

## VISITING COMMITTEE REPORT FORMAT WASC Focus on Learning

### Title Page

- School Name
- City
- Dates of Visit
- Names and Titles of Visiting Committee Members

### Chapter I: Student/Community Profile (2 pages)

Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:

- Brief description of the students and community served by the school
- School's analysis of student achievement data
- Other pertinent data

→ **Note: The entire profile does not need to be included.**

### Chapter II: Progress Report (2 pages)

- Briefly comment on the school's major changes and follow-up process since the last self-study.
- Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.

### Chapter III: Self-Study Process (1–2 pages)

- Comment on the school's self-study process with respect to the parameters and accuracy.
  - Did the school accomplish the five parameters of the self-study? (See Focus on Learning, page 3 or Reference Card #1.)
  - Does the self-study accurately reflect the school's program for students?
  - Does the observable evidence reflect a sampling of what ALL students are doing and producing with respect to the WASC criteria and the school's expected schoolwide learning results?
  - Does the observable evidence support the school's identified areas for growth?

### Chapter IV: Quality of the School's Program

Part A: For each criterion within the following categories:

- A. Organization for Student Learning
- B. Curriculum, Instruction, and Assessment
- C. Support for Student Personal and Academic Growth
- D. Resource Management and Development

*Over*

- Summarize an analysis of what currently exists and its impact on student learning (suggested length: 10–20 pages)
  - highlight areas of strength (*if any*)
  - highlight the key issues (*if any*) that need to be addressed to ensure quality education for all students
  - list important evidence about student learning from the self-study and the visit that supports these strengths and key issues

NOTE: When writing the analytical summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the *WASC Accreditation Term Determination Worksheet*).

Part B: Synthesize the strengths and key issues from all categories into *schoolwide strengths and schoolwide critical areas for follow-up*. Include the information given below. (suggested length: 2 pages)

- general comments about the emerging schoolwide strengths and critical areas for follow-up.
- schoolwide areas of strength (list numerically). *Be sure that these can be documented by other sections of the report.*
- schoolwide critical areas for follow-up that will do the following: (list numerically). *Be sure that these can be documented by other sections of the report.*
  - support those areas already identified by the school in the action plan sections
  - strengthen those identified areas in the action plan sections
  - address additional areas identified by the Visiting Committee. This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.

### **Chapter V: Ongoing School Improvement (2 pages)**

- Include a brief summary of the schoolwide action plan.
- Comment on the following school improvement issues:
  - Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up
    - Do the action plan sections address the *critical areas for follow-up*?
    - Will the action plan steps enhance student learning?
    - Is the action plan a “user-friendly” schoolwide action plan that has integrated all major school initiatives?
    - Is the action plan feasible within existing resources?
    - Is there sufficient commitment to the action plan, schoolwide and system-wide?
  - Existing factors that will support school improvement
  - Impediments to improvement that the school will need to overcome
  - Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan