

DETAILS OF THE FIVE YEAR REPORT ON PROGRESS AND PLANNING

Introduction

NEASC accredited schools are routinely required to submit a report and to host a visit in “mid-cycle”, namely five years after the Team Visit.

Resources

The committees formulating the Five Year Report on Progress and Planning will need access to:

- the 7th Edition of the *CIS/NEASC Guide to School Evaluation and Accreditation*, which includes the Standards for Accreditation
- the school’s Self-Study (written just over five years ago)
- the Visiting Team Report (written five years ago)
- the First Report (written approximately four years ago)
- any subsequent Special Reports and Special Visitors’ Reports
- this booklet “Accreditation Decisions and Subsequent Procedures”

Timing

The date set for receipt of this report by NEASC is five years after completion of the last Team Visit. Schools should allow at least six months for creation of the Five Year Report on Progress and Planning, and one additional month for printing, proof-reading and delivery.

NEASC will confirm dates for the Five Year Visit just before or immediately after the Five Year Report has been submitted.

Preparing the School for the Five Year Report on Progress and Planning

Component One of the Five Year Report essentially involves looking back to see what has been achieved at the school since the last Team Visit. In Component Two the school should look forward and plan where it wishes to be in three to five years time.

Component One is written Section by Section (A to G), as is the case for the Self-Study, the Visiting Team Report and the First Report. Therefore it may serve the school well to re-constitute the committees which produced the earlier reports. Such is the nature of international schools that many of the original staff members may have moved on in the intervening years, but the basic organisational pattern is still a useful one as it allows the school to benefit from the accreditation experience and involvement of those who do remain as well as

those who have joined more recently.

NEASC accepts that *all* staff members may not be involved in creating the Five Year Report. However the following points are considered essential:

- any given part of the Report should not be produced by one person acting alone and without consultation.
- the Report should be representative of the views of all sectors of the school community - staff, students, parents, board members. Input from these groups must therefore be sought, as appropriate for each of its constituent parts.

Structure for the Five Year Report on Progress and Planning

NEASC requires schools to follow the structure shown in the table below when writing the Five Year Report. The two main components address progress to date and planning for the future respectively.

Structure for the Five Year Report on Progress and Planning	
Introduction	Short comments from the Head of School to put the report into context. (Please see Note 1 below)
<i>COMPONENT ONE – Looking Back</i>	
Section Heading	e.g. Section A: Philosophy and Objectives.
<i>Then for each and every Recommendation in that Section of the Team Report from five years ago</i>	
Recommendation	The original recommendation of the Visiting Team should be quoted <u>verbatim</u> .
School's Rating at the First Report stage	Repeat here the rating given in the First Report. One of the following must have been used: " <i>Completed</i> ", " <i>In Progress</i> ", " <i>Planned for the future</i> ", " <i>Postponed</i> ", or " <i>Rejected</i> ".
School's Rating at the Five Year stage	Give a current rating. One of the above five categories must be used. (Please see Note 2 below)
School's Comment	A short comment explaining or justifying the Five Year rating, whatever it may be. [Not required if the rating was already " <i>completed</i> " at the First Report stage.] (Please see Note 3 below)
<i>..... and so on for <u>all</u> recommendations in <u>all</u> Sections A to G.</i>	
Outcome of Action Plans which accompanied the First Report	A commentary on the outcomes of all the Action Plans which were attached to the First Report. (Please see Note 4 below)
Statistical Data Sheet	Please complete the form shown later in this booklet.

<i>COMPONENT TWO – Looking From Now Into The future</i>	
List of Positive Standards Ratings	The school should carefully consider all the Standards for Accreditation and list those for which a rating of “E” (“exceeds”) is appropriate at this five year stage.
List of Major School Strengths	Deliberations under Component One of this report, and the list of Standards exceeded, should enable the school to compile a list its major strengths.
List of Negative Standards Ratings	The school should carefully consider all the Standards for Accreditation and list those for which a rating of “D” (“does not meet”) is appropriate at this five year stage.
List of Major Features Needing Improvement	Deliberations under Component One of this report, and the list of Standards not met, should enable the school to compile a list of the major features which need improvement.
Actions Plans to produce improvement	Attach Action Plans for the next three to five year period which will ensure improvements are made in all areas identified above. (Please see Note 5 below.)
<i>CONCLUSION</i>	
Concluding Remarks	Brief concluding remarks from the Head of School.
List of Contributors	List showing name, position and signature of the main contributors to this document.

Note 1 – Contents of the Introduction

The short Introduction should include:

- Comments to put this report into the context of the school’s accreditation history.
- Details of how the Five Year Report was assembled, and who were the main people responsible for this work.
- News of any major changes which have occurred at the school since the First Report which were not anticipated in the Action Plans drawn up at that stage.

Note 2 - Categories of Rating

As was the case in the First Report, the categories of rating the school may use at the Five Year Stage are as follows:

Completed - The recommendation has been implemented fully, or an on-going process has been activated to ensure its implementation.

In Progress – Some planning and action has been undertaken to carry out the recommendation, but more needs to be done to ensure full implementation. (This rating should not be used if plans have been made but no action has yet begun.)

Planned for the Future - No action has yet begun. However this item has already gone through the planning stage, and mechanisms therefore exist to ensure action will be taken within a known and reasonable time period.

Postponed – Accepted as a valid recommendation, but no planning or action yet undertaken.

Rejected - For items considered unacceptable, impractical, or invalid.

Note 3 – Possible Grouping of Comments by Focus Area

By their nature, some team recommendations from five years ago may have been addressed in a “stand-alone” fashion. Such recommendations should receive their own individual rating and individual comment in the Five Year Report (unless they were already “completed” at the First Report stage, in which case no further comment is required).

In other cases, a school may have found it more convenient to group together a number of inter-related recommendations into a “Focus Area” for the purposes of planning and action. Each of these recommendations will still require an individual rating in the Five Year Report, but just one in-depth composite comment can then be made for the whole Focus Area. Instead of repeating the same comment for all the recommendations within that Focus Area, the school can simply provide clear cross-references to the composite statement.

For example, in the Visiting Team Report five years ago there may have been multiple recommendations concerning Information Technology. Various curricular divisions or subjects may have been involved, and so might the Library/Media Centre or the school’s administrative offices. Rather than addressing each of these recommendations in a “stand alone” fashion, the school may have decided to group them together into an Information Technology Focus Area for which relevant plans and actions were organised. If so, a composite comment should be written for that Focus Area in the Five Year Report and related individual recommendations should then be given corresponding cross-references to it.

Note 4 – Comments on outcomes from Action Plans submitted at the First Report stage

With respect to each and every Action Plan submitted at the First Report stage, the school should comment on the success of the processes followed and should state the concrete outcomes. Any lessons learnt and adjustments made as a

consequence of executing those Action Plans should be stated.

Note 5 – Further Action Plans

Having identified the Major Features Needing Improvement that now need to be addressed, including those which have emerged from the school's deliberations during preparation of the Five Year Report, the school should now present its corresponding Action Plans for the next three to five year period. The school can choose its own format for presentation of these plans, but the following features must be clear:

- A short description of the issue or Focus Area to be addressed.
- What actions are planned.
- Who will carry out these actions, and on what timeline.
- What resources will be provided to ensure actions can take place.
- The expected outcomes which will demonstrate successful completion of the actions.
- The on-going structures and mechanisms identified or created to ensure future issues in this area will be properly addressed.

**NEASC
STATISTICAL DATA SHEET
To be completed as part of the school's Five Year Report**

School Name:	
Address:	
Date of last Team Visit:	
Date of the First Report:	
Date of this Five Year Report:	
Name of Head of School:	

At the time of the last Team Visit.	Total student enrolment was:	
	Age range was:	

At the time of this Five Year Report.	Total student enrolment is:	
	Age range is:	

**SUMMARY OF SCHOOL'S RATINGS
AT THE FIRST REPORT & FIVE YEAR STAGES**

	Number at the First Report stage	Number at the Five Year stage	Percentage at the First Report stage	Percentage at the Five Year stage
Completed				
In Progress				
Planned for the Future				
Postponed				
Rejected				

TOTAL			100%	100%