**Team Visit Report WORD Template for the ACSI REACH Protocol:**

**Instructions for completing the team report in the ePlatform**

Use the following prompts to develop the narratives/text for the ePlatform.   The text can then be copied and pasted directly into the ePlatform.

**Tip for the chair #1**🡪 Many teams find it helpful to place this in Google Docs and have the entire team add their overviews, commendations, and recommendations into that shared workspace. Then team members can edit the chairperson’s prewriting and other team member’s written work as they have time. It enhances the collaboration and quality of the final report. When all team members are using Google Docs, it actually means that a projector is not needed.

**Tip for the chair #2**🡪 We suggest that almost all editing happens in the Google Drive or just in WORD prior to copying and pasting into the ePlatform. Some chairs do not transfer the contents of this document to the ePlatform until they return to their homes. Others have team members move sections into the ePlatform on the final morning of the visit after it is considered edited and complete. No one should be composing their sections in the ePlatform.

**Tip for the chair #3**🡪 Once or twice a day at a specified time, create a back-up copy in the Google Drive (create a Back-Up Copy folder). Other team members cannot access that copy. That way if something should happen to the master copy, you have a recent copy to return to.

**Tip for the chair #4**🡪 Use of color…It is suggested that the WORD template prompts stay in black. All other writing is kept in other colors. This makes copying and pasting into the ePlatform easier at the end.

**Black** - text or prompts from this WORD template

**RED** - typing a first draft, making additions and corrections, or it is an addition/correction - use **red** for collaboration phase

**BLUE** - already edited copy, if suggestions are made, they must be put in **red (or use Suggesting Mode, Google Docs)**

**GREEN - done, ready to go!**if suggestions are made, they must be put in **red (or use Suggesting Mode)** On some teams, only the chair or assistant chair change the font to green.

1. **INTRODUCTION TO THE VISITING TEAM REPORT**

**Intro to the Visiting Team Report**

In one page or less (600 words), write the narrative that will introduce the report to the readers.  This should contain information such as:

* general introductory comments that would shed light on the report for readers/commissioners
* special considerations such as joint protocols with other agencies or the presence of a co-chair
* additional factors about the school that would affect accreditation such as Exemplary, International Baccalaureate, or significant percentage of online courses (these may be additional protocols that have been added to REACH 2.1)
* previous delays or extensions in the accreditation process, visits, and anything that may have affected the outcome of the visit
* exceptions that may have been granted

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**Significant Changes**

In one page or less (600 words), describe any significant changes the school has experienced and how they have dealt with those.  Briefly explain the impact of these on the accreditation standards or the school's ability to remain able to accomplish their continuous school improvement plans.  (This can be used at the time of an initial accreditation to comment on the changes throughout the candidacy period.)

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**Response to Major Recommendations**

In one page or less (600 words), list the school's major recommendations and comment on the team's assessment on whether these have been “completed” or are still “in progress” in the current cycle of accreditation.  If they are “in progress” make sure there is a corresponding recommendation for each.

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**Summary Assessment of Compliance to Critical Indicators**

In a half-page page or less (300 words), briefly comment on the Critical Indicators that were not fully met.  (Make sure there is a corresponding recommendation for each in the appropriate standard.)

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1. **SCHOOL PROFILE REVIEW**

**Historical Overview**

In one page or less (600 words), summarize the founding of the school, including the original mission.  Include any significant developments, accreditation history, awards/recognition, and/or challenges the school has faced.

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**Mission, Vision, and Future Goals**

In one page or less (600 words), summarize the school's mission, vision, and goals for the future.

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**Demographic Portrait**

In two pages or less (1200 words), summarize the demographic portrait provided by the school and what implications that information might have for future growth or accomplishments of expected student outcomes. Remember, you will have a chart with the basic demographic information about the school…name, address, head of school, etc. You do not need to include that in this section.

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**Achievement of Academic Expected Student Outcomes**

In one page or less (600 words), summarize the accomplishments of the students in each academic area of expected student outcomes.  Was appropriate data 1) presented, 2) analyzed, and 3) used in setting school improvement goals? The visiting team has reviewed the Student Assessment Profile information from the self-study.

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**Achievement of Non-Academic Expected Student Outcomes**

In one page or less (600 words), summarize the accomplishments of the students in the other areas of expected student outcomes: spiritual, physical, social, and emotional.  Information should present summary data, analysis, and an explanation of how they are used in setting school improvement or program goals.

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1. **STANDARDS SECTION:** for each Standard the following will need to be accomplished:

**Standards/Indicators -** The choice of EC (Exceeds Compliance), C (Compliance), PC (Partial Compliance), and NC (NonCompliance) are radio button choices for each indicator in the Standard.  ***There is no text to enter for these. This happens in the ratings spreadsheet and then is transferred to the ePlatform.***

**Standard Overview**

In approximately one page or less (600 words), provide a brief overview of "what is" in relation to this standard.  Reference evidence or examples in your comments about the school's compliance to the standard. (Note any Critical Indicators that are not in compliance.)

The school’s self-study for Standard 5 has a **Part A for the Overall Instructional Program and a Part B for each individual subject area**.  The team must read over all of that but they do not have to comment on each of those individual subjects.  If they want to comment on one or more, they may.  They should include that in the standard overview.

