

## WASC/CAIS VISITING COMMITTEE REPORT FORMAT

As you write the Visiting Committee Report, keep in mind that the audience is both the school and the CAIS/WASC readers.

### **I: Student/Community Profile (WASC) or Introduction (CAIS) (1 page)**

In writing this profile the committee may use what the school has submitted about itself as long as it includes the following: enrollment, origins, purposes, character, environment, constituency, programs and other important identifying characteristics. It is also important to include information and observations which may not be included in a school's summary about itself, such as issues of growth and significant changes. Remember that readers of the report are introduced to the school through this profile and that it serves as a context for understanding the report.

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

Discuss the major changes and the progress made on previous recommendations. The focus of this section is to discover how the school uses its self-study and accreditation visits. While the school should not ignore a major recommendation, all recommendations do not need to be implemented. The school may have decided, after due process, not to do what was recommended. A major change might be a new head of school, completion of new buildings and a major capital campaign or changes in the school's grade level configuration.

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

- A. Determine whether the school included WASC's five parameters in the self-study. These are:
  1. Involvement and collaboration of the full school community in self-study
  2. Clarity of school purpose and learning expectations for students
  3. Assessment of the actual student program and its impact on student personal and academic growth with respect to the criteria and standards in each chapter
  4. An action plan which identified needs
  5. An accountability system for monitoring the implementation of the plan
- B. Does the self-study accurately reflect the school's program for **all** students?
- C. Does the observable evidence reflect a sampling of what all students are doing and producing with respect to the criteria/standards listed by CAIS/WASC? Note: you will need to keep the idea of evidence prominent in the minds of your committee.
- D. Does the observable evidence match the school's plan?

*Over*

#### **IV: Quality of the School's Program (2 pages for each category)**

Write an introductory paragraph for each of the chapters listed below that summarizes an analysis of what currently exists at the schools: this should be based on the self-study and the Visiting Committee findings. Then write commendations and recommendations for each chapter. The Program section can be divided by discipline if you so choose.

- Chapter I: The School's Philosophy/Purpose
- Chapter II: The Governing Body
- Chapter III: Finances
- Chapter IV: Development/Fundraising
- Chapter V: Administration, Faculty, and Staff
- Chapter VI: Students
- Chapter VII: The Community of the School
- Chapter VIII: The Program
- Chapter IX: Residential Life (for schools with boarding students)
- Chapter X: The Library, Electronic and Print Resources
- Chapter XI: The School Plant
- Chapter XII: Health and Safety
- Chapter XIII: Action Plan: Summary of Self-Study Findings

Prepare Major Commendations and Recommendations, precede by a paragraph summarizing the majors and any additional comments regarding evidence supporting your choice of majors. Place these at the beginning of the Visiting Committee Report.

The elements of high-quality commendations are:

- who is responsible for this strength
- a clear, specific strength
- the impact of the strength in the school
- accurate, specific documentation

The elements of high-quality recommendations are:

- who will facilitate addressing the area for improvement
- a clear, specific area for improvement
- the positive outcome of dealing with the area for improvement

#### **V. Ongoing School Improvement – School Action Plan (1–2 pages)**

- A. Comment on the plan developed by the school asking these questions
  5. Does the plan match what the school says it needs?
  6. Will the plan enhance student learning?
  7. Is the plan feasible, financially and otherwise?
  8. Is there sufficient commitment to the plan?
- B. Discuss the factors which will support or impede the implementation of the plan.
- C. Identify the means by which the school will self-monitor.