Visiting Committee Report Format

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

Preface
Include a copy of the school’s General Learner Outcomes.

Comments on the school’s self-study process with respect to the self-study expectations.

Through the completion of the self-study the school will accomplish:

1. Inclusiveness: The involvement and collaboration of all school/community stakeholders to support student achievement.
3. Student-focused: The analysis of data about students and student achievement.
4. Evaluation: The evaluation of the entire school program and its impact on student learning based on General Learner Outcomes, academic standards, and the HIDOE/ACS WASC criteria.
5. Accountability: The implementation and monitoring of the Academic Plan that supports high-quality learning.
6. Leadership: The facilitation by school leadership of the HIDOE/ACS WASC accreditation/school improvement process that advocates, nurtures, and sustains the vision and the culture of learning.

Chapter I: 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 Academic Plan has incorporated each of the critical areas for follow-up, including the impact on student learning.

Chapter II: Student/Community Profile
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 (e.g., attendance rates, size of ELL population, teacher credentialing, class size, dropout rates, programs for students)
• Appropriateness of identified student learning needs and their linkage to the General Learner Outcomes

➤ 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 III: 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 criterion in the following categories:

A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
B. Standards-based Student Learning: Curriculum
C. Standards-based Student Learning: Instruction
D. Standards-based Student Learning: Assessment and Accountability
E. 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.

➤ 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 HIDOE/ACS WASC Accreditation Status Determination Worksheet).

Chapter IV: Synthesis of 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.
  ✔ Confirm areas already identified by the school in the Academic Plan
  ✔ Confirm areas to be strengthened within the already identified areas
  ✔ Identify any additional areas to be added to the Academic Plan that have been identified by the visiting committee. This includes areas related to student achievement and other profile data, the school program and operation, and the Academic Plan.

Chapter V: Ongoing School Improvement (1–2 pages)

• Include a brief summary of the Academic Plan

• Comment on the following school improvement issues:
  ✔ Adequacy of the Academic Plan in addressing the identified critical areas for follow-up
    • Do the Academic Plan goals address the critical areas for follow-up?
- Will the Academic Plan enhance student learning?
- Is the Academic Plan a “user-friendly” plan that has integrated all major school initiatives?
- Is the Academic Plan feasible within existing resources?
- Is there sufficient commitment to the Academic Plan?

☑ 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 Academic Plan