



Founded in 1885

**New England Association
of Schools and Colleges**

SCHOOL IMPROVEMENT THROUGH ACCREDITATION

**THE
FIRST REPORT
ON
PROGRESS & PLANNING**

FRPP

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

THE FIRST REPORT ON PROGRESS & PLANNING

FRPP

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PREPARING TO PRODUCE THE FIRST REPORT ON PROGRESS & PLANNING (FRPP)

Organizing the School's Response to the Visiting Team Report

The time immediately after the Team Visit may naturally become a short "lull" in proceedings lasting a few weeks. However on receipt of the Visiting Team Report and the corresponding NEASC accreditation decision letter, the Head should lead the school into a "reflection" phase during which time:

- Existing structures and procedures should be identified which can address some of the Significant Recommendations contained in the Visiting Team Report and/or accreditation decision letter.
- Where necessary, new structures/procedures should be created to enable the school to address the remaining Significant Recommendations.

Once current and new structures/procedures have been identified or created, the school should begin to use them to address all the Visiting Team's Significant Recommendations and to log progress in preparation for submission of the First Report on Progress & Planning (FRPP).

Please note: In some instances, the Visiting Team Report includes Additional Advice under VT Step (e) as well as one or more Significant Recommendations under VT Step (d). While NEASC hopes that the advice has been helpful to the school, the agency does not require a response to Additional Advice items as part of the FRPP. The school only needs to address the Significant Recommendations.

In some cases it may be effective to reactivate the school committees originally organized for the Self-Study in order to respond to the Visiting Team's Significant Recommendations as this gives continuity to the whole school improvement effort. New staff members can be incorporated into the process as appropriate. Such an arrangement also provides individual staff members with the opportunity to pursue issues through all the stages from recording their own findings in the Self-Study, through considering the observations and recommendations of the Visiting Team, to deciding upon suitable responses and actions. Some schools may wish to encourage the original Self-Study Committees to evolve into permanent working groups, entrusted with the responsibility of carrying out the improvements for which they have helped to show the need.

NEASC does not expect "knee-jerk reactions" from schools, and there is no undue pressure to have "completed" all Significant Recommendations before the FRPP is submitted. The FRPP submission date is clearly stated in the decision letter(s), and is normally about two years after the Team Visit took place.

All plans and actions should be suitably logged, in the knowledge that the school will soon need to write its FRPP. (Indeed, it is good practice to log all plans and actions throughout the whole accreditation cycle in order to facilitate the production of regular reports and updates for NEASC.)

Possible Grouping of Comments by Focus Area

By their nature, some Significant Recommendations may need to be addressed in a “stand-alone” fashion. Such Significant Recommendations will need to be given their own individual rating and individual comment in the FRPP (see later).

In other cases, a school may find it more convenient to group together a number of inter-related Significant Recommendations into a “Focus Area” for the purposes of planning and action. Each of these Significant Recommendations still requires an individual rating in the FRPP, 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 Significant Recommendations within that Focus Area, the school can simply provide clear cross-references to the composite statement.

For example, in the Visiting Team Report there may be multiple Significant Recommendations concerning Information Technology. Various curricular divisions or subjects may be involved, and so might the Library/Media Centre and/or the school’s administrative offices. Rather than addressing each of these Significant Recommendations in a “stand alone” fashion, it might be more convenient for the school to group these together into an Information Technology Focus Area for which relevant plans and actions will be organised. A composite comment could then be written for that Focus Area in the FRPP, and related individual Significant Recommendations could then be cross-referenced to it.

Resources for Writing the First Report on Progress & Planning (FRPP)

People formulating the FRPP will need access to:

- The 8th Edition of the NEASC Main Guide to School Evaluation and Accreditation which includes the Standards for Accreditation.
- The school’s most recent Visiting Team Report which under the 8th Edition protocol is combined with the school’s own Self-Study Report.
- The Team Visit Outcome Letter received from NEASC.
- This booklet “The First Report on Progress & Planning”, including the templates supplied in Appendices One and Two.
- All school documents logging the actions taken and plans created in response to the Visiting Team’s Significant Recommendations.

STRUCTURE FOR THE FIRST REPORT ON PROGRESS AND PLANNING (FRPP)

NEASC requires schools to follow the structure shown below when writing the FRPP.

The Introduction

The short Introduction, normally written by the Head of School should include:

- Comments to put this report into the context of the school's accreditation history.
- A description of the structures/processes that were either identified or created during the "reflection" period so that Significant Recommendations could begin to be addressed.
- Comments on any issues or challenges which have influenced the school's progress in addressing the Significant Recommendations.
- Comments on how the FRPP was created, and who were the main people responsible for this work.
- News of any major changes that have occurred at the school that were not anticipated at the time of the last Self-Study and/or Team Visit.

The Comprehensive Table showing Progress & Planning

The school should use the template supplied as Appendix Two in this booklet to show how the school has addressed or plans to address all the Significant Recommendations (but not the Additional Advice) contained in the most recent Visiting Team Report. The columns in the Comprehensive Table should be used as shown below.

◆ Column I

Quote verbatim the Significant Recommendation from the Visiting Team Report (or identify the Focus Area if applicable).

