National Lutheran School Accreditation
Validation Team Report
Revised September 2022

Hope Lutheran High School
Winona, MN
April 23,24,25
2023

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NLSA
National Lutheran School Accreditation

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 **Hope Lutheran High School.**

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

Hope Lutheran High School 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 **Hope Lutheran High School** and its sponsoring congregations. 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 **Hope Lutheran High School** 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,

Timothy Berner
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

Tim Berner currently serves as the Head of school for Concordia Academy in Roseville Minnesota. He holds a BA from Concordia College in Nebraska, a MDiv from Concordia Seminary in Saint Louis MO, and a DMin for Luther Seminary in St. Paul MN. Tim has served his entire career at Concordia Academy beginning as the Campus Pastor, then Principal, and finally as Head of School. He is also a long time board member of MINNdependent.

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

DJ Schult currently serves as Assistant to the President for the North Wisconsin District LCMS. He has served ten years as a Lutheran school teacher, seven years as a Lutheran school principal, and ten years at the NWD. DJ earned his B.S. from UW-La Crosse, his M.S. in Educational Administration from Concordia University Wisconsin, and his Lutheran Teacher Colloquy from Concordia University St. Paul. He is the NLSA commissioner and consultant for the NWD, has served on and led multiple NLSA and Cognia teams, and serves as the vice-chair for the LCMS National Accreditation Commission.

Kevin Wilaby currently serves as Principal of Mayer Lutheran High School (Mayer, MN). He holds a BA from Concordia College in Nebraska and a MS in Educational Leadership from Saginaw Valley State University in Michigan. Kevin has been serving in Lutheran schools for 35 years including Martin Luther High School (Northrop, MN), Valley Lutheran High School (Saginaw, MI), and North Lutheran High School (Northglenn, CO). In addition, he serves on the Minnesota South District Accreditation Committee.

REPORT SUMMARY

Overall School Performance Level

Standard	Rating Total	Possible Score
Standard 1	13	16
Standard 2	30	40
Standard 3	25	40
Standard 4	11	16
Standard 5	16	24
Standard 6	11	16
Standard 7	9	12
Total	115	164
Average (total ÷ 41, rounded to hundredths decimal)	**2.8**	**4.00**

The Validation Team's Overall Impression of the School

The overall impression of the Validation Team is extremely favorable. Hope Lutheran is a thriving school whose mission of Preserving and Extending the Kingdom of Christ is evident in every aspect of the school. Even more, it is clear that the larger community of parents, alumni, association schools, and congregations are deeply committed to the mission and ministry of this school. Hope has experienced tremendous growth in the last few years and this is due in no small part to the strong leadership of the school, Saint Martin's Church, and the blessing of the school's larger community.

Hope Lutheran is congratulated on having transitioned from a small school concerned with survival to a larger, growing school concerned with sustaining and growing in excellence through the best practices of larger schools.

Outstanding Strength:

The administrator is an effective communicator and motivating leader who loves the Lord and the stakeholders of Hope Lutheran High School.

The Pastor of Saint Martin's support for Hope Lutheran High School is evident in his service to the students, faculty, board, and school community.

The Christ-centered staff love the students of Hope and are passionate about carrying-out the mission of the school.

The Board of Directors are a passionate group of school supporters that excel in their role of providing feedback and promoting the ministry.

Hope Lutheran is blessed to be in a school facility that is more than functional, but is appealing to the public, welcoming to students, and bears witness to the Christ-centered nature of the school.

Major Deficiencies

Accreditation Recommendation

We the members of the Validation Team recommend

Accreditation in Good Standing	x		Provisional Accreditation			Denying Accreditation	

for **Hope Lutheran High School of Winona Minnesota**

Signature of the Team Captain

Tim Berner

TEAM FINDINGS

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

Accreditation Standards and Indicators

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

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

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

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

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

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

Standard 1: Purpose

The purpose/philosophy/mission statement serves as the basis for forming school goals, learner outcomes and actions plans, as well as determining a direction for all activities of the school. Throughout the Self-Study process, every area of the school program is evaluated to determine if each aligns with the stated purpose.

