

**VISITING COMMITTEE REPORT FORMAT**  
**ACS WASC Focus on Learning for International Schools**

**Title Page**

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

**Chapter I: 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., size of English learner population, teacher credentialing, class size, programs for students
- Appropriateness of identified critical learner needs and their linkage to schoolwide learner outcomes
- 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)**

- Comment on the school's self-study process with respect to the outcomes of the self-study.
  1. The involvement and collaboration of all staff and other stakeholders to support student achievement
  2. The clarification and collaboration of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards
  3. The analysis of data about students and student achievement
  4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC criteria
  5. The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan

**Chapter IV: Quality of the School's Program (10–20 pages)****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. School Culture and Environment
- E. Learning Standards for Thai Language and Thai Studies (for ONESQA schools only)
- F. Boarding Program

*Over*

- 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 *ACS WASC Accreditation Status Determination Worksheet*).

### **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 strength 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 action plan sections
  - Confirm areas to be strengthened within the already identified areas
  - Identify any additional areas identified to be added to the action 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 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., *technology plan, staff development plan*)?
    - Is the action plan feasible within existing resources?
    - Is there sufficient commitment to the action plan, schoolwide and systemwide?
  - 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.