



The Comprehensive Self Study Initial or Ten Year Report

Use the following outline to organize the writing of the Initial and Ten Year Comprehensive Self Studies. These questions provide guidance for the writing of each section of the report and do not need to be answered in order. The overall report should authentically reflect the unique voice of the school and demonstrate its commitment to, cultivation of, and communication about its unique mission.

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Report Overview

1. Philosophy and Mission
2. Community of School
3. Instruction and Program
4. Professional Personnel
5. Governance: Head of School and Board
6. Financial Resources and Service Management

Philosophy and Mission

- A.** What is the mission and philosophy of the school? Through what process was it developed, and through what process is it reviewed?
- B.** How are the mission and philosophy disseminated to each constituency? How are the various constituencies educated about the mission and philosophy?
- C.** Is there congruence between the school's mission and philosophy and the actual program? How do we assess this? How are we able to demonstrate this?
- D.** Have there been significant innovations in this area since the last report (if applicable)?
- E.** What information from our surveys is applicable to this area?
- F.** What are the strengths and weaknesses of the school's mission and philosophy and the manner in which they are realized in the school? What recommendations can we make to improve in this area?
- G.** Is the school's philosophy and mission in keeping with the changing world?
- H.** How do the school's philosophy and mission shape decision-making?

Community of the School

- A.** Does the school have a non-discriminatory statement about enrollment? How is it disseminated? What steps does the school take to embrace diversity among its population?
- B.** What are the essential descriptors of life in our school? What is our approach to instruction, student participation, adult/child/parent interaction, and our curriculum in general?
- C.** Is our admissions process clear, exhaustive, and effective in recruiting, assessing, and placing children at our school? Are parents fully aware of their contractual obligations with the school?
- D.** What is the demographic makeup of our student body (i.e: number of students, gender, ethnic background, regional affiliation)? What is the retention rate of our school?
- E.** To what extent is each constituency involved in the development, implementation, and assessment of the school program?
- F.** How do we assess student success (noting measures against internal and external standards)?
- G.** How does the school welcome and integrate new members to its community?
- H.** Have there been significant innovations in this area since the last report (if applicable)?
- I.** What information from our surveys is applicable to this area?
- J.** What are the strengths and weaknesses of our school community? What recommendations can we make to improve in this area?
- K.** How have changes in demographics impacted the school?
- L.** What initiatives and/or improvements have been made in marketing?
- M.** What strides have been made to strengthen relationships within the school community and between the school and its surrounding community?

- N.** In what ways has communication improved both within the school and between the school and its surrounding community?

- O.** In what ways does the school promote a culture of global understanding and commitment to preserving the environment for current and future generations? (NAIS Model Core Standard: Culture and Climate #2)

Instruction and Program

This report contains several subsections: General Overview, Division Overviews, and Reports for each individual subject, academic and co-curricular.

General Overview

- A.** Does our academic program arise from the philosophy and educational mission? What is our educational philosophy? What is our approach to instruction, assessment, evaluation? Is our approach based on accepted learning theory?
- B.** How is our academic year organized? How do we report grades? Do we convey the information we would like to through our communication with parents?
- C.** What is our curriculum development process? Is it ongoing? Does it include regular assessment and evaluation of the curriculum and curriculum development process? Who participates in the process? How do we assess the effectiveness of our curriculum and our instructional process?
- D.** What is the role of co-curricular activities at our school? Is there an appropriate balance between academic and nonacademic activities? Are co- and extra-curricular activities in keeping with the mission of the school?
- E.** What are the strengths and weaknesses of the overall instructional program? What recommendations can we make to improve in this area?

Division Overviews

- A.** How does the school organize its divisions? What are the guiding principles and objectives for each division?
- B.** What are the strengths and challenges for each division? What recommendations could be made for each division?

Subject Reports

- A.** What are the learning objectives of each course? How do we approach instruction? How do we assess student success?
- B.** Have there been significant innovations in this area since the last report (if applicable)?

- C. What are the strengths and weaknesses of the each subject area? What recommendations can we make to improve in this area?

Optional Questions: *In addition to the above questions, the following optional questions may be useful in a Ten Year Self Study, as a school reflects on specific improvements or developments since the Interim Review:*

- A. What significant changes have been made in curriculum development?
- B. Describe effective innovations in technology that have been implemented.
- C. In what ways has the school worked to develop interdisciplinary programs?
- D. In what ways has the school worked to develop cross-division programs? In what ways has the school worked to improve communication across divisions?
- E. In what ways has the school followed students' success during and after their school attendance and how has this information impacted the school's program?

Professional Personnel

- A. What is the demographic makeup of our professional personnel (i.e., number of faculty, qualification through degree and experience, tenure at the school, evidence of diversity)?
- B. How do we recruit and orient faculty?
- C. What is the nature of our compensation package? How has it changed over time? How does it compare to peer schools?
- D. How are faculty, staff, and administrators evaluated?
- E. What professional development programs are in place in our school? (This includes but is not limited to: budget for professional development, examples of activities, evaluation procedures, coordinated development activities for the school, and activities of individual staff members.) What is the level of participation in professional development opportunities in our school?
- F. Have there been significant innovations in this area since the last report (if applicable)?
- G. What information from our surveys is applicable to this area?
- H. What are the strength and weaknesses of our professional personnel and the affiliated programs? What recommendations can we make to improve in this area?
- I. *In addition to the above questions, the following optional questions may be useful in a Ten Year Self Study as a school reflects on specific improvements or developments since the Interim Review:*
 - a. Have there been significant transitions in the faculty, staff, or administration?
 - b. Are significant transitions anticipated?
 - c. Describe the effectiveness of the school's methods of evaluation for faculty, staff, and administrators.
 - d. In the area of professional development, have there been significant undertakings?
 - e. How has professional development significantly impacted the implementation of the program of the school?

Governance: Head of School and Board

- A.** Is the school organized as an independent school according to the *Principles of Good Practice* as distributed by NAIS and the definition provided by VAIS?
- B.** What are the roles of the Head of School and the Board? Are they clearly defined, understood and functioning?
- C.** Are evaluation processes in place at the Board level for self-evaluation, as well as evaluation of policy and philosophy?
- D.** Are the Bylaws up-to-date?
- E.** What is the long-range planning process for the school? Is it effective and ongoing?
- F.** Have there been significant innovations in this area since the last report (if applicable)?
- G.** What information from our surveys is applicable to this area?
- H.** What are the strengths and weaknesses of the systems of governance and administration at the school? What recommendations can we make to improve in this area?
- I.** How do the Head of School and Board work together in partnership?
- J.** How has the Board's composition evolved?
- K.** How has the Board's committee structure evolved?
- L.** How has the Board's professional development impacted its work?

Financial Resources and Service Management

- A. What is the budgeting process of the school? What are the financial resources of the school? Is there a realistic long range financial projection?
- B. Are our facilities well maintained, and appropriate for the mission of the school? Do we have programs, plans, and personnel in place to support them?
- C. Is our transportation program in compliance with all state and local regulations?
- D. Are our support services (food, health care, contracted services, etc.) adequate for the school's program?
- E. How has the school effectively managed its financial resources?
- F. How is the school preparing for future financial stability?

Report Sections

Please include the following for each section of the Report:

- **Overview and Background, including philosophy and current practices**
- **Major Strengths (Bullet Points)**
- **Opportunities for Improvement (Bullet Points)**
- **Recommendations/Ideas for Improvement (Bullet Points)**
- **Committee members responsible for that section of the report (List)**

Note: The individual Instruction and Program Sections follow this format, as well.