



Founded in 1885

**New England Association
of Schools & Colleges**

THE FIVE-YEAR REVIEW & FIVE YEAR VISIT REPORT

**Journey to Excellence in
International Education**

School Improvement through Accreditation

SCHOOL	
COUNTRY	
VISIT DATES	
NEASC VISITOR 1	
NEASC VISITOR 2	

*Based on the 8th Edition of the
NEASC Guide to School Evaluation & Accreditation*

*Compatible with the 8th Edition
Version 8.2 – September 2014*

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**New England Association of Schools & Colleges, Inc.
Commission on International Education**

3 Burlington Woods, Suite 100,
Burlington, MA 01803-4514, USA

t +1 855 886 3272

f +1 781 425 1001

url <http://cie.neasc.org>

CONTENTS

Part I	Introduction	4
Part II	Five-Year Review Template	7
Section 1	Context & Process	7
	Progress on Visiting Team Recommendations	8
Section 2	Action Plans	19
	Accomplishments & Challenges	20
	Core Principles	21
Section 3	The Future	22
Part III	School Data Sheet	23
	List of Persons Involved in Compiling the Report	24
	Supporting Documents & Signatures	25
Part IV	Conclusion by Five-Year Visitors	26

NEASC FIVE-YEAR REVIEW

PART I INTRODUCTION

The school's Five-Year Review Report has four distinct purposes:

1. Chart the school's progress in addressing the recommendations made by the Visiting Team approximately five years earlier and articulating action plans to implement recommendations which remain in progress.
2. Describe significant accomplishments and/or challenges which have occurred since the school's First Report on Progress and Planning (FRPP) and how these have affected or are likely to affect the school and its future development.
3. Reflect on three core principles of the accreditation protocol (School's Guiding Statements, Teaching and Learning, Internationalism) and the extent to which these "drive" the school's programs, practices, and shared understandings.
4. Envision how the school proposes to serve the needs of the next generation of students at a time of rapid change.

In essence, then, the school is asked to review the past, reflect on the present, and look to the future in its self-analysis.

THE REPORT

Completing the Template

Although the template for the Five-Year Review Report may appear straightforward, the report's usefulness to the school and to the accreditation agencies is entirely dependent upon the thoughtfulness, rigor, candor, and care with which it is prepared and supported by evidence. This is why the participation of a broad section of the school community in the preparation of the Report is essential. No section of the Report should be based on one person's opinion.

Some of the questions the school is asked to ponder or respond to may produce different answers from different parts of the school community and may suggest "thinking in progress" rather than conclusive insights, particularly in Section 3 where the school is asked to imagine possible future scenarios. This is as it should be. Visitors to the school will be looking for structures, mechanisms, and practices within the school that facilitate and encourage such open, creative thinking and dialogue rather than for ready-made solutions.

Timeline

The school's Five-Year Review Report must be received by the accrediting agencies approximately five years after the last Team Visit and three years after the *First Report on Progress and Planning*. Schools should allow at least six months for creating the Five-Year Review Report.

THE FIVE-YEAR VISIT

Dates for the Visit

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

Visiting Team

Typically a team of two peer visitors will spend three days at the school. They will meet with members of all school constituencies, visit classes, and review the documentation provided by the school. The Visitors' comments will be on the same template as the school's in order to provide for easy comparison between the school's and the Visitors' perspectives on the areas under review.

The school will receive the Visitors' Report as soon as the accreditation agencies have authorized its release and usually within four weeks of the visit.

