

Visiting Committee Report Format

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 (e.g., CAHSEE, AYP, API, AP, college SAT, graduation rates, and Program Improvement status).
- Other pertinent data (e.g., attendance rates, size of EL/LEP population, teacher credentialing, class size, dropout rates, programs for students).
- ➔ **Note:** Show data in chart format and comment. Include sections of the profile that show student achievement findings and interpretations.
- Comment on significant findings revealed by the profile and/or pertinent items that were not included in the profile.

Chapter II: Progress Report (2 pages)

Since the last self-study:

- Comment on the school's major changes and follow-up process.
- 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)

- Include a copy of the school's expected schoolwide learning results.
- Comment on the school's self-study process with respect to the expected outcomes of the self-study.
 1. The involvement and collaboration of all staff and other shareholders to support student achievement
 2. The clarification and measurement of what all students should know, understand, and be able to do through expected schoolwide learning results and academic standards (*note the selected expected schoolwide learning results examined by the school*)
 3. The gathering and analyzing of data about students and student achievement
 4. The assessment of the entire school program and its impact on student learning in relation to expected schoolwide learning results, academic standards, and WASC/CDE criteria
 5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan

Chapter IV: Quality of the School's Program

Part A: What Currently Exists (10–20 pages)

Based on the self-study and visiting committee findings, for each category:

1. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
 2. Standards-based Student Learning: Curriculum
 3. Standards-based Student Learning: Instruction
 4. Standards-based Student Learning: Assessment and Accountability
 5. School Culture and Support for Student Personal and Academic Growth
- Summarize an analysis of what currently exists and its impact on student learning.
 - Highlight areas of strength (if any).
 - Highlight the key issues (if any).
 - List important evidence about student learning from the self-study and the visit that supports these strengths and key issues.

Part B: Schoolwide Strengths and Critical Areas for Follow-up (2 pages)

- Briefly comment about the previously identified schoolwide strengths and critical areas for follow-up.
- Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*
- Synthesize schoolwide critical areas for follow-up and list numerically. *Be sure that these can be documented by other sections of the report.*
 - ✓ Areas already identified by the school in the action plan sections
 - ✓ Areas to be strengthened within the already identified areas
 - ✓ 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 (1–2 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 (*e.g., II/USP, technology plan, staff development plan*)?
 - ♦ 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.