Body of Report:

Both the ASP Transition and Validation Report are largely narrative. Be certain to include information from each section that is concise, complete, and directly relates to the section as directed.

Recommendations:

- If the school is in compliance with all critical indicators, then major recommendations should not be issued for schools utilizing the ASP protocol.
- If the school is in partial or non-compliance with a critical indicator, however, the team is required to issue a major recommendation for that indicator.

- All recommendations are written in complete sentences and have two parts:
    - Begin with one <u>statement</u> (1-2 sentences) stating what is expected.
        - Recommendation statements must start with an action verb. (See verb list for suggestions.)
        - Do not use verbs like "continue," "consider," or "should." If you can't find something stronger to say, don't put it in. It is possible that the school should "review" or "revise" rather than "consider" if there is a concern but not a specific action you can recommend.
    - The second part (a separate paragraph) is the <u>description</u>. It contains the evidence and rationale; giving the people, context, and reason why this is of concern.
    - The description can include comments like "As noted in the school's report…" "As identified by the school…" If these are goals the school identifies, please add that in the description.
    - Check for consistency between the statement and the description below it.
    - Do not label the parts as "statement" or "description."
- Don't be prescriptive in recommendations. Keep the wording close to the wording in the indicator. Don't prescribe that they purchase something, hire someone, or adopt a specific program, even if that IS their preferred solution to the problem. Focus on the result the indicator points to. Make it substantive.
- Make sure that the focus is on school improvement. Even if the recommendation comes from a deficiency perspective, put it in terms of being on the path of improvement.
- If there are no recommendations, just leave them blank.

Evidence:

- Put 2-3 key sources in parentheses at the end of the description. Separate items of the same type with commas, and items of different types with semicolons. Example: (interviews with faculty, students, and staff; parent/student handbook) These do not need to be capitalized unless they are proper nouns.
- The evidence listed should support the statement in the commendations and recommendations. Some reports are too thin in terms of evidence, meaning that the conclusion that is drawn could not have been derived from that evidence. (Ex. Sometimes it looks like surveys or interviews were used and yet they are not listed as evidence.)
- Do not editorialize in the evidence section. That is only for evidence to be listed.
- Evidence needs to be specific. "Documentation" or "Interviews" is not specific enough. What document? (Sept. board mtg. minutes) What groups of people did you interview? (student and parent Interviews)

Good practice:

- Do most of your work in Google Drive for collaboration, then copy and paste to the final document.
- If you call something by one name in one area of the report, be consistent throughout.

Proper Formatting:
- Edit for spelling, grammar, punctuation, and capitalization.
- For acronyms, spell them out the first time, put the acronym in parentheses (like the school name) then use the acronym through the report. Do not use apostrophes when you make them plural. (MKs, ESOs)
- Use bullets for lists unless numbering is important, no double spacing between lists.
- Use one line of space between paragraphs, no indentations.
- Justify content to the left.
- Use two spaces between periods.
- Use a comma after the next-to-last item in a series (He had many cows, pigs, and dogs.)
- Use personal pronouns as little as possible.
- Only use capital letters for proper nouns, even when listing evidence. Do not capitalize general positions like superintendent. Capitalize only when used as a title. (Superintendent Johnson) Do not capitalize "school" unless in a title. Do not capitalize adjectives such as biblical or scriptural but do capitalize Bible. Capitalized words: Internet, the Web, Wi-Fi, CD, and PowerPoint. Not capitalized: e-mail, online, webinar.
- When in doubt about hyphens, look them up in Webster's Dictionary. For example, "a well-built roof" is correct but "a roof is well built" is also correct. Why? The first one combines words to be used as an adjective. Hyphens are tricky. Use the dictionary! (Hyphenate in-service, self-assessment, and self-study)
- Use numerals for numbers 10 and over. Do not begin a sentence with a numeral.
- Form the possessives of nouns ending in s by adding only an apostrophe. (Jesus' coat)
- Use active voice whenever possible. Try to write sentences in a way that states who took what action. "The athletic association disqualified the school from participating…" is active and it identifies who took what action. A passive sentence may read, "The school was no longer in the athletic league…"
- End punctuation goes inside quotes. (George called, "Is anybody home?")
- Italicize most publications like book titles. Put quotes around short items like articles.
- Word usage -- Use "insure" when speaking of insurance. Use "ensure" when conveying "to make sure, certain." The word "data" is plural. Avoid using "datum" or "data are" if possible. "Farther" is for distance.
- Time periods – AM and PM is correct. Only capitalize Spring 2015 when it is referring to a specific term only (like Spring Term 2015). Use spring of 2015 when it is more general.

Make sure at least two people have edited the final report BEFORE it is submitted for review.