

VISITING COMMITTEE REPORT FORMAT GDOE/ACS WASC FOCUS ON LEARNING

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
- Appropriateness of identified critical learner needs and their linkage to schoolwide 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 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 schoolwide learner outcomes
- Comment on the school's self-study process with respect to the expected outcomes of the self-study.
 1. Inlusiveness: The involvement and collaboration of all school/community stakeholders to support student achievement.
 2. Purposefulness: The clarification of the school's vision/mission and the schoolwide learner outcomes.
 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 schoolwide learner outcomes, academic standards, and the GDOE/ACS WASC criteria
 5. Accountability: The implementation and monitoring of the schoolwide action plan that supports high-quality learning
 6. Leadership: The facilitation by school leadership of the GDOE/ACS WASC accreditation/school improvement process that advocates, nurtures, and sustains the vision and the culture of learning.

Over

Chapter IV: Quality of the School's Program (10–20 pages)

Part A: For each criterion within the following categories:

- A. Organization
 - 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 *GDOE/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.
 - 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.

Over

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