



Procedures for Schools With Mid-Cycle Visits

Mid-Cycle Progress Report: Instructions for the School

At the time of your last accreditation visit, your school was awarded either a six-year or seven-year status with a one-Day or two-Day mid-cycle Visit, and your school submitted a future planning document (formerly referred to as an action plan) based on the visiting committee report and the self-identified action items from your school's self-study.

The mid-cycle progress report is intended for your school to communicate the progress made since the last accreditation visit to the HAIS and WASC-appointed visiting committee. The report should focus attention on major areas of opportunities/challenges/needs your school has been addressing and discuss the growth and changes that have taken place since the last full accreditation visit.

The visiting committee is charged with reporting to HAIS its assessment of your school's progress based on the mid-cycle progress report and the one- or two-day visit.

HAIS suggests the following steps for the preparation of the report to HAIS:

- The Head of School appoints a committee, the group at the school that has the responsibility to monitor the accomplishments of the action plan or future planning document, to review the major recommendations in the previous visiting committee report.
- The committee engages all of the constituencies of the school community, and in particular with those persons or groups who are most affected by the future planning document and areas for follow-up in the mid-cycle report process.
- The committee gathers and analyzes information and writes a progress report detailing the accomplishments of the school with respect to the notable strengths and significant opportunities/challenges/needs as noted in the visiting committee report and the future planning document, noting other significant developments since the last visit.
- A response will be written for each major recommendation.

In responding to the **notable strengths and significant opportunities/challenges/needs**, the following points should be covered:

- Give specific evidence and examples of what has taken place, since the visit, to meet the intent of the recommendation.
- Evaluate the progress made, not only in terms of what has been done, but the effectiveness of any changes.
- Define specific goals for further progress over the next three years, and state what the school hopes to accomplish by meeting these goals.

In your written report, also evaluate progress made on your **future planning document**, giving specific evidence and indicating action taken.

- Read the report of the previous Visiting Committee.
- Know the content of the Major Recommendations.
- Read the written report of the school regarding its actions on the notable strengths and significant opportunities/challenges/needs (recommendations) and assess the school's progress.

Format for the Progress Report

Introduction

I. Student/Community Profile Data

- A general description of the school
- Schoolwide student goals
- Student demographics
- Faculty/staff demographics

II. Significant Developments and Changes

- A description of any significant developments, including program additions, at the school since the last full visit that have had a major impact on the school or specific curricular programs.

III. Ongoing Improvement

- A description of the school's process and procedures for addressing the notable strengths and significant opportunities/challenges/needs.
- A description of the implementation and the monitoring of the action plan.
- Include how annual progress reports, as well as this report, have been prepared and whether they were presented to the governing board.

IV. Report on Action Plan Progress/Critical Areas of Follow-up

- Comment on the accomplishment of each action plan section.
- Comment on any major refinements to the current action plan used based on the analysis of progress.

Distribution of the Mid-Cycle Progress Report

- The school shares the final report with the governing board, faculty, and staff prior to the committee visit to the school.
- At least eight to ten weeks prior to the on-site visit:
 - The school sends one copy of the report to the members of the Mid-Cycle Committee.
 - The school sends one digital copy of the report to:
Sophie Halliday
Director of Accreditation and Licensing
shalliday@hais.us

- The school uploads a digital of the report to WASC. Go to the WASC website:
<http://www.acswasc.org/document-upload/>

- Please be advised that failure to submit the report by the due date may result in the cancellation of the visit at the school's expense and may jeopardize your school's accreditation status.

Mid-Cycle Visit and Accreditation Status Recommendation Process

H AIS will follow the process below:

- H AIS appoints a mid-cycle visiting committee chair and works with W ASC to identify one other committee member. H AIS will endeavor to have one of these be a member of the original Visiting Committee recommending that term, the chairperson of that team if at all possible. In the instance that an additional accrediting organization was included in the last full visit, they may also appoint a team member, resulting in a three-member team.
- The school and the chair identify a date for the one-day or two-day visit for the fall semester unless extenuating circumstances require a spring date and H AIS is informed of the date.
- H AIS and the visiting team review the mid-cycle progress report PRIOR to the visit and uses the Mid-Cycle Visiting Committee Report template to produce the report.
- The visiting committee submits to H AIS an accreditation ballot that reflects the continuation of, or any changes in, the accreditation status as well as a rationale.
- Following the Mid-Cycle visit, the H AIS Board of Directors receives the report, the ballot, and the rationale and adjudicates the recommendation of the Visiting Committee at a subsequent board meeting. ACS W ASC may review the report at its April or June commission meeting.