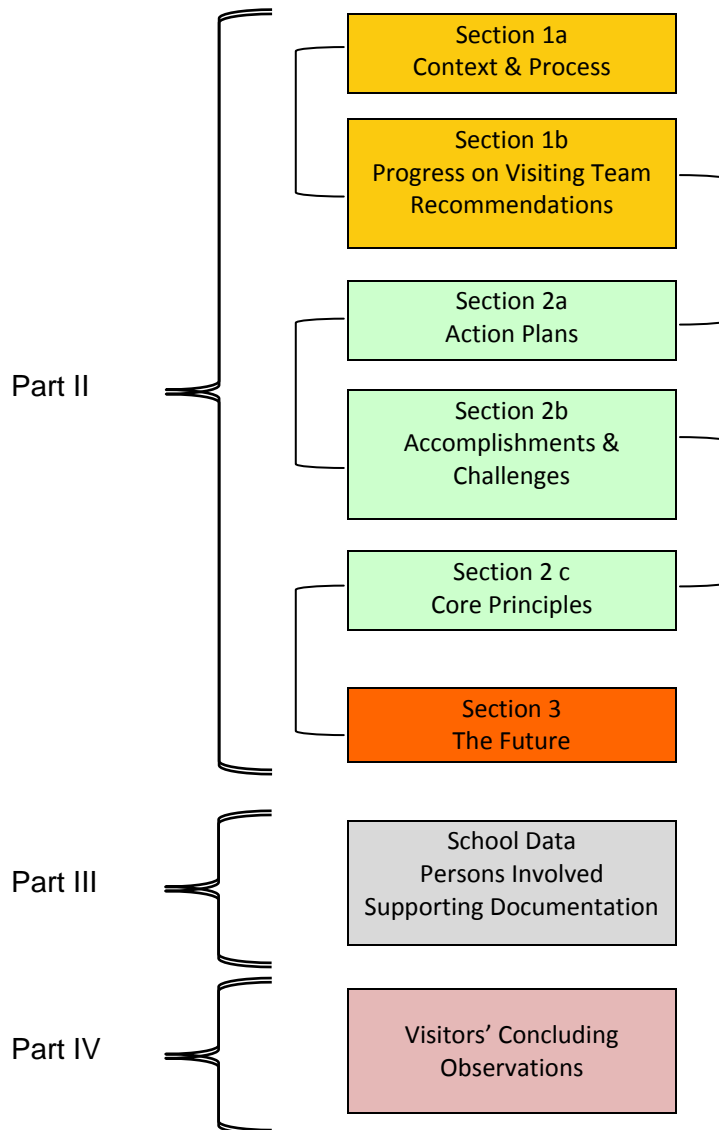
RESOURCES

The Committee(s) participating in the creation of the Five-Year Review Report will benefit from having access to:

- The 8th Edition of the NEASC *Guide to School Evaluation and Accreditation*
- The Visiting Team Report (written approximately five years earlier)
- The *First Report on Progress and Planning* (written approximately three years ago)
- The school's Self-Study (written five years ago)
- Other documents which refer to important changes, developments, reviews, significant projects, or initiatives during the past three years.

REPORT STRUCTURE

It is suggested that schools complete the template in the order in which it is sequenced (NB: Schools complete Parts II and III; Part IV is reserved for the Visitors' concluding observations):



PART II
FIVE-YEAR REVIEW TEMPLATE
(NB: Text boxes will expand to accommodate comments)

SECTION 1a – CONTEXT & PROCESS	
<ul style="list-style-type: none">• Describe the school’s accreditation and school improvement history.• Describe how this report was created and who was involved.• Describe any particular challenges encountered in producing the report.	
SCHOOL COMMENTS	VISITORS’ COMMENTS

SECTION 1b – PROGRESS ON VISITING TEAM RECOMMENDATIONS

- Reproduce the Visiting Team’s recommendations verbatim from the Visiting Team Report.
- Indicate the rating you gave each recommendation at the time of the FRPP (C-Completed, IP-In Progress, F-Planned for the Future, N-No Action, or R-Rejected).
- Rate the school’s response to the recommendation at this point in time. You may rate a recommendation *C (Completed)*, *IP (In Progress)*, or *R (Rejected)*.
- For recommendations still *In Progress*, indicate, in Section 2, appropriate action plans that have been designed.

