

**VISITING TEAM REPORT**

For

      School

     ,

Date of the Visit

     , Captain

**FOREWORD (new page)**

Becoming accredited is a strenuous task. The school and its administration are to be highly commended for their efforts in this accreditation process. The self-study document, School Action Plan and the various arrangements for the accreditation team were done exceptionally well. It is the hope and prayer of the members of the visiting team that the enclosed document is one that is accurate and helpful for the continued improvement of      .

The visiting team hereby expresses sincere gratitude to the faculty, staff and students at       for the opportunity to serve on the visiting team and for the many acts of kindness shown to us during our visit. Each of us on the team has grown as a result of the experience.

     is a good school. This was reflected in your self-study but also by the observations made by the members of the visiting team. We were delighted with      . The school speaks out for the Christian faith to the students and to the community very effectively.

Our report is carefully written and includes specific recommendations which should be considered seriously by the school and its congregation. Not every recommendation needs to be followed but each should be given serious consideration.

Each member of the visiting team was given responsibilities for writing specific portions of the team's report. The report, containing the findings and recommendations of the team, has been written and edited by the team as a whole. Wherever possible, specific, practical recommendations have been made to help remedy the concerns expressed.

Team members pledge their continued support and assistance should you care to call upon us in the implementation process.

May the Lord richly bless the faculty and constituents of your school so that through the power of the Holy Spirit they might continue to proclaim His Gospel ever more effectively to the students and families they serve.

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 be considered a privileged document, to be submitted by the captain of the visiting team directly to the administration of the school. The distribution of the report and its availability for public consideration beyond that point rests solely in the hands of the school administration.

Neither the captain nor the other members of the visiting 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 visiting team has been to examine the educational setting of the school, including courses of study, learning materials, student needs and interest, staffing and facilities. The visiting team has attempted to assess the effectiveness of the total school program in meeting the educational objectives the school has established for itself and in meeting national NLSA standards.

It is not the purpose of the visiting team to evaluate individual teacher performance. The use of this report as an official assessment of any staff person’s professional competency would be a violation of the process and the intent under which the school evaluation was conducted. Such use would be inherent since at no time during the team visit has the team been concerned with the evaluation of individual teacher performance.

The members of the evaluation team have utilized their best professional judgment in drawing the conclusions reported in the document. Team members are not to be held accountable for any injudicious or unauthorized use of this document.

**Visiting Team Member Biographic Information**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Include here the names of the visiting team members, as well as their position/role (i.e. principal, teacher, retired, etc.) and location.**

**(Delete these instructions before finalizing document.)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Report Summary**

**Overall School Performance Level (Use Indicators of Success Worksheet Calculator to calculate the overall School Performance level. This is rounded to two decimal places.)**

**The Visiting Team’s Overall Impression of the School (paragraph or two)**

**Strengths**

**Concerns**

**Major Deficiencies**

**Accreditation Recommendation**

**We the members of the visiting team recommend** Choose an item.

**for** **(school name),** **(location).**

**Signature of the Team Captain**

**Team Findings**

The Findings section presents the visitation team’s evaluation of the NLSA Standards and Indicators. It also identifies Strengths, Concerns and related Recommendations that were identified by the visitation team through review of the schools prepared documentation, observations and interviews conducted during the visit. The team also validated, and corrected if necessary, the school’s ratings on each General Indicator of Success.

**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.

**Standard 1: Purpose**

**Overview**

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 in order to determine if each aligns with the stated purpose.

The purpose section is critical to evaluating each of the sections involved with the Self-Study. Since the purpose establishes who we are, where we have been and what we are to become, it is critical that the Self-Study process begins with a thorough examination of Section 1.

