



Three-year Report of Progress and Planning

Instructions for public schools, districts, centers, and programs

PART I. Changes to the Foundational Elements

Rate the Foundational Element in the drop-down menu as “meets” or “does not meet.” If the status has changed since the time of the Decennial Accreditation Report, please write an explanation of the change in the text box.

PART II. Assess the action, impact, and growth for each Priority Area

In the text box, write in the Priority Area and its related Standard(s)/Principle(s) or Foundational Element(s).

Write a narrative describing your progress toward attainment of the Priority Area, incorporating the use of the next steps as noted in the Decennial Accreditation Report and/or the First Report of Progress and Planning.

Guide your writing by thinking about the following questions:

- What actions have been taken?
- What are the impacts and growth from those actions?
- What measurements were employed to monitor progress?

Attach any representative evidence directly connected to the progress on the Priority Area, if applicable.

In the Next Steps text box, indicate future actions toward the completion of the Priority Area.

In the Timeline text box, indicate when it is anticipated that the Priority Area will be completed.

PART IIB. Future Priority Areas for Growth or other current priority areas as noted in the current growth plan

As the school completes its current Priority Area(s) for Growth, what will be the next Priority Area(s)?

What other major initiatives is the school undertaking?

What Principles of Effective Practice or Foundational Elements are in need of improvement?

PART III. Changes to the Conceptual Understanding, Commitment, Competency, Capacity (4 Cs) of the organization.

Did working on the priority areas change what is working in the school?

Since the time of the Collaborative Conference Visit

- What changes have you seen in the school related to these areas?
- What changes have you seen in your school as a learning organization?
- What has been the impact and the growth of the implementation of the priority areas in your school Accreditation on your school?

To what extent is the school committed to the Priority Areas in relation to the 4 Cs?

Use the following questions to guide your writing:

CONCEPTUAL UNDERSTANDING

Is there a better shared understanding of what optimal or effective learning looks like in the school?

COMMITMENT

To what extent are members of the school community committed to the school's vision of the graduate?

Are members of the school community committed to developing/strengthening a growth mindset for students? For adults? For the school?

To what extent is the school community committed to alignment with the Standards for Accreditation?

COMPETENCY

To what extent does the school community understand and acknowledge the changes that need to be made in order to align with the Standards as you work on Priority Areas?

To what extent do faculty members, staff members, and school and district leaders have the skills, knowledge, and dispositions necessary to help students achieve the school's vision of the graduate?

CAPACITY

Does the school have the time, resources, and support to make progress on its identified priorities?

Consider the following questions in the response:

- What strengths have developed within the 4 Cs since the Decennial Accreditation Visit?
- Which of the 4 Cs needs attention? In what ways?
- What are the logical next steps to ensure the 4 Cs are fully supporting the school's development as a learning organization?

PART IV. Progress towards the additional recommendations in the Decennial Accreditation Report

Write a narrative describing and assessing your progress toward completing the recommendations. If the recommendation is becoming a Priority Area, please state it in goal form, note the starting date, and list any next steps.

PART V. Revised school growth/improvement plan

Attach the revised school growth/improvement plan based on the information in Decennial Accreditation Report and First Report of Progress and Planning, incorporating the use of any next steps for the completion of any Priority Areas or adding any Priority Areas once the original Priority Areas are completed. Use the elements from the NEASC school growth/improvement plan template to guide your work. This can be found on the website at neasc.org/resources-public-schools under the *School Growth/Improvement Plan* section.

PART VI. Exemplary practices

Describe any exemplary practices that your school would be willing to share with other NEASC member schools.

- What is the practice?
- Describe the actions taken during the planning and implementation.
- Describe any challenges overcome, if any.
- Describe the growth and impact this has had on your school.

PART VII. Substantive Changes

If applicable, write a narrative describing any substantive changes from the policy below.

Substantive Change Policy

Principals of member schools must report to the Commission within sixty (60) days of occurrence any substantive change in the school which has a negative impact on the school's ability to align with any of the Commission's Standards for Accreditation. The report of a substantive change must describe the change itself as well as detail the impact on the school's ability to align with the Standards.

The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts, and student activities
- diminished upkeep and maintenance of facilities
- significant decreased funding
- cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- grade level responsibilities of the principal
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated

- takeover by the state
- inordinate user fees
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

Reports of positive substantive changes are not required but may be submitted to the Director of the Commission at the discretion of the building principal.