Team sees evidence of all benchmarks being met.

What strengths have been validated by the team in this area?
- The entire staff is committed to providing a positive school environment.
- There is strong support from the pastor to the school and the principal demonstrates care for the ministry of the congregation as a whole.
- The spirit of ONE mission between the church and school is evident.

What concerns have been validated by the team in this area?
- Evangelism takes place, but does follow a formal evangelism plan.

What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?
- Develop an evangelism plan for identifying and reaching the unchurched or underchurched.

19

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.

X
YES

NO

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

X
YES

NO

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

X
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.

X
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

X

YES

NO

Standard 3 Required Evidence*: Administrator's job description

X

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
3A:04 The governing authority is organized around written policy and understands and operates within its role and function.	● 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	● Church Constitution ● Grievance Policy ● Meeting Meetings ● Board Handbook ● Shared Google Drive with School Board Information ● Meeting agendas ● Interviews with School Board	2	3

	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. ● 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.			
3A:05 Governing authority policy supports effective personnel.	● Written policy delineates roles and responsibilities of the board or governing authority.	● Job Descriptions ● Church Constitution ● Sample of Principal's Report to the Board of Ed	2	2

	• 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).	• Interviews with Board of Education		
3A:06 Governing authority members meet prescribed qualifications and are trained regarding roles and responsibilities.	• 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.	• Church Constitution • Shared Google Drive with Board Information • Board Handbook • Interviews with Board Members	2	2

3A:07 The governing authority establishes and employs systematic planning for school improvement.	● 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.	● Interviews with School/Preschool Administrators ● Church Constitution ● Board of Properties Task List ● Budget Projections	2	2
3A:08 The governing authority provides strong financial leadership for the school.	● 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.	● Interview with the Principal ● Board Subcommittees for Tuition & Fees ● Meeting Minutes & Agendas ● Budget Projections ● Analysis of Proposed Tuition Increases ● Cost Comparison with Other Schools	3	3
3B:02 The administrator meets qualifications required for the position.	● The principal is a member of The Lutheran Church –	● Principal's Profile ● Principal's Teaching License	2	2

	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 accomplishing this requirement.)	● Principal's Transcript Showing Coursework in Leadership ● Church Attendance Record ● Board Interviews ● Principal's Job Description		
3B:03 The administrator is provided adequate support to complete required tasks.	● Release time is provided for	● Observation ● Job Description for both Principal	4	3

	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.	and Administrative Assistant ● Interviews		
3B:04 The administrator is an effective communicator.	● The administrator communicates frequently and regularly with pastor(s) and teachers individually and collectively. ● The administrator communicates	● Interviews ● Faculty Meeting Agendas ● Photos ● Newsletter Samples ● Observations ● Regular Communication with Families ● YouTube Videos communicating	4	4

	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 communities into student and/or parent handbooks/manuals.	school information ● Social Media Posts ● Parent Meeting Agendas		
3B:05 The administrator is engaged in the process of developing and managing the budget.	● The administrator is involved in developing and managing the	● Interview with Secretary ● Interview with Principal ● Budget Spreadsheets	3	3

	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.	● Voter's Meeting Agendas & Minutes ● Fundraising Planning Documents ● Documentation of Funding through Title Programs and EANS		
3B:06 The administrator is committed to personal development and the development of staff members.	● 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.	● Documentation of Classroom Observations by Principal ● Faculty Handbook ● Inservice Opportunities ● Interviews with Teachers ● Record of Teacher Participation in Various Workshops and Professional Development	3	3

	● 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.	● Teacher Profiles ● Membership in MN Independent School Forum ● Mission Minute Talks ● Staff Devotion Guides		
Total			27	27
Standard Three Overall Rating **(Total ÷ 10, Rounded to the Nearest Tenth)**			2.7	2.7

What is the overall Validation Team rating for Standard 3? 2.7

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?
- 3A:04 The Validation Team sees evidence of all benchmarks being met in terms of board policy.
- 3B:02 While the Validation Team did not change the rating for this benchmark, the Validation Team identifies a different reason for the rating. The principal's transcript shows 12 hours of leadership coursework; however, the principal does not hold current state administrator certification.
- 3B:03 King of Kings is meeting the requirements of the benchmarks as is expected.

What strengths have been validated by the team in this area?
- The principal is a strong and effective communicator.
- The board of education is committed to the purpose and mission of the church & school, and board members are forward-thinking.

What concerns have been validated by the team in this area?
- 3A:05 The principal is not formally or regularly evaluated.
- 3A:06 The board of education has not received formal training on roles and responsibilities.
- 3A:07 Formal strategic planning is not implemented.
- 3B:02 The principal does not hold current state administrator certification.