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
		FRPP	5 Yr.
A	Recommendation # 1	FRPP	5 Yr.
	Recommendation # 2	FRPP	5 Yr.
	Recommendation # 3	FRPP	5 Yr.
	Recommendation # 4	FRPP	5 Yr.

(NB: If necessary, add rows for additional recommendations)

NOTE ON SECTION B:

- In this section, schools whose Self-Study and Visiting Team Reports were based on the 8th Edition are required to include all recommendations from the Horizontal Reports for each school section (e.g. Early Years, Elementary, Middle, High School – as applicable), as well as the Vertical Summary Report.
- Schools whose Self-Study and Visiting Team Reports were based on the 7th Edition are required to include all recommendations from the Horizontal Reports for each school section (e.g. Early Years, Elementary, Middle, High School – as applicable), but **exclude** recommendations from the individual subject/learning area Vertical Reports (e.g. English, Mathematics, Science, etc.).

SCHOOL SECTION (e.g. Early Years, Elementary School, Middle School, High School):			
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
B	Recommendation # 1	FRPP	5 Yr.
	Recommendation # 2	FRPP	5 Yr.
	Recommendation # 3	FRPP	5 Yr.
	Recommendation # 4	FRPP	5 Yr.

(NB: If necessary, add rows for additional recommendations)

SCHOOL SECTION (e.g. Early Years, Elementary School, Middle School, High School):			
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
B	Recommendation # 1	FRPP	5 Yr.
	Recommendation # 2	FRPP	5 Yr.
	Recommendation # 3	FRPP	5 Yr.
	Recommendation # 4	FRPP	5 Yr.

(NB: If necessary, add rows for additional recommendations)

SCHOOL SECTION (e.g. Early Years, Elementary School, Middle School, High School):			
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
B	Recommendation # 1	FRPP	5 Yr.
	Recommendation # 2	FRPP	5 Yr.
	Recommendation # 3	FRPP	5 Yr.
	Recommendation # 4	FRPP	5 Yr.

(NB: If necessary, add rows for additional recommendations)

SCHOOL SECTION (e.g. Early Years, Elementary School, Middle School, High School):			
SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
B	Recommendation # 1	FRPP	5 Yr.
	Recommendation # 2	FRPP	5 Yr.
	Recommendation # 3	FRPP	5 Yr.
	Recommendation # 4	FRPP	5 Yr.

(NB: If necessary, add rows for additional recommendations)

RECOMMENDATIONS FROM THE VERTICAL SUMMARY REPORT (only for schools whose Self-Study and Visiting Team Reports were based on the 8th Edition)

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
B	Recommendation # 1	FRPP	5 Yr.
	Recommendation # 2	FRPP	5 Yr.
	Recommendation # 3	FRPP	5 Yr.
	Recommendation # 4	FRPP	5 Yr.

(NB: If necessary, add rows for additional recommendations)

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
C	Recommendation # 1	FRPP	5 Yr.
	Recommendation # 2	FRPP	5 Yr.
	Recommendation # 3	FRPP	5 Yr.
	Recommendation # 4	FRPP	5 Yr.

(NB: If necessary, add rows for additional recommendations)

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
D	Recommendation # 1	FRPP	5 Yr.
	Recommendation # 2	FRPP	5 Yr.
	Recommendation # 3	FRPP	5 Yr.
	Recommendation # 4	FRPP	5 Yr.

(NB: If necessary, add rows for additional recommendations)

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
E	Recommendation # 1	FRPP	5 Yr.
	Recommendation # 2	FRPP	5 Yr.
	Recommendation # 3	FRPP	5 Yr.
	Recommendation # 4	FRPP	5 Yr.

(NB: If necessary, add rows for additional recommendations)

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
F	Recommendation # 1	FRPP	5 Yr.
	Recommendation # 2	FRPP	5 Yr.
	Recommendation # 3	FRPP	5 Yr.
	Recommendation # 4	FRPP	5 Yr.