Standard 8 is all about the **Continuous School Improvement Plan**.  Be sure to reflect on the school's Continuous School Improvement Plan.  Include the team's analysis of the school's capacity to complete the plan in terms of resources, personnel, and the timeframe indicated.  Also comment on the appropriateness and thoroughness of the goals identified, both in terms of how they were selected and how they will help move the school forward toward meeting their expected student outcomes.

**Commendations – create one document for all the commendations at the end of each standard**

Each commendation has two parts A) the statement declares the positive behavior or action the school has taken and the beneficial result that is related.  B) The second part is the description which includes the evidence. (More detail below.)  All commendations are typed into the same textbox.  Identify them by number, such as Commendation #1, Commendation #2, etc.  If you do not enter any, the box will not print at all.

**Recommendations – create one document for all the recommendations at the end of each standard**

Each recommendation has two parts A) the statement declares needed improvement the school should take and the beneficial result that would be realized.  B) The second part is the description which includes the evidence. (More detail below.)  Identify them by number, such as Recommendation #1, Recommendation #2, etc.  If you do not enter any, the box will not print at all.

For MAJORS…list them in the standard where they belong and under the Major Commendations and Recommendations.  Be sure to **bold** them in both places.

**Standard Compliance -** The choice of EC (Exceeds Compliance), C (Compliance), PC (Partial Compliance), and NC (NonCompliance) are radio button choices.  ***There is no text to enter for these.***

**Standard 1 Overview –**

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**Standard 2 Overview –**

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**Standard 3 Overview –**

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**Standard 4 Overview –**

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**Standard 5 Overview –**

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**Standard 6 Overview –**

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**Standard 7 Overview –**

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**Standard 8 Overview –**

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**Tip for the chair #5**🡪 When preparing the report to read together with the administrative team (usually around noon of the last day) the commendations and recommendations are the only thing the chair supplies in writing. Typically, we give the administrators only the actual commendations and recommendations and not the description/explanation underneath. That way if the team wants to work on the wording of the description portion, they have more time to do that. The team chair and assistant chair has a copy with all the details/description and the school administrators just receive the first portion (the basic statement) of the commendations and recommendations. That is why they are in this order. It is easy to create a working document for use at that meeting.

Also, it is easier to look at ALL the commendations or all the recommendations at one time when looking for majors.

**Standard 1 Commendations**

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**Standard 2 Commendations**

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**Standard 3 Commendations**

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**Standard 4 Commendations**

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**Standard 5 Commendations**

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**Standard 6 Commendations**

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**Standard 7 Commendations**

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**Standard 8 Commendations**

This is where the actual typing goes…

**Standard 1 Recommendations**

This is where the actual typing goes…

**Standard 2 Recommendations**

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**Standard 3 Recommendations**

This is where the actual typing goes…

**Standard 4 Recommendations**

This is where the actual typing goes…

**Standard 5 Recommendations**

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**Standard 6 Recommendations** –

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**Standard 7 Recommendations** –

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**Standard 8 Recommendations** –

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1. **MAJOR COMMENDATIONS AND RECOMMENDATIONS**

**Major Commendations – there is a separate box for each Major Commendation.  Create a separate entry for each.**

List a single major commendation for the school in each textbox.  Each one has two parts: A) The statement (stem) declares the positive behavior or action the school has taken and the beneficial result that is related.  This should closely mirror the indicator but must also reflect the actions of the school. It ends with a reference to the indicator that it is tied to.  B) The second part is the description. This provides detail about what specifically the school does that shows the exemplary behavior.  (See training video for more instructions and examples.) Major commendations may be a compilation of two or more indicators.

ACSI recommends that the visiting team includes more commendations than recommendations, as a way of affirming the school. However, that is not a requirement. There is no set number.

Major Commendation #1

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Major Commendation #2

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Major Commendation #3

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Others as needed…

**Major Recommendations – there is a separate box for each Major Recommendation.  Create a separate entry for each.** It is recommended that there be no more than 3-4 major recommendations but a minimum of one must be included.  However, if there are some majors left from a previous accreditation cycle or a code violation, those should be included as major recommendations and the total number may exceed the normal 3-4.

Major Recommendation #1

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Major Recommendation #2

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Others as needed…

List a single major recommendation for the school in each textbox.  Each one has two parts:

A) The statement declares a needed improvement for the school to take and the beneficial result that is related.  It must begin with an action verb (see list provided).  There can be two verbs if the actions are sequential (example “develop and implement”).  This should closely mirror the indicator but must also reflect the actions of the school. It ends with a reference to the indicator that it is tied to.

B) The second part is the description. This provides detail about what specifically the school needs to do or the aspect that has been missing. Major recommendations may be a compilation of two or more indicators.

1. **FINAL NARRATIVES SECTION**

**Summary of the Self-Study Process**

In one page or less (600 words), describe the thoroughness of the school's self-study report, documentation, evidences, organization, use of surveys and assessments, and planning for its future.  The focus is on the school’s self-assessment process and preparation of the report.

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**Conclusion Summary**

In two pages or less (up to 1200 words), summarize the school's general compliance with the standards.  Also, what critical indicators are not met, if any?  What themes did the team notice about the school?  Does the school appear to be consistent with its mission?  The focus is on the team’s final conclusions about the school and how it stands in relation to the accreditation standards.

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**Statement of Appreciation to the School**

In one page or less (600 words), comment on the school's welcome and hosting for the visiting team.  The school may mention specific people if they feel that is appropriate. It often includes a “Thank You” for hosting the team well.

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