

Section XI: Evaluation

In order for a school to maintain excellence, regular evaluation needs to be made of the instructional program and materials, student achievement, the strategic plans, and state requirements.

The analysis of such data will form a basis for necessary change and revisions.

RESPOND TO THE FOLLOWING:

- A. How do teachers identify and meet special needs and interests of learners including remediation and enrichment?

Teachers identify special needs through observation. If a student is falling behind in their grade level, the Title I reading and math teacher will administer testing to see if the student qualifies for the service. Special criteria is used for determining the students served. Title I is intended for remedial help for students in first through fourth grades.

Our staff is also blessed with the services of a Lutheran Special Education teacher, Mrs. Donna Stole. She not only works with special needs students who have an individual education plan, but will assist teachers when individual students struggle occasionally in areas. She has many resources for teachers, including checklists to determine a student's evaluation. She may also assist the parents by referring the student to the school psychologist for Norwood-Young America School District for further evaluation. Individual education plans are developed for "special needs" students and are reviewed with staff and parents on a yearly basis.

Enrichment areas noted as follows:

- Parent volunteers during class activities
- Mr. Dorn once a month visits out students and teaches them a art lesson
- Hand bells for first through 4th grade
- Tone chimes for fifth through eighth grade
- Mr. Dulas teaches weekly band lesson to interested fifth through eighth grade students
- Kindergarten through fourth grade take yearly field trip to areas that cover out curriculum
- fifth and sixth grade take a field trip every two years to Camp Omega
- seventh and eighth grade take a field trip every two years to Washington DC
- Football, Volleyball, and basketball are available for the third through eighth grade students
- Annual play day with the surrounding LCMS schools

- B. What is the process and schedule for developing, selecting, adopting, maintaining, and evaluating instructional materials and resources?

The process for scheduling and developing, selecting, adopting, maintaining, and evaluating instructional materials and resources in a process that we evaluate every year. Our Goal at Zion is to provide current student relevant materials. This process is difficult due to the fact that resources are constantly changing, but we feel with our diligent effort we can make this possible.

- C. What measures are taken to evaluate the validity and appropriateness of all on-line resources?

Our measure at Zion to evaluate the validity and appropriateness of all on-line resources is to preview all

materials that students are viewing on-line. This is also a very difficult process, but due to the small class sizes we feel that this is important to guarantee a safe internet environment.

ATTACHMENTS:

- * Plan for instructional supervision.
- * Evidence of student achievement.
- * Strategic plan.
- * An analysis of standardized test results from the past three years.
- * Sample student cumulative records.
- * Samples of report cards.

Standard 11:

Evaluation Tools Are Used to Define Success and Plan for Continual School Improvement.

THERE IS NO REQUIRED INDICATOR OF SUCCESS IN THIS SECTION.

GENERAL INDICATORS OF SUCCESS:

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

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

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

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

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

11:01 The statement of philosophy is reviewed periodically and when appropriate, revised
__3__ Met in Full (3) ___ Mostly Met (2) ___ Rarely Met (1) ___ Not Presently Met (0) ___3___

11:02 Student growth is measured by a variety of assessment methods.
__3__ Met in Full (3) ___ Mostly Met (2) ___ Rarely Met (1) ___ Not Presently Met (0) ___3___

11:03 Student ability level, development, and learning are assessed through a variety of evaluation techniques for the purposes of growth, remediation, enrichment, and reporting.
__3__ Met in Full (3) ___ Mostly Met (2) ___ Rarely Met (1) ___ Not Presently Met (0) ___3___

11:04 Evaluation of student development is based on the standards the school has developed for

student growth.

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

11:05 Instructional/learning materials are reviewed periodically in light of planned learner outcomes (objectives), according to an adopted schedule, and replaced as needed to ensure effective learning.

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

11:06 A comprehensive analysis of programs that enhance student growth is made by the school on a regular basis.

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

11:07 All physical facilities are inspected at least annually and written plans are established to remedy or improve as needed.

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

Total 21

COMMENT ON THE WHOLE SUBSECTION ON EVALUATION:

- A. Is the total for the indicators of success a minimum of 14 points? **YES**
- B. Based on this portion of the self-study, what are the strengths of your school?

Our school has been in existence for almost 140 years, we have always had a high emphasis on Christian education. We also feel that the continuity of the staff has added to the consistent quality of education given at Zion. Many people, parents and lay persons volunteer countless hours to help the classrooms with academic help as well as offering topics of special interest. Our School offers remedial help through the Lutheran Special Education Ministries. Teachers provide a variety of methods to enhance the learning experience.

- C. Based on the concerns identified in your self-study, you will develop future plans to improve your school. Identify every item marked as less than “Met in Full” with specific plans for action to be taken by the school over the next cycle of accreditation. Any areas identified as needing improvement in the “Respond to:” component must also be included in the proposed school action plan and addressed in the cumulative annual report.

Required Attachments And Exhibits

<u>Location</u>	<u>Name of Attachment or Exhibit</u>	<u>Date of Last Revision</u>
o Gen Info	List of Steering Committee Members (attach)	Does not apply
o Gen Info, IIIC	File of School Annual Statistics Report (attach)	Does not apply
o I	Schools Mission Statement/Philosophy (attach)	
o I	Congregational Mission Statement/Philosophy	

- o IIB School Calendar
- o IIB Samples of Public Relations Materials
- o IIIB, IV Job Descriptions for all Positions
- o IX School Floor Plan (attach)
- o XI Evidence of Student Achievement

Manuals & Plans

- o IIB Parent/Student Handbooks
- o IIB Parent/Teacher Organization Program
- o IIIA Governing Board Policy Manual
- o IIIA Strategic Plan
- o IV Faculty Handbook
- o IV Staff Development Plan
- o V Written Curriculum (Philosophy, Outcomes, Scope and Sequence)
- o VI Technology Plan
- o I Innovations or Changes in Methodology
- o VIII Crisis Plans
- o VIII Emergency Evacuation Plans
- o X Three Year Financial Plan
- o XI Plan for Instructional Supervision

Policies

- o IIB Enrollment Policy
- o IIB Non-Discrimination Policy
- o IIC, VII School Discipline Policy
- o IIIA Policy governing roles of board, & administrator
- o V Policy and Procedures for Preparing Volunteers
- o VI Ethical Use Policy (Computers and Technology)
- o VIII Wellness Policy
- o VIII Procedures for Dispensing Medications

Financial

- o X Current Salary and Benefit Scale / District comparison
- o X Itemized School Budget and Auxiliary Organization Budgets
- o X Policy and Procedures related to Financial Aid
- o X Tuition and Fees Schedule
- o X Three Year Financial Plan
- o IIC Required Self-Study Survey Results
- o V Classroom Schedules
- o VI Inventory of Instructional Hardware and Equipment
- o VI Inventory of Classroom, Technology and Library reference materials
- o VII Discipline Materials
- o VI VII XI Samples of Report Cards and Cumulative Records and other report forms currently used
- o XI Standardized Test Results for Last Three Years

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

National Lutheran School Accreditation

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