What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?
- 3A:05 Conduct annual formal evaluations of the principal.
- 3A:06 Conduct board training when new members join and/or on an annual basis.
- 3A:07 Implement a strategic planning process.
- 3B:02 Explore a realistic timeline for the principal to obtain an administrators certificate and support his efforts to accomplish this task.

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.

X
YES

NO

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

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

X
YES

NO

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

X
YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
4:02 Christ-centered teachers have qualities and qualifications	• All teachers demonstrate a personal relationship with Jesus Christ and a dedication	• Pictures • Rostered faculty	3	3

necessary for success in their defined areas of service.	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.	● Background checks in files ● Teaching certificates		
4:03 Teachers are informed of, and subsequently evaluated and supported in the continuing pursuit of professional growth and development.	● 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.	● Interviews ● Observations ● Professional Development Plan ● Teacher Self-Evaluation Form ● Communication regarding Conference Registration ● Photos of Staff Meetings	3	3

	• The school provides opportunity, training and support so that teachers may effectively and appropriately engage technology in classroom instruction.			
4:04 Teachers and support staff are empowered and equipped to effectively accomplish their assigned task.	• 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.	• Mentor Handbook • Teacher Handbook • Interviews • Salary Scale • Teacher/Student Ratio Chart • Orientation Slide Presentation	3	3
4:05 Employees and volunteers serving in support roles have the qualifications and training necessary for success in their defined area of service.	• Support staff (e.g., teacher assistants, student teachers, nurse) meets state requirements for their specific assignments.	• Volunteer Handbook • Volunteer Policy • Staff Profiles • Coaches Training Presentation	2	3

	• 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.		
Total		11	12
Standard Four Overall Rating **(Total ÷ 4, Rounded to the Nearest Tenth)**		2.8	3.0

What is the overall Validation Team rating for Standard 4? 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?
- 4:05 The Validation Team sees evidence of the benchmarks being met.

What strengths have been validated by the team in this area?
- Teachers have bi-weekly individual meetings with the principal to support professional development, instruction, and student learning.
- A high percentage of the King of Kings teaching staff is rostered or eligible for roster.

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?
- 4:04 Consider providing academic support through services of LSEM to meet the needs of individual learners and to aid teachers in instruction.

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.

[X]
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.)

[X]
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.)

[X]
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.

X
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.

X
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.

X
YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
5:03 The school community builds and maintains a vision, direction and focus for student learning.	● 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	● MAP Test Summaries ● MN State Standards ● Curriculum Maps ● Student Report Cards ● Interview ● Individualized Classroom Education (ICE) Program ● Observations ● Science and Art Fairs	3	3

	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.			
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.	● 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.	● Teaching Schedules ● Curriculum Maps ● Charts of Instructional Time ● Faculty Handbook ● Report Card Samples ● Observations ● Narrative in the Self-Study ● One in Christ Religion Curriculum	3	3

	● The curriculum ensures that students can pursue their God-given talents and passions. ● The curriculum is used as an opportunity to proclaim the Gospel.			
5:05 Teachers use a wide variety of instructional strategies that engage students and ensure mastery of learning expectations.	● 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	● Photos of Cooperative Learning ● Classroom Observations ● Photos of Service Learning ● Individualized Classroom Education (ICE) Program	3	3

	school's required program.			
5:06 Teachers intentionally communicate and collaborate to improve instruction and student learning.	● 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.	● Teacher Profiles ● Observations ● Interviews with Teachers ● Meeting Minutes ● Classroom Schedules ● Staff Professional Development Opportunities ● Interview with Board Members	3	3
5:07 Technology enhances and enriches the students' learning environment.	● Faculty members are users, instructors and participants in the process of engaging technology with	● Classroom Observations ● Technology Curriculum and Plan ● Chromebook Policy ● Some Teachers have Completed TEC21	3	3

	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.	● Interviews with Teachers ●		
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.	● 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.	● MAP Test Summaries ● Classroom Observations ● Individualized Classroom Education (ICE) Program ● Curriculum Review Schedule ● Report Card	3	2

	• 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.			
Total			18	17
Standard Five Overall Rating **(Total ÷ 6, Rounded to the Nearest Tenth)**			3.0	2.8

What is the overall Validation Team rating for Standard 5? 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?
- 5:08 There isn't strong evidence of intentional analytical review of the school wide student data and curriculum.