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

1:01*   The school's written purpose embraces a Lutheran identity that is rooted in Holy Scripture and is committed to faith formation, academic excellence and Christian service.

| 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.	Purpose/Philosophy/ Mission Statement Purpose/Philosophy/ Mission Statement Constitution & By-Laws Board Policy Manual Self Study Narrative	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.	Student Parent Handbook Employee Handbook Board Minutes (sample) Self Study Narrative	3	3
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	Mission Supporting Posters/ Pictures found in every room		

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	classroom and in the hallways.			
	● The school's purpose is readily seen on the school's website.	WEBSITE: HOPELHS.ORG	4	4
	● 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.	Sample Syllabus Sample ENews Posters		
	● School events, curriculum and discipline are aligned with the school's mission statement and purpose and promote a positive teaching/learning environment.	Sample Syllabus Discipline Policy		
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	New employee Orientation Outline New employee mentor assignments	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	school's purpose and how to carry it out. ● The school's purpose is outlined in the job description for each employee.	Employee Handbook Evidence provided for some jobs. Included as Board Goal for all in Employee Handbook.		
Total			13	13
Standard One Overall Rating **(Total ÷ 4, Rounded to the Nearest Tenth)**			3.3	3.3

What is the overall Validation Team rating for Standard 1? 3.3

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

☐
YES

☒
NO

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

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

It is abundantly clear that all key stakeholders of Hope Lutheran High School are fully committed to its mission of Preserving and Extending the Kingdom of Jesus Christ. This was verbalized over and over again in conversations with administrators, teachers, students, and parents. It was written into official documents such as the Constitution and By-Laws as well as on common posters found in every classroom and in all marketing materials. Even in casual conversations about the future of Hope, it is clear that fidelity to the mission is and will remain the driving factor in all decisions made.

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

None were identified.

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

The accreditation team recommends that a living and active Strategic Plan be created for Hope Lutheran. Such a plan would help ensure that the mission of Hope Lutheran is protected while driving all decisions regarding the future of the school. The team also believes that such a strategic plan would benefit the school in many other significant ways as well.

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

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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.	Self Study Narrative Supported by Interviews	3	3
	● The pastor demonstrates that he is the spiritual leader of the school and congregation.	Self Study Narrative Pastors teacher theology classes and lead chapels		
	● The congregation provides spiritual support for the school and its students.	Chapel Speaker Schedule Supported by Interviews		
	● Pastor(s) and school staff	Self Study Narrative Church and School		

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	regularly demonstrate support for each other's ministry.	Websites and Calendars Supported by Interviews		
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.	Self Study Narrative School Choir Schedule Supported by Interviews	3	3
	● School staff members are actively involved in worship and congregational life in their parish.	Self Study Narrative Supported by Interviews		
	● The school and congregation plan and work together on behalf of families who do not have an identified church home or who do	Supported by Interviews		

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	not attend church regularly. ● The school supports LCMS missions. ● Called teachers participate in required district conferences and events.	Self Study Narrative Supported by Interviews Proof of participation in district/national education events provided		
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 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.	Demographic Report Demographic Report Financial Policy Guardian Angel Program Restored Blessings Program	3	3
2B:03 The school promotes and encourages the involvement of its teachers	● The school seeks ways to involve its	Restored Blessings Program		

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
and students in community activities.	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.	Childhood Cancer Community Shut in Visit Schedule Self Study Narrative Supported by Interviews Self Study Narrative	3	3
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., Parent Teacher League, Booster Club, prayer support groups) contribute to the overall good of the school and congregation to support and maintain the	Supported by Interviews Advisory Team Program Advisory Team Program	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	school's mission and goals.			
2B:05 The school is known, respected and maintains a positive perception in its community.	● The school is known and respected in its community.	Newspaper Articles Press Reports Supported by Interviews	3	3
	● The school regularly and frequently shares information with its constituents.	Weekly Enews Student Newspaper Local Press Church newsletter		
	● Good relationships exist with the local public schools.	Supported by Interviews		
	● School facilities are available, when practical, for use by appropriate community groups and activities.	Supported by Interviews		
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.	Multiple Climate Survey reports Parent Testimonials Supported by Interviews Chapel buddies	3	3
	● Teachers' care for student needs is prominently enacted throughout the school.	Multiple Climate Survey reports Parent Testimonials Supported by Interviews		
	● Students worship together daily, either in each classroom or in a school-wide appropriate worship	Supported by Interviews		

