

## ACS WASC/HAWAII DOE 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

Comment 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:

- **Inclusiveness:** The involvement and collaboration of all school/community stakeholders to support student achievement
- **Purposefulness:** The clarification of the school's vision/mission and the General Learner Outcomes.
- **Student-focused:** The analysis of data about students and student achievement.
- **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.
- **Accountability:** The implementation and monitoring of the Academic Plan that supports high-quality learning.
- **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.

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### **Chapter III: Quality of the School's Program**

#### **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. Quality 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.

#### **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 there sufficient commitment to 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.