



HIDOE/ACS WASC PROGRESS VISIT PROCEDURES SCHOOL INSTRUCTIONS

Schools that are required to have a progress visit prepare a report to submit to the visiting committee prior to the scheduled visit. The HIDOE/ACS WASC guiding principles and the criteria are the foundation for the analysis of progress and ongoing improvement.

The progress report is a concise compilation of all progress on closing the achievement gap and progress on the Academic Plan, with supporting evidence. The Academic Plan should include the integration of the critical areas for follow-up as they apply to the school's continuous improvement initiatives. In addition, the progress report should include the critical areas for follow-up that have already been addressed and currently are not in the Academic Plan.

The school must:

1. Complete and submit the progress report **no later than six weeks** prior to the visit.
2. Send a copy of the progress report to each member of the visiting committee with additional materials, such as the current Academic Plan.
3. Submit a copy of the progress report to ACS WASC in a single PDF or Word document using the Document Upload link on the top navigation bar of the ACS WASC website: www.acswasc.org/document-upload/.

Preparation of the School's Progress Report

The progress report should be prepared by the leadership team responsible for monitoring the Academic Plan. All stakeholders are expected to be involved in the process and should review and approve the report prior to the visit.

The school progress report template can be found on the ACS WASC website: www.acswasc.org/schools/public-hawaii/.

Progress Report Format

The progress report format is as follows:

I. Student/Community Profile Data

Include the following:

- Student/community profile that has been updated annually since the last full visit.
 - From the analysis of the updated student/community profile, include the following:
 - An updated summary with implications of the data and identified student learner needs.
- ➔ **Note:** See Task 2, HIDOE/ACS WASC Student/Community Profile Guide, of the HIDOE/ACS WASC Focus on Learning manual.

II. Significant School Changes and Developments

- Include a description of any significant changes and/or developments that have had a major impact on the school and/or any specific curricular programs since the last full visit.

- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

III. Engagement of Stakeholders in Ongoing School Improvement

- Describe the process for developing, implementing, and monitoring the Academic Plan and preparing the progress report.
 - How were stakeholders involved in developing the Academic Plan?
 - How were stakeholders involved in implementing and monitoring the Academic Plan?
 - How were stakeholders involved in the preparation of the progress report?

IV. Progress on the Implementation of the Academic Plan

The purpose of this section is to analyze progress on the identified school needs/identified student learner needs in the Academic Plan since the last visit and to determine the impact on student learning and the continuous improvement initiatives.

- Explain how the identified student learner needs have been addressed in the Academic Plan.
- Provide a summary of progress and impact on student learning of the Academic Plan's identified school needs/identified student learner needs referencing the critical areas for follow-up. Cite relevant supporting evidence.
- Explain how the cited relevant supporting evidence led to your conclusions on progress and impact on student learning.
- ➔ **Note:** If any critical areas for follow-up were not included in the school's Academic Plan, indicate what actions have been taken to address these issues and provide supporting evidence, including the impact on student achievement.

V. Academic Plan Refinements

- Based on the findings of the current progress report, further refine the Academic Plan as needed and include a link to the school's most recent Academic Plan.

ACS WASC PROGRESS VISIT VISITING COMMITTEE INSTRUCTIONS

The progress visit visiting committee is comprised of a chairperson and additional member(s). The visit must take place before the end of the third year of the school's six-year accreditation cycle.

The visiting committee will visit the school to meet with the principal, leadership team, and other groups responsible for the monitoring and implementation of the Academic Plan. The HIDOE/ACS WASC guiding principles and the criteria are the foundation for the analysis of progress and ongoing improvement.

The size of the visiting committee is determined by the school's enrollment:

<u>School Enrollment</u>	<u>Number of Team Members[*]</u>
6–1499	2
1500–2499	3
2500 or more	4

*One member serves as chairperson.

A confirmation form will be sent from the ACS WASC office and the school will select the visit dates.*

The ACS WASC Progress Visit is a one- or two and one-half day visit. The chairperson will contact the principal to establish a date for the visit. Once the date has been established, the chairperson should provide the date information to the ACS WASC Office.

The school works closely with the visiting committee chairperson in planning the schedule for the visit and the principal is responsible for all logistical arrangements, such as a work room, etc. The visiting committee's expenses should be submitted to the ACS WASC Burlingame Office for reimbursement after the visit to achan@acs-wasc.org. The ACS WASC Reimbursement Form is available on the ACS WASC website.

Visiting Committee Report

Immediately following the visit, the visiting committee will prepare its report detailing progress made on the Academic Plan, the areas of strength, and critical areas for follow-up, with regard to progress made on the Academic Plan.

The visiting committee report format is as follows:

I. Introduction

Include the following:

- Succinctly describe the school location, type of school, grades served, school programs, demographics, and student performance data. Include the major implications of the data, the identified student learner needs and the identified school needs.
- Synthesize any significant changes and/or developments that have had a major impact on the school and/or specific curricular programs since the last full visit.
- Briefly summarize the effectiveness of the stakeholder engagement in the implementation and monitoring of the Academic Plan and the preparation of the progress report.

* Previsits are not part of the progress visit process.

II. Progress on Implementation of the Academic Plan

- Based on the school's summary of progress and impact on student learning, evaluate the degree to which the student learner needs, the identified school needs, and the critical areas for follow-up are aligned and evident in the revised Academic Plan.
- Based on the VC findings on alignment, evaluate how the school has made progress on the student learner needs and identified school needs in the Academic Plan to strengthen continuous improvement initiatives. (Include relevant evidence to support the findings.)
- Explain why any critical areas for follow-up have not yet been completely addressed, if applicable. (See the HIDOE/ACS WASC Focus on Learning schoolwide criteria of the HIDOE/ACS WASC Focus on Learning manual.)

➔ **Note: If any critical areas for follow-up were not included in the school's Academic Plan, indicate what actions have been taken to address these issue(s), include supporting evidence and impact on student learning.**

III. Schoolwide Areas of Strength and Critical Areas for Follow-up

- List the schoolwide areas of strength identified during the current progress visit. (See the HIDOE/ACS WASC Focus on Learning schoolwide criteria of the HIDOE/ACS WASC Focus on Learning manual.)
- List the critical areas for follow-up that have not yet been completely addressed, if applicable. (See the HIDOE/ACS WASC Focus on Learning schoolwide criteria of the HIDOE/ACS WASC Focus on Learning manual.)
- List any additional new growth areas identified during the current progress visit, if applicable. (See the HIDOE/ACS WASC Focus on Learning schoolwide criteria of the HIDOE/ACS WASC Focus on Learning manual.)
- Include a copy of the address link for the school's most recent Academic Plan.

Confidential Summary Statement

The chairperson submits a confidential summary statement which includes a brief summary statement to ACS WASC regarding the progress made on the schoolwide critical areas for follow-up. This statement should include whether additional visits or other conditions should be required of the school during the remainder of its current six-year accreditation cycle.

The committee will recommend one of the following options:

1. Reaffirm accreditation for the remainder of the six-year cycle, this indicates that the school has made sufficient progress and has the capacity to complete the remainder of the accreditation cycle in good standing
2. Accreditation status withheld.

Distribution of the Visiting Committee Materials

1. A copy of the visiting committee report should be sent to the school **no later than ten days following the visit.**
2. The visiting committee report and confidential recommendation and summary statement should be sent to ACS WASC **no later than ten days following the visit** using the Document Upload link on the top navigation bar of the ACS WASC website: www.acswasc.org/document-upload/. The confidential recommendation and summary statement are **not** to be shared with the school.

Please contact us with any questions.