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	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.	Hallway Pictures Provided Supported by Interviews Supported by Interviews		
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. ● 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	Multiple Climate Survey reports Supported by Interviews and observations Parent Testimonials Multiple Climate Survey reports Parent Testimonials Multiple Climate Survey reports Parent Testimonials Multiple Climate Survey reports Parent Testimonials Multiple Climate Survey reports	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	support by church and school.	Parent Testimonials		
	● Law and Gospel are properly divided when discipline is administered.	Discipline Policy Student Surveys Discipline Policy Classroom Observation		
	● Staff demonstrates positive school spirit.	Pics of Faculty having fun with students		
	● Through the school's discipline code, students are assisted to grow in self-control out of love for Christ.	Discipline Policy		
	● When desirable and practical, students are given the opportunity to participate in making school decisions.	Study Council Agendas		
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.	Multiple Climate Survey reports Parent Testimonials Multiple Climate Survey reports	3	3
	● Parents are viewed by teachers as school partners in the education process.	Parent Testimonials Multiple Climate Survey reports		
	● Staff members understand and relate appropriately with school families.	Parent Testimonials Multiple Climate Survey reports		

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	● 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.	Parent Testimonials Advisory Team Invitation Supported by Interviews Supported by Interviews Advisory Team Supported by Interviews		
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.	Staff Devotion Schedule Letters of encouragement Provided Supported by Interviews	3	3
Total			30	30

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

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

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

☐
YES

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NO

If YES, what was the justification for changing the rating?
No changes were made

What strengths have been validated by the team in this area?
The health of a school is measured in the strength of its relationships.   Hope Lutheran High School faces a unique challenge in that in order to remain strong it must maintain healthy relationships with Saint Martins Lutheran Church, Saint Martins Lutheran School, and the other churches and schools of its association. Evidence suggests that these relationships are currently both healthy and strong. This in turn, points to all stakeholders having committed to the mission of *Preserving and Expanding the Kingdom of Christ*. It also points to strong leaders who are able to work together for the sake of the mission.

What concerns have been validated by the team in this area?
None were identified.

What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?
2A:02 While the key relationships between the stakeholders of Hope Lutheran High School are currently strong and healthy, the accreditation team does have some concern about what could happen should the pastor of Saint Martins leave. The leadership and support of St Martin's senior pastor is intimately tied to the success of Hope Lutheran School. Examine the role of the pastor in the ministry of Hope Lutheran High School so that when a pastoral change occurs Hope will be able to make the transition with minimal impact.

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

☒

YES

☐

NO

Standard 3 Required Evidence*: Administrator's job description

☒

YES

☐

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
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.	Parent Handbook	3	3
	● The governing authority meets regularly and has clearly defined policies regarding open attendance at meetings and executive sessions.	Meets regularly. No written policy but parents know they can attend.		
	● The governing authority has	Board Policy Manual		

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Stud y Rating	Team Rating
	established process policies that set forth the style and rules by which the governing authority will complete its tasks and processes.	Constitution and bylaws		
	● Governance policies are determined at official meetings and recorded in the minutes, including appropriate updates and changes to policy.	Board Minutes		
	● Minutes are recorded for each meeting and circulated to all members.	Board Minutes Interview		
	● Governing authority policies are collected into a policy manual, separate from the minutes.	Board Policy Manual		
	● The governing authority makes appropriate reports to the operating organization(s).	Self Study Quarterly Newsletter Interview		
	● Neither the governing authority nor its individual members involve themselves in the day-to-day operations of the school.	Board Policy Manual Interview		

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
3A:05 Governing authority policy supports effective personnel.	● Written policy delineates roles and responsibilities of the board or governing authority.	Board Policy Manual Self Study Interview	3	2
	● Comprehensive job responsibilities and/or limitations are in place for the administrator.	Board Policy Manual Job Description		
	● The governing authority evaluates the head administrator annually based on the job description.	Board Policy Manual Annual Review Interview		
	● The governing authority receives reports from the administrator at each meeting.	Principal Report Board Agenda		
	● The governing authority has written policies or position descriptions clearly delineating relationships between the head administrator and pastor(s).	N/A		
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.	Constitution Board Policy Manual	3	2
	● Governing authority members are required to participate in	There is evidence of past board training but no evidence of current training		