(NB: If necessary, add rows for additional recommendations)

SECTION	VISITING TEAM RECOMMENDATIONS	SCHOOL RATING	
G	Recommendation # 1	FRPP	5 Yr.
	Recommendation # 2	FRPP	5 Yr.
	Recommendation # 3	FRPP	5 Yr.
	Recommendation # 4	FRPP	5 Yr.

(NB: If necessary, add rows for additional recommendations)

SECTION 2b – ACCOMPLISHMENTS & CHALLENGES

- Reflect upon and describe significant accomplishments and/or challenges that have occurred since the First Report on Progress & Planning and comment on their current and likely future impact on the school as a whole.
- The sections reflect the 8th Edition Standards headings.

SCHOOL COMMENTS	VISITORS' COMMENTS
School Guiding Statements (A):	
Teaching & Learning (B):	
Governance & Leadership (C):	
Faculty & Support Staff (D):	
Access to Teaching & Learning (E):	
School Culture & Partnerships for Learning (F):	
Operational Systems (G):	

SECTION 2c – CORE PRINCIPLES

Accreditation emphasizes several key concepts which should constitute the core of a school's orientation and focus: (1) a School's Guiding Statements (or Vision/Mission/Objectives), (2) Teaching and Learning, and (3) Internationalism/ Intercultural Competence. Please reflect on these three core principles as they apply to your school's current context and indicate any area(s) you perceive to be in need of attention during the next 3-4 years. In order to enhance the transition from the 7th to 8th Edition of the NEASC Guide to School Evaluation Accreditation, the Visitors may add additional advice on improving the school's alignment to the three main drivers (The school's Guiding Statements, Teaching and Learning and Internationalism).

SCHOOL REFLECTIONS	VISITORS' COMMENTS
<p>(1) Guiding Statements (to what extent do they drive the school's programs and operations? What evidence is there that they are understood, shared, and implemented in the life of the school?)</p> <p>Area(s) for Future Attention:</p>	
<p>(2) Teaching and Learning (are students' learning outcomes clearly stated? To what extent is students' learning the focal point of school development and decision-making? How is student learning "measured"?)</p> <p>Area(s) for Future Attention:</p>	
<p>(3) Internationalism/Intercultural Competence (how has the school defined this concept? How does it promote internationalism?)</p> <p>Area(s) for Future Attention:</p>	
<p>Which of the "Areas for Future Attention" do you consider most urgent for your school? Why?</p>	

SECTION 3 - THE FUTURE

How do you see the school developing to serve the needs of the next generation of your students? What opportunities and challenges does the school envisage?

SCHOOL COMMENTS

VISITORS' COMMENTS

PART III SCHOOL DATA

School Name:	
Address:	
Date of most recent Team Visit:	
Date of the 5-Year Report:	

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

At the time of this 5-Year Report	Total student enrolment is:	
	Age range is:	

SUPPORTING DOCUMENTS & SIGNATURES

Please list supporting documents enclosed with this report (or provide hyperlinks):	
Director/Head of School Name:	Signature:
Director's/Head of School's E-Mail Address:	
Board Chair Name:	Signature:
Board Chair's E-Mail Address:	
Date:	

Upon completion, please send this Report to NEASC-CIE.

Thank You.

PART IV CONCLUSION BY FIVE-YEAR VISITORS

NOTES FOR VISITORS

In Part IV, the Visitors make their concluding remarks. They may include:

- Comments on the school's commitment to improvement and capacity for change;
- Thanks to the school;
- Comments on:
 - the extent to which the school is mission driven and vision led;
 - the extent to which the school is learner-focused and cares about well-being;
 - the extent to which the school has embedded internationalism into the fabric of the school.

VISITORS' COMMENTS

Visitor's name:

Visitor's name:

Visitor's position:

Visitor's position:

Date: