

Self-Study Coordinator Guidelines

The following checklist is primarily for the person assuming the Self-Study (SS) coordinator role, although the coordinator and the principal share the responsibilities outlined.

Preparation for and Conducting the Self-Study

- _____ Become familiar with the contents of this manual (principal and SS coordinator).
- _____ Attend the training workshops (principal, SS coordinator and others).
- _____ Review the report of the previous Visiting Committee to be certain that critical areas have been addressed (principal and SS coordinator) through prior FOL/SID plans and the current the School Strategic Plan and the annual Academic and Financial Plans. Review all past accreditation information, e.g., self-study reports, mid-term reports, etc.
- _____ Establish a calendar for deadline dates (see suggested calendar on pp. 37–40)
- _____ Working with the SS coordinator, the principal ensures there are support mechanisms such as governing authority and complex area office understanding and assistance, professional time for staff members, financial resources, and clerical/technical help.
- _____ Orient the school staff to the self-study and accreditation process. It is critical to establish the appropriate spirit of inquiry and self-examination. Orientation should include:
 - ✓ An explanation of the WASC accreditation process and its benefits to the school community.
 - ✓ An overview of the WASC/DOE Focus on Learning (FOL) self-study process.
 - ✓ The interrelationship between Hawaii Content and Performance Standards, General Learner Outcomes, and the DOE Strategic Plan and annual Academic and Financial Plans.
 - ✓ An understanding of WASC/DOE criteria.
 - ✓ The importance of using data and the self-study findings to:
 - Raise the urgency for system change;
 - Recommit to a vision of high academic achievement for all students;
 - Investigate further the causes, barriers, challenges, and solutions to maximize student achievement and learning; and
 - Develop the long-range, three-year State Strategic Plan and the annual Academic and Financial Plan.
 - ✓ The nature and purpose of the visit.
 - ✓ Accreditation term determination.
 - ✓ The importance of the ongoing improvement process for successful student learning.
- _____ Establish the leadership team, home groups, and schoolwide focus groups. Principal appoints chairpersons for each group. SS coordinator facilitates the formation of committees.

_____ Prepare self-study packets (SS coordinator).

Suggested information for the self-study packets include: the overview, general and specific timelines, committee structure and membership, summary of products (self-study report format), self-study tasks, and all criteria, guide questions, suggested areas to analyze and rubrics. Add to the packets after their development or refinement, the Student/Community Profile and the refined General Learner Outcomes.

_____ Train leadership team and chairpersons of all committees (SS coordinator). Training should emphasize:

- ✓ A review of the basic purpose of the self-study, visit, and follow-up; a staff development/school improvement process
- ✓ Six parameters of the self-study
- ✓ Importance of verification: in-depth gathering of evidence
- ✓ Four tasks of the self-study
- ✓ The extreme importance of all committee members understanding the use of the assigned WASC/DOE criteria, suggested areas to analyze and the schoolwide learner outcomes in the accreditation process
- ✓ The key connection between the conversations and data gathered by the Home Groups and the evidence needed in the response to the criteria guide questions by the schoolwide Focus Groups
- ✓ The role of the committee chairs as:
 - Trainers of committee members in the use of the criteria guide questions and suggested areas to analyze
 - Coordinators for gathering information/data that needs to be examined and analyzed in comparison to the criteria and General Learner Outcomes, i.e., schoolwide learner outcomes.
 - Group facilitators of committee discussions and syntheses based on criteria and General Learner Outcomes.
- ✓ The essential participation in regular leadership meetings to review progress of the self-study

_____ Coordinate the availability of pertinent information (SS coordinator).

This information will be used by the School Profile committee, the Schoolwide Focus Groups and the Home Groups.

_____ Serve as a continual resource to Schoolwide Focus Groups and Home Groups and meet regularly with the Leadership team (principal and SS coordinator).

_____ Submit self-study report to Reprographics for printing after final Leadership Team Review.

_____ Distribute copies to:

- ✓ Visiting Committee Members (one copy each)
- ✓ Complex Area Superintendent (one copy)

- ✓ Board of Education (one copy)
- ✓ Office of Curriculum, Instruction and Student Support (OCISS), Accreditation/School Improvement Section (one copy and one electronic copy—CD or diskette)
- ✓ WASC, Accrediting Commission for Schools (one **electronic** copy compatible with PCs—CD or diskette)

_____ Contact the Visiting Committee chairperson to develop a detailed schedule for the visit and organize other details.

During the Visit

_____ Arrange for adequate working space for the Visiting Committee. Provide exhibit materials in the committee’s working area. If the working area for the committee is limited in size, make additional provisions for meetings with various committees and groups. Make arrangements for word processing, copy services, and clerical support for the Visiting Committee. Provide a campus map, classroom schedule, name tags, parking. See pp. 119–121 for a sample schedule for the visit, the Visiting Committee’s checklist, Visiting Committee Chairperson’s checklist and Visiting Committee’s report format.

After the Visit

_____ The Visiting Committee chairperson gives the school a copy of the Visiting Committee Report; the chairperson does NOT share the recommendation for a term of accreditation with documentation and justification statements. The Visiting Committee chairperson provides this only to WASC for action by the Commissioners. WASC will notify the school of the Commission’s decision regarding the school’s accreditation term.

The SS coordinator makes copies that are printed double-sided (on both sides) and distributes the Visiting Committee Report as follows:

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| 10 copies | WASC, Accrediting Commission for Schools |
| one copy | DOE, OCISS, Accreditation and School Improvement |
| one copy | Board of Education |
| one copy | Complex Area Superintendent |
| one copy | All Visiting Committee members |

In addition, it is suggested that a copy of the Visiting Committee Report be distributed to all persons who were given a copy of the School Self-Study to assist in the refinement of School Strategic Plan and the forthcoming Academic and Financial Plan.

_____ The principal and SS coordinator meet immediately with the Leadership Team to review the Visiting Committee Report and to integrate the narrative suggestions and critical areas for follow-up identified by the Visiting Committee into the School Strategic Plan and forthcoming Academic and Financial Plan.

_____ Submit copies of the modified School Strategic Plan and forthcoming Academic and Financial Plan to:

- ✓ Complex Area Superintendent (printed copy)
- ✓ State Accreditation Office (electronic copy and printed copy)
- ✓ WASC, Accrediting Commission for Schools (electronic copy). (For fall visits, the deadline is January 31 and for spring visits, the deadline is June 30.)

_____ The principal and SS coordinator together with the Leadership Team also establish and begin the follow-up process.

The Leadership Team coordinates the refining and implementation of the action steps for each section of the School Strategic Plan and annual Academic and Financial Plan. In addition, the Leadership Team involves the total staff in ongoing annual assessment of progress and any resulting modifications in the targeted interventions for the School Strategic Plan and Academic and Financial Plan. The Leadership Team prepares quarterly reports that are reviewed by the School Community Council and all shareholders and submitted to the complex area leadership. These reports are used in the compilation of progress that is summarized in the required progress reports to WASC.

- ✓ If the school was granted a six year term, the Leadership Team prepares a third year progress report summarizing the school's major accomplishments of the School Strategic Plan and annual Academic and Financial Plans and other changes since the visit. All progress must be supported by evidence. Some schools may also have a one day third year visit to review progress.
- ✓ If the school was granted a 3, 2, or 1 year term, the Leadership Team prepares a progress report on the critical areas for follow-up that have been integrated into the School's Strategic Plan and the current Academic and Financial Plan. This report will be reviewed by the revisit team that will spend one or two days at the school and recommend further accreditation or denial.

The Complex Area Superintendent reviews and formally accepts the third year report or any other report based upon the term granted to the school (e.g., 1, 2, 3, or 6) prior to forwarding these to WASC and the visiting committee, if applicable. The Commission may also conduct special visits and/or require specific reports.