What strengths have been validated by the team in this area?
- King of Kings has developed a program to identify and meet the needs of students through the Individualized Classroom Education (ICE) program.
- Some teachers have completed TEC21 and share that learning with colleagues to help improve learning.

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?
- 5:07 There are concerns that there is an absence of timely and adequate technology support for teachers.
- 5:08 The Curriculum Review and Update Schedule does not show a future/projected review cycle.
- 5:08 Formalize the process of reviewing school-wide student testing data.

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.

[X]
YES

[ ]
NO

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

Standard 6 Required Evidence*: Enrollment / admission policy

[X]
YES

[ ]
NO

Standard 6 Required Evidence*: Crisis emergency plan

[X]
YES

[ ]
NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
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.	● 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.	● New Student Enrollment Checklist ● Admissions Policy in Parent Handbook ● Observations ● Family Handbook ● Nondiscriminatory Statement	3	2
6:03 Extracurricular activities provide opportunities for students to further enhance God-given talents and abilities.	● 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.	● Coach's Training Tool ● Background Checks ● Volunteer Handbook ● Interviews ● Observations of athletics in action ● Parent Surveys	2	3

	● Those who supervise extracurricular activities accept the purpose of the school. ● Background checks are completed and on file for those who supervise extracurricular activities.			
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.	● 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	● Inspection Logs ● Observations ● Record of Emergency Drills ● Certificate of Child Protection/Reporting Training ● Internet Filter ● Chromebook Policy for Use	4	3

	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 students on a regular basis. ● The school ensures the safety and security of its students when online.			
6:05 School food services meet or exceed national and state guidelines.	● 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.	● Inspection Logs for Health & Safety in the Kitchen ● Training Information about Food Safety & Handling ● Observations of Lunch Procedures & Certifications	3	3
Total			12	11
Standard Six Overall Rating **(Total ÷ 4, Rounded to the Nearest Tenth)**			3.0	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?
- 6:02 There are no written procedures for addressing students' emotional, social and psychological needs.
- 6:03 The school is meeting the required expected rating.
- 6:04 The school is meeting the requirements as expected of a strong Lutheran school.

What strengths have been validated by the team in this area?
- King of Kings has an effective enrollment and admissions process.
- Student safety policies and procedures are in place to address the needs of the whole child.

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?
- 6:02 Write and follow a plan for identifying emotional, social, and psychological needs of students.

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.

[X]
YES

[ ]
NO

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

[X]
YES

[ ]
NO

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

Standard 7 Required Evidence*: School floor plan

[X]
YES

[ ]
NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
7:03 Buildings, grounds and equipment are well maintained, clean and appropriate for the age and number of students.	● 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,	● Cleaning Schedules ● Annual Inspection Report ● Observations ● Floor plans ● Technology Plan ● Fire Alarm Inspections ● Fire Extinguisher Inspections	3	3

	library/media center and space for small-group instruction. ● The school facility supports and provides for the integration of technology and learning.			
7:04 Physical facilities provide specific (crosses, signs, etc.) and non-specific (attractive, adequate, etc.) Christian witness to the community.	● 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.	● Observations ● Photos of flags, symbols, etc. ● Classroom crosses ● Outdoor Sign ● Church Cross Windows	3	2
7:05 The building and grounds provide a safe school environment.	● 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	● Observations ● Secured School Building ● Crisis Plan ● Photos of gates for security ● Photos of playground signage and parking lot	3	3

	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.			
Total			9	8
Standard Seven Overall Rating **(Total ÷ 3, Rounded to the Nearest Tenth)**			3.0	2.7

What is the overall Validation Team rating for Standard 7? 2.7

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?
- 7:04 There is not a Christian flag at the same exterior location as the American flag and observations of classrooms show minimal Christian symbolism.

What strengths have been validated by the team in this area?
- King of Kings has a secure facility that is well-maintained.

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?
- 7:03 While classroom spaces are not over-crowded, they do present limitations for future enrollment growth. The church congregation also is limited and lacks spaces within the facility for normal church functions such as Bible Study during weekdays.
- 7:04 Display a Christian flag along with the American flag.

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?

The School Action Plan for King of Kings is achievable through goal setting. Some action items will be easily accomplished and others will take more intentionality and time investment. King of Kings will need to prioritize the concerns and address them.

King of Kings expressed concerns in the Self-Study and identified several areas that they feel they could improve. The Validation Team reviewed these ratings and the evidence available, and felt that though King of Kings still wants to improve they do indeed meet the standard.

Interviews suggest that several of these Action Items are being done informally. There is a collective awareness about things such as individual student needs and strategic planning; however more intentionality is needed to effectively accomplish these goals.