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	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 the planning process.	Self Study Strategic Plan Review 2022 includes SWOT analysis Hope Data Audit 2022 Stakeholder Surveys Interview Business Plan 2022 Strategic Plan Review 2022	3	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.	Board Policy Manual Self Study Board Policy Manual Interview	3	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	● The board or governing authority accepts, reviews and devises strategies to react to concerns expressed in the annual financial audit.	A financial review is provided, led by an outside person with financial experience.		
3B:02 The administrator meets qualifications required for the position.	● The principal is a member of The Lutheran Church – Missouri Synod, Rostered or eligible for Roster status.	LCMS Roster	3	2
	● The administrator holds active membership in the congregation supporting the school and is regular in Church attendance and Bible study.	Pastor Letter		
	● The administrator holds current, appropriate state certification or is actively working toward obtaining required certification.	Not state certified		
	● 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	Master's Degree Certificate		

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	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.	Self-Study Principal Schedule	3	2
	● 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.)	Self-Study explains this standard is not currently met due to extra teaching responsibilities		
	● Secretarial assistance is available for school purposes for at least one-fourth of each school day for every 50 students enrolled.	Interview		
	● In a school with more than 200 students, an	NA		

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	individual is 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	Staff Weekly Email Quarterly Ministry Newsletter Survey Interview Parent Advisory Observation Staff meetings Shared Activities Superintendent Welcome Parent Handbook	3	4

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	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.	Self Study Board Policy Manual Principal job description Interview Parent Advisory Policy - Finance Section Financial Review	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	● Funds provided by auxiliary organizations are allocated per governing board policy, in consultation with the school administrator and regularly audited.			
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.	Pastor Letter Self Study Presentations to Groups	3	3
	● The administrator is a member of professional organizations.	MISF, LEA		
	● The administrator provides leadership in curriculum development, staff development, congregational service, public relations, student evaluation and other school-related activities.	Self Study Pastor Letter Job Description Communications Grant MAP Testing Written Curriculum Staff Meetings Staff Trainings		
	● Levels of responsibility and accountability are clearly defined. The administrator provides leadership for implementation of current	Board Policy Manual Technology Professional Development Invoice Tech Use Agreement		

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	educational technology, including necessary staff development and training. ● The administrator engages in an ongoing program of professional staff supervision.	Interview Staff Handbook Staff Annual Evaluation Staff End of Year Meetings		
Total			30	25
Standard Three Overall Rating **(Total ÷ 10, Rounded to the Nearest Tenth)**			3.0	2.5

What is the overall Validation Team rating for Standard 3? 2.5

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?

3A:05 While written policy delineates the roles and responsibilities of the board or governing authority, the board in practice does not review, revise or closely follow the written policy.

3A:06 Governing authority members are required to participate in professional development regarding roles and responsibilities of the governing body and its individual members, but have not been trained.

3A:07 The governing authority establishes and employs some planning for school improvement, but long range goals are not developed.

3B:02 The administrator does not hold current, appropriate state certification and is not actively working toward obtaining required certification.

3B:03 The school administrator is not released from teaching duties for at least one-fourth of each day for every 50 students enrolled.

3B:04 The administrator is an effective communicator moved from a 3 to a 4 due to overwhelming evidence.

What strengths have been validated by the team in this area?
The administrator is an effective communicator and motivating leader who loves the Lord and the stakeholders of Hope Lutheran High School.

The Board of Directors are a passionate group of school supporters that excel in their role of providing feedback and promoting the ministry.

What concerns have been validated by the team in this area?
"Freeing up the principal to handle administrative duties" was suggested in the self-study as an area of concern.

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

3A:05/3A:06 Governing authority members should participate in annual board training and new member onboarding, to review their roles and responsibilities as listed in in the Board Policy Manual.

3A:07 The board should work with the administrator to develop and implement a strategic plan with long range goals and financial projections.

3A:08 While the governing authority completes an annual financial review with trusted individuals, a professional outside agency should be considered to complete a full financial review or audit.

3B:02 The administrator should consider appropriate state certification.

3B:03 The school administrator should be released from teaching duties for at least one-fourth of each day for every 50 students enrolled.

Standard 4: Professional Personnel

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

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

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

☒
YES

☐
NO

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

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

☒
YES

☐
NO

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

☒
YES

☐
NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
4:02 Christ-centered teachers have qualities and qualifications necessary for success in	● All teachers demonstrate a personal relationship with Jesus Christ and a dedication	Interview Observation Survey Self Study	3	2

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.	Per the principal, all full time teachers are not on the roster or eligible for the roster.		
	• Teachers have been prepared and vetted following prescribed federal and state mandates for background checks and training.	Background Checks Documents		
	• Full-time professional staff members have appropriate teaching certificate(s) from the state and meet requirements for their specific assignments.	Not all full-time teachers have state 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.	Staff Development Plan Completed Teacher Observations End of Year Meetings District and National LEA Conferences Staff Trainings LEA	3	3

	● The school provides opportunity, training and support so that teachers may effectively and appropriately engage technology in classroom instruction.	List of Technology Trainings		
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.	New Employee Orientation Document Interview Annual Review Employee Handbook Volunteer Handbook Self Study Observation CPS Tool - midrange Interview	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 Employee Handbook	3	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.	Secretary Job Description Interview Volunteer Handbook Survey Interview Home Visits		
Total			12	11
Standard Four Overall Rating **(Total ÷ 4, Rounded to the Nearest Tenth)**			3.0	2.8

What is the overall Validation Team rating for Standard 4? 2.8

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?
4:02 Not all full-time faculty members are on the Roster of the LCMS, eligible to be on the Roster of the LCMS or are actively enrolled in the colloquy program.

4:02 Not all full-time professional staff members have appropriate teaching certificate(s) from the state and meet requirements for their specific assignments.

What strengths have been validated by the team in this area?
The Christ-centered staff love the students of Hope and are passionate about carrying out the mission of the school.

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

What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?
4:02 Full-time faculty members not eligible to be on the Roster of the LCMS should enroll in the colloquy program.

4:02 Full-time professional staff members work to attain the state teaching certificate.

4:03 While teacher supervision/evaluation/growth is occurring, the written Staff Development Plan should be expanded, strengthened and implemented.

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.

☒
YES

☐
NO

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

☒
YES

☐
NO

Standard 5 Required Evidence*: Analysis of the results of standardized tests administered for each grade level for the past three years, including a description of how this information is used to evaluate and improve student learning, is provided.

☒
YES

☐
NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
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	Alumni List (14% graduates church workers) Alumni - 20 years docu Testimonials Armed services display Test scores? Curriculum Folder Parent and staff interviews	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	transition successfully.			
	• The school quantifies, tracks and publicly celebrates student success.	20 years of Hope PowerPoint. Alumni List of Accomplishments. Armed services and Student displays.		
	• School leaders monitor and support the improvement of instructional practices used by teachers to ensure student success.	Staff, board, Principal Interview		
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.	Curriculum Folder. Interview.	3	2
	• The curriculum is documented, assessed, monitored and challenges all students.	Parent and staff Interviews. MAP scores.		
	• 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.	Curriculum Folder. MAP scores. Parent and staff Interviews.		

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	● The curriculum is aligned with LCMS teachings.	Curriculum Folder. Parent and staff Interviews.		
	● The curriculum ensures that students can pursue their God-given talents and passions.	Curriculum Folder. MAP scores. Parent and staff Interviews.		
	● The curriculum is used as an opportunity to proclaim the Gospel.	Curriculum Folder. Parent and staff Interviews.		
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.	Economics pre and post tests. Flipped class video. Parent and student interviews.	3	3
	● Classroom instruction involves a variety of strategies and settings that address diverse student needs and accommodate individual learning styles as fully as possible.	Parent and student interviews. Observation		