◆ Column II

Rate the school's current status with respect to the Significant Recommendation (or Focus Area) using one of the following categories:

Completed (C) - The Significant Recommendation has been implemented fully. This rating should also be used for situations where the response to the Significant Recommendation is fully operational but is by nature "on-going".

In Progress (IP) – Some planning and action has been undertaken to address the Significant 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. In such cases, PF would be the appropriate rating.)

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

Rejected (R) - For items considered unacceptable, impractical, or invalid.

◆ Column III

Describe the actions taken (for a C rating), the actions planned (for an IP or PF rating), or the reasons for rejection (for an R rating).

◆ Column IV

Show the dates when actions were completed (for a C rating) or will be completed (for an IP or PF rating).

◆ Column V

Show which people or department were/was/will be responsible for taking the actions.

◆ Column VI

Describe the Success Criteria which were met (for a C rating) or are expected to be met (for an IP or PF rating). Emphasise the impact on student learning and/or well-being.

◆ Column VII

(Optional) Add any clarifying comments which do not routinely suit the reporting structure imposed by Columns I to VI.

The Statistical Data Sheet

The school should complete the Statistical Data Sheet supplied as Appendix One in this booklet.

The Conclusion

The Head of School should write a brief conclusion for the FRPP, to include:

- Any comments on how the accreditation process has impinged on the school in general terms.
- A description of how the Actions Plans in this FRPP relate to or are embedded within the school's overall Strategic Plan (or similar).
- A list of the three or four most outstanding recent school achievements shown in this report.
- A list of the three or four priority areas most needing to be addressed shown in this report.

The List of Contributors

Include a list showing the name, position and signature of the main contributors to the FRPP.

SUBMISSION OF THE FIRST REPORT ON PROGRESS & PLANNING (FRPP) TO NEASC

The school should check that all parts of the FRPP have been completed, namely:

- ✓ The Introduction.
- ✓ The Statistical Data Sheet – on the template supplied in Appendix One.
- ✓ The Comprehensive Table showing Progress & Planning – on the template supplied in Appendix Two.
- ✓ The Conclusion.
- ✓ The List of Contributors.

The entire report should be sent electronically to NEASC (cie@neasc.org) as one or more Word document(s).

NEASC RESPONSE TO THE FIRST REPORT ON PROGRESS & PLANNING (FRPP)

After receipt and analysis, NEASC will respond to the school's FRPP in writing.

If the Report is accepted, the process of accreditation will proceed in a routine fashion with the next stages being the Five Year Review followed shortly afterwards by the Five Year Visit.

If any aspect of the school's FRPP is considered incomplete or inappropriate, NEASC may request further monitoring - possibly via a Special Report and/or a Special Visit.

APPENDIX ONE
NEASC STATISTICAL DATA SHEET
To be completed as part of the school's
First Report on Progress & Planning (FRPP)

School Name:	
Address:	
Date of most recent Team Visit:	
Date of this FRPP:	
Name of Head of School:	
Head of School e-mail address:	

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

At the time of this First Report on Progress & Planning	Total student enrolment is:	
	Age range is:	

SUMMARY OF SCHOOL'S RATINGS AT THE FRPP STAGE:

	Number	Percentage
Significant Recommendations "completed" (C)		
Significant Recommendations "in progress" (IP)		
Significant Recommendations "planned for the future" (PF)		
Significant Recommendations "rejected" (R)		
TOTAL		100%

APPENDIX TWO - COMPREHENSIVE TABLE FOR RECORDING PROGRESS & PLANNING
("Boxes" will expand according to the contents placed within them.)

Section A: Guiding Statements						
I Significant Recommendation (or Focus Area if applicable)	II Rating C or IP or PF or R	III What we did... for rating C. What we plan to do ... for ratings IP and PF. Why we rejected ... for rating R.	IV Actions were/will be completed by date	V Person(s) or Dept. responsible	VI Success Criteria – emphasising improvement in student outcomes	VII Other Comments if any
A1						
A2						
A3						
Etc.						
Section B: Teaching & Learning						
I Significant Recommendation (or Focus Area if applicable)	II Rating C or IP or PF or R	III What we did... for rating C. What we plan to do... for ratings IP and PF. Why we rejected ... for rating R	IV Actions were/will be completed by date	V Person(s) or Dept. responsible	VI Success Criteria – emphasising improvement in student outcomes	VII Other Comments if any
B Horiz. Elementary 1						
B Horiz. Elementary 2						
Etc.						
B Horiz. Middle 1						
B Horiz. Middle 2						
Etc.						
B Horiz. Senior 1						
B Horiz. Senior 2						
Etc.						
B Vert. Summary 1						
B Vert. Summary 2						
Etc.						
Section C: Governance & Leadership						
I Significant Recommendation (or Focus Area if applicable)	II Rating C or IP or PF or R	III What we did... for rating C. What we plan to do ... for ratings IP and PF. Why we rejected ... for rating R.	IV Actions were/will be completed by date	V Person(s) or Dept. responsible	V1 Success Criteria – emphasising improvement in student outcomes	V11 Other Comments if any
C1						
C2						
Etc. for all Sections A to G, all Significant Recommendations.						