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

Does the school comply with Required Indicators for Standard 1? **Choose an item.**

**Required Indicator(s):**

* 1. **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.**

**1.2 School leadership and staff members understand and accept the purpose of the school.**

Are required evidentiary pieces for Standard 1 attached? **Choose an item.**

**Required Evidence:**

* **The written purpose/philosophy/mission statement.**

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| **#** | **General Indicator** | **Benchmarks** | **Sources of Evidence** | **School Rating** | **Team Rating** |
| 1.03 | School Leadership (Administration and Board) use 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. |  |  |  |
| 1.04 | School leadership (administration and board) regularly assembles school constituencies (including but not limited to faculty, staff, parents, students, 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. |  |  |  |
| 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. * 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 prioritized according to the school’s mission statement and purpose and promote a positive teaching/learning environment. |  |  |  |
| 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 principal. * New employees utilize mentors to assist them in learning about the school’s purpose and how to carry it out. * School’s purpose is outlined in the job description for each employee. |  |  |  |

**General Indicator Average**

What is the overall team rating for Standard 1? (Round to the nearest tenth)

Based on your findings what are the strengths of the school in this area?

Based on the team findings the following additional concerns and recommendations not addressed by the school in the self-study process must be included in the **School Action Plan.**

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| # | **General Indicator** | **Team Concern** | **Team Recommendation** |
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**Standard 2: Relationships**

**Overview Standard 2A**

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

**Overview Standard 2B**

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

**Overview Standard 2C**

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

Does the school comply with Required Indicators for Standard 2? **Choose an item.**

**Required Indicator(s):**

**2A:01 The school is operated by one or more congregations of The Lutheran Church – Missouri Synod or maintains an active RSO status with the Synod.**

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

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

Are required evidentiary pieces for Standard 2 attached? **Choose an item.**

**Required Evidence:**

* **Written nondiscrimination statement**
* **School discipline code**

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| **#** | **General Indicator** | **Benchmarks** | **Sources of Evidence** | **School 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 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 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 the Synod’s missions. * Called teachers participate in required district conferences and events. |  |  |  |
| 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. * The school embraces and celebrates the demographic diversity of the students its 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. |  |  |  |
| 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 their 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. |  |  |  |
| 2B:04 | The school has an active parent teacher organization and/or other parent support groups. | * The school sponsors educational opportunities for parents and provides a wide variety of parenting resources. * Support groups (i.e., PTL, 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. |  |  |  |
| 2B:05 | The school is known, respected and maintains a positive perception through 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. |  |  |  |
| 2C:02 | The school’s Christ-centered ethos is visible and evident to visitors. | * 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. |  |  |  |
| 2C:03 | Teachers and staff members recognize, value, and respect the needs of students. | * Teachers demonstrate love for 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 making school decisions. |  |  |  |
| 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 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 appropriately 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 demonstrate support of one another in tangible ways. |  |  |  |

**General Indicator Average**

What is the overall team rating for Standard 2? (Round to the nearest tenth)

Based on your findings what are the strengths of the school in this area?

Based on the team findings the following additional concerns and recommendations not addressed by the school in the self-study process must be included in the **School Action Plan**.

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| # | **General Indicator** | **Team Concern** | **Team Recommendation** |
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**Standard 3: Leadership**

**Overview Standard 3A**

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

**Overview Standard 3B**

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

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

Does the school comply with Required Indicators for Standard 3? **Choose an item.**

**Required Indicator(s):**

**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.**

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

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

**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.**

Are required evidentiary pieces for Standard 3 attached? **Choose an item.**

**Required Evidence:**

* **Governing board handbook or policy manual including policies relating to roles of board, administrator, and pastor**
* **Administrator’s Job Description**

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| **#** | **General Indicator** | **Benchmarks** | **Sources of Evidence** | **School 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 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. * 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). |  |  |  |
| 3A:06 | Governing authority members meet prescribed qualifications and are trained regarding roles and responsibilities. | * Written policies define qualifications for board members. * Governing body members are required to participate in professional development regarding roles and responsibilities of the governing body and its individual members. |  |  |  |
| 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 this planning process. |  |  |  |
| 3A:08 | The governing authority provides strong financial leadership for the school. | * The governing board establishes policies that provide for sound budget planning and fiscal operations. * The governing board approves the budget (including annual tuition and fees) for the school or has developed policies to empower individuals with that responsibility. * The governing board accepts, reviews, and devises strategies to react to concerns expressed in the annual financial audit. |  |  |  |
| 3B:02 | The administrator meets qualifications required for the position. | * The principal is an LCMS Lutheran, on the roster 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.) |  |  |  |
| 3B:03 | The administrator is provided adequate support to complete required tasks. | * 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 released time should 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 has been designated as assistant administrator with associated administrative duties. * In a school with more than 200 students, an individual has been designated as assistant administrator with associated administrative duties. |  |  |  |
| 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 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. |  |  |  |
| 3B:05 | The administrator is engaged in the process of developing and managing the budget. | * 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. |  |  |  |
| 3B:06 | The administrator is committed to personal development and the development of the 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. * 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. |  |  |  |

**General Indicator Average**

What is the overall team rating for Standard 3? (Round to the nearest tenth)

Based on your findings what are the strengths of the school in this area?

Based on the team findings the following additional concerns and recommendations not addressed by the school in the self-study process must be included in the **School Action Plan**.

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| # | **General Indicator** | **Team Concern** | **Team Recommendation** |
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**Standard 4: Professional Personnel**

**Overview**

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

Does the school comply with Required Indicators for Standard 4? **Choose an item.**

**Required Indicator(s):**

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

Are required evidentiary pieces for Standard 4 attached? **Choose an item.**

**Required Evidence:**

* **School’s staff development plan**
* **Nondiscriminatory salary and benefits scale**

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| **#** | **General Indicator** | **Benchmarks** | **Sources of Evidence** | **School Rating** | **Team Rating** |
| 4:02 | Christ-centered teachers have qualities and qualifications necessary for success in their defined areas of service. | * 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 Synod, eligible to be on the roster of the Synod, 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. * Teachers have been prepared and vetted following prescribed federal and state mandates for background checks and training. |  |  |  |
| 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. * 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 is adequate to provide effective instruction and supervision for students at all school activities. * The nondiscriminatory salary and benefits scale has been adopted and implemented for all personnel. |  |  |  |
| 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. * 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. |  |  |  |

**General Indicator Average**

What is the overall team rating for Standard 4? (Round to the nearest tenth)

Based on your findings what are the strengths of the school in this area?

Based on the team findings the following additional concerns and recommendations not addressed by the school in the self-study process must be included in the **School Action Plan**.

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| # | **General Indicator** | **Team Concern** | **Team Recommendation** |
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**Standard 5: Teaching and Learning**

**Overview**

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

Student learning requires the integration of 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 Required Indicators for Standard 5? **Choose an item.**

**Required Indicator(s):**

**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.**

**5:02 The written curriculum has been developed and is being 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.)**

Are required evidentiary pieces for Standard 5 attached? **Choose an item.**

**Required Evidence:**

* **Written curriculum 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)**
* **A current schedule for each classroom, indicating clearly which subjects (activities) are taught at which times**
* **A chart illustrating what percentage of each school week is allocated to each subject (activity) at each level, including a comparison this with state guidelines**
* **An analysis of the results of standardized tests administered for each grade level for the past three years, including a description on how this information is used to evaluate and improve student learning**

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| **#** | **General Indicator** | **Benchmarks** | **Sources of Evidence** | **School 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 can make the transitions uccessfully. * 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 tandards. * 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 to LCMS teachings. * The curriculum ensures that students have the opportunity to 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. * There is evidence of active student engagement in every classroom. * Service learning is a component of the 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. |  |  |  |
| 5:07 | Technology enhances and enriches the students’ learning environment. | * Faculty members are users, instructors and participants in the process of engaging technology with the learning process in schools. * Faculty members obtain and integrate required technology skills personally, at the same time they are guiding student learning. * Clear and intentional planning and protocols for technology are in place. * Technology is integral to curriculum, instruction and assessment, and it helps teachers to personalize, enhance, and improve instruction. * Student technology skills are sharpened and advanced through integration into the learning process. |  |  |  |
| 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 upon the use of school wide student data that has been generated by a wide variety of tools and surveys. * Multiple forms of student assessment drive instructional strategies. * Student learning is monitored, tracked, recorded and reported from the time they enroll until the time they leave. * The school has in place a comprehensive program that tracks student success at the next level compared to their current course of study. |  |  |  |

**General Indicator Average**

What is the overall team rating for Standard 5? (Round to the nearest tenth)

Based on your findings what are the strengths of the school in this area?

Based on the team findings the following additional concerns and recommendations not addressed by the school in the self-study process must be included in the **School Action Plan**.

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| # | **General Indicator** | **Team Concern** | **Team Recommendation** |
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**Standard 6: Student Services**

**Overview**

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 in an effort 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 Required Indicators for Standard 6? **Choose an item.**

**Required Indicator(s):**

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

Are required evidentiary pieces for Standard 6 attached? **Choose an item.**

**Required Evidence:**

* **Enrollment/admission policy**
* **Crisis emergency plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **#** | **General Indicator** | **Benchmarks** | **Sources of Evidence** | **School 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 according to 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 handling students’ emotional, social, and psychological needs. * The school has established procedures for evaluating students for promotion and/or graduation. |  |  |  |
| 6:03 | Extracurricular activities provide opportunities for students to further enhance their 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. * Those who supervise extracurricular activities accept the purpose of the school. * Background checks have been completed, and are 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 completely 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 have been developed and are implemented for blood-borne pathogens, asbestos, CPR training, first-aid training and the distribution of medication. * All who have contact with students on a regular basis have had background checks. * All who have contact with students on a regular basis have received training regarding the recognition of child abuse and the protection of children. * 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 wherever food and drink is consumed. | * Care is taken to ensure cleanliness where meals or snacks are eaten. * If 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. |  |  |  |

**General Indicator Average**

What is the overall team rating for Standard 6? (Round to the nearest tenth)

Based on your findings what are the strengths of the school in this area?

Based on the team findings the following additional concerns and recommendations not addressed by the school in the self-study process must be included in the **School Action Plan**.

|  |  |  |  |
| --- | --- | --- | --- |
| # | **General Indicator** | **Team Concern** | **Team Recommendation** |
|  |  |  |  |

**Standard 7: Facilities**

**Overview**

The Lutheran school’s physical facilities include the buildings, land, equipment, maintenance of the property and provisions for health, safety, and sanitation. The school is both a place for learning and an instrument of learning. As a place for learning, the facilities should help children grow spiritually, physically, mentally, socially, and emotionally. As an instrument used in the learning process, it should demonstrate principles of beauty, harmony, order, and utility. Its decor should point people to the God we love and serve.

Does the school comply with Required Indicators for Standard 7? **Choose an item.**

**Required Indicator(s):**

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

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

Are required evidentiary pieces for Standard 7 attached? **Choose an item.**

**Required Evidence:**

* **School Floor Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **#** | **General Indicator** | **Benchmarks** | **Sources of Evidence** | **School 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 and 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, students needing care, recreation, library/media center, and small-group instruction. * The school facility supports and enables the integration of technology and learning. |  |  |  |
| 7:04 | Physical facilities provide specific (crosses, signs, etc.) and non-specific (attractive, adequate, etc.) Christian witnesses to the community. | * The Christian flag flies alongside the American flag at that 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 continually updated with various messages of witness to the community. |  |  |  |
| 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 going onto 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. |  |  |  |

**General Indicator Average**

What is the overall team rating for Standard 7? (Round to the nearest tenth)

Based on your findings what are the strengths of the school in this area?

Based on the team findings the following additional concerns and recommendations not addressed by the school in the self-study process must be included in the **School Action Plan**.

|  |  |  |  |
| --- | --- | --- | --- |
| # | **General Indicator** | **Team Concern** | **Team Recommendation** |
|  |  |  |  |

**School Action Plan**

Evaluate the realistic attainability of the items identified for the **Action Plan**.

Are the **Action Plan** items identified sufficiently challenging for the school?

**Best Practices**

Please list the school’s **Best Practices** that were observed or validated during the visit.

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