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	• Evidence of active student engagement exists in every classroom.	Staff, Parent, and Student Interviews. Observation. Narrative.		
	• Service learning is a component of the school's required program.	Service learning examples: -Mexico Mission trip -Volunteer at Silo -Sugar Loaf Senior Living		
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.	Staff Meeting minutes LEA Attendance Sessions Staff interviews Staff development plan	3	3
	• Teachers pursue opportunities to interact with colleagues seeking ways to improve.	Staff Meeting minutes Staff and Principal interviews		
	• Teachers work together to share responsibility for student learning.	Narrative Staff Meeting minutes Staff interviews		
	• Teachers regularly share content, resources, instructional techniques and management skills.	Narrative Staff Meeting minutes Staff interviews Observation		
	• School leaders empower teachers with time and resources that facilitate opportunities for	Title II request for LEA attendance. Board, Principal and staff interviews.		

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	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.	Math Curriculum. Staff development plan. Staff and Student interviews.	3	3
	● Faculty members acquire the necessary technology skills to use personally and integrate and guide student learning.	Tech Coordinator job description. Technology policies Staff interviews		
	● Clear and intentional planning and protocols for technology are in place.	Staff development plan. Technology policies Staff interviews		
	● Technology is integral to curriculum, instruction, assessment and a tool for teachers to personalize, enhance and improve instruction.	Computer Applications Curriculum. Math Curriculum Staff development plan Staff and Student interviews. Observation		
	● Student technology skills are sharpened and advanced through the integration of	Computer Applications Curriculum. Math Curriculum. Staff development plan. Staff and Student interviews. Observation.		

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	technology 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 on the use of school-wide student data that is generated by multiple tools and surveys.	Staff meeting agenda on curriculum. PE Curriculum. Year-end Curriculum Review.	3	2
	● Multiple forms of student assessment drive instructional strategies.	Map test scores. interview.		
	● Student learning is monitored, tracked, recorded and reported regularly and continuously during the time the student is enrolled at the school.	Observation. Staff and Parent Interview.		
	● A comprehensive program that examines student achievement with frequent progress monitoring is used to individualize instruction for student success.	End of Year agenda with teachers. Staff interviews.		
Total			18	16
Standard Five Overall Rating **(Total ÷ 6, Rounded to the Nearest Tenth)**			3.0	2.7

What is the overall Validation Team rating for Standard 5? 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?
5:04 Not all areas of the written curriculum demonstrate how the curriculum is used as an opportunity to proclaim the Gospel or how students can pursue their God-given talents and passions.

5:04 Through staff interview and the evidence provided, it was clear that the written curriculum provided as evidence, in practice is not the central guide for what is essential for teaching and learning and is not utilized as the guide to ensure that students develop life skills, critical thinking skills and applied learning.

5:08 School-wide student data generated by multiple tools and surveys is not being utilized to monitor, review, evaluate nor modify the written curriculum.

What strengths have been validated by the team in this area?
The staff clearly support and are called or contracted at hope because of the school's mission, *to Preserve and Extend the kingdom of Jesus Christ*. It is clearly evident that this permeates all they do in education.

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

What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?
Curriculum is the sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills. Curriculum is the central guide for all educators as to what is essential for teaching and learning, so that every student has access to rigorous academic experiences. In the Lutheran school setting curriculum includes the appropriate integration of faith into all areas of the curriculum. Multiple data tools are regularly utilized to monitor, review, evaluate and modify the written curriculum. Significant work must be done to strengthen the written curriculum of Hope Lutheran:

- Create a uniform Hope Lutheran written Curriculum Template.
- Further expand and develop the written curriculum ensuring it is aligned with delineated standards and the teachings of the LCMS and integrate the faith throughout.
- Utilize multiple data tools and surveys to monitor, review, evaluate and modify the written

curriculum.
- Teachers will utilize the written curriculum as the central guide for what is essential for teaching and learning.

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?
Enrollment/Admissions Policy and Crisis Manual are 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.	Enrollment/Admissions Policy Enrollment/Scholarship Folder Transcript Credit Evaluation Form Student File Procedure for emotional, social, and psychological needs. Meeting with teachers Transcript Credit Evaluation Form Website - Course Catalog	3	3
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	Extra Curricular Website Child Protection Policy Volunteer Handbook Volunteer Contract	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	supervised by trained personnel.			
	● Those who supervise extracurricular activities accept the purpose of the school.	Employee Handbook sign-off document Volunteer Handbook Volunteer Contract		
	● Background checks are completed and on file for those who supervise extracurricular activities.	Sample Background Check Self Study		
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.	Immunization Record Student Immunization Report Vision/Hearing Screening	3	2
	● First-aid supplies are available and readily accessible to authorized personnel.	Self-Study Photo Visual Verification Interview		
	● Requirements for safety are conducted and recorded (i.e., fire, tornado, intruder and other drills).	Drill Record		
	● Plans are developed and implemented for blood-borne pathogen, asbestos, CPR,	Self Study CPR-First Aid Invoice Medical Administration Form Interview		

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	first-aid training and the distribution of medication.			
	● Background checks are conducted for all who have contact with students on a regular basis.	Background check sample		
	● 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.	Child protection policy (sign-off document)		
	● The school ensures the safety and security of its students when online.	Parent Student Handbook - Technology Section Internet Filters Student Interviews		
6:05 School food services meet or exceed national and state guidelines.	● Care is taken to ensure cleanliness where meals or snacks are consumed.	Observation	3	3
	● 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	State Inspection Record		

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	with federal guidelines.			
Total			12	11
Standard Six Overall Rating **(Total ÷ 4, Rounded to the Nearest Tenth)**			3	2.8

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

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

☒
YES

☐
NO

If YES, what was the justification for changing the rating?
6:03 Background checks for Trap Coach and the paraprofessional have not been completed

6:04 Drill record did not reflect the required drills for the 2022-2023 school year. Documentation for staff training was not provided and blood-borne pathogen training has not been occuring.

What strengths have been validated by the team in this area?
Faculty/staff are committed to the best interest of the students and when crisis' occur they work together to support the student and family.

Student academic records are maintained and updated.

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

What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?
6:04 Ensure that the correct number of severe weather, lock-down, and evacuation drills are conducted annually.

6:03, 6:04: Establishment of a process/system to document the implementation and completion of required training, background checks, students safety and volunteer training.

6:04: Establish a system to annually gather updated health information on each student and disseminate that information to staff.

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?
Architectural plans provided. Floor plans are posted in all classrooms.

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.	Photo evidence Observation Architects Facility Plan	3	3
	● All teaching/ learning areas are properly ventilated, lighted and have adequate space for the number and size of the students.	Observations Science Teacher Interview		
	● The buildings are cleaned daily and the restrooms are sanitary.	Observation Principal Interview		
	● School furniture is sufficient in quantity and age appropriate.	Observations		
	● The school administrator(s) participates in the supervision of those who maintain the physical facilities.	Principal Interview		
	● Adequate provisions exist for offices, area for	Observation		

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	students needing care, recreation, library/media center and space for small-group instruction. ● The school facility supports and provides for the integration of technology and learning.	 Student Interviews Building Wifi Computer Carts		
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.	Photos Observation Photos Observation Classrooms Church building Parking Lot Banners	3	3
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	Crisis Management Plan Emergency Response Plan Student Orientation NA	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	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.	Observation Interview		
	● Crossing guards, lanes and school speed zones are provided where needed.	Observation before and after school Parking lot markings		
	● A safe, carefully supervised procedure for loading and unloading students in cars, buses and other vehicles is in effect.	Observation		
9			9	9
Standard Seven Overall Rating **(Total ÷ 3, Rounded to the Nearest Tenth)**			3	3

What is the overall Validation Team rating for Standard 7? 3

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?
NA

What strengths have been validated by the team in this area?
Facility appears well kept and welcoming. Classrooms and school bear witness to this being a Christ-centered, Lutheran school.

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

What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?
7:03: Strategic planning needs to occur to ensure that as enrollment and staff grow, the facility space exists to embrace the growth without sacrificing academic and other school programming.

7:05 Create procedures to ensure the security of and address access to the church basement (lunch) is in place for the safety of the school community.

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?

No preliminary plan was presented. The team recommends a plan created based on the recommendations of this report.