School Principal and Self-Study Coordinator
Report Preparation Checklist

- Establish timelines and support mechanisms
- Provide orientation for staff and stakeholders
- Form Leadership Team and other school groups

1. After participating in the first HIDOE/WASC Self-Study training session, establish
   (a) a general calendar for the major self-study events and (b) a more detailed timeline of
   specific committee meetings and tasks to be accomplished.

2. Establish a process for ongoing communication with staff about the accreditation process
   and cycle of quality. Initially, orient staff and other stakeholders, including complex area
   personnel that can support the process.
   This orientation should include:
   a. An explanation of the joint HIDOE/WASC accreditation process along with its benefits
      to the school community
   b. An overview of the HIDOE/WASC Focus on Learning self-study process
   c. The interrelationship between General Learner Outcomes and academic standards
   d. The understanding of the HIDOE/WASC criteria
   e. The importance of using data and the self-study findings (1) to raise the urgency for
      system change; (2) to recommit to a vision of high academic achievement for all
      students; and (3) to investigate further the causes, barriers, impediments, challenges,
      remedies, and solutions to maximize student achievement and learning
   f. The importance of the ongoing improvement process for successful student learning
   g. The nature and purpose of the visiting committee
   h. Accreditation status determination.

   The ongoing communication with staff should provide opportunities for the following:
   - Sharing updated findings from the profile analyses
   - Discussing the implications of the data
   - Identifying the student learning needs and their relationship to the General Learner
     Outcomes
   - Utilizing strategies to gather and analyze evidence related to student learning and the
     HIDOE/WASC criteria
   - Reviewing the findings from all Focus Groups
   - Refining the Academic and Financial Plan.
3. Establish the Leadership Team, Data/Profile Group, Home and Schoolwide Focus Groups.

   ➔ Note: Each Schoolwide Focus Group usually concentrates on one criteria category and examines the effectiveness of that part of the school program. Analysis is completed in relation to several identified student learning needs, General Learner Outcomes and academic standards that the Leadership Team selected based on student achievement data.

4. Prepare self-study materials. (These can be distributed electronically.)

   Suggested information for the self-study packets include: the overview, HIDOE/WASC criteria, general and specific timelines, committee structures and membership, self-study report format, and self-study tasks. In addition, the following materials should also be distributed: the student/community profile, the progress report, the summary of the profile and progress data (Chapters I–III).

1. Have available pertinent information for the self-study. This information will be used by the student/community profile committee, the Schoolwide Focus Groups, and the Home Groups.

2. Train Leadership Team and Focus/Home Group leaders in roles and responsibilities, including strategies in group dynamics and data analysis.

   Training should emphasize:
   a. A review of the basic purpose of the self-study, visit, and follow-up: a school improvement process
   b. The expectations of the self-study
   c. The importance of verification: in-depth gathering and analysis of evidence
   d. The suggested tasks of the model self-study or the school’s modifications
   e. The extreme importance of all committee members understanding the use of the student/community profile and summary
   f. The role of the Home and Focus Group chairs as:
      1) Group facilitators of committee discussions and syntheses
      2) Coordinators for gathering of evidence, especially analysis of student work and observation of student engagement
   g. The essential participation in regular meetings to review progress of the self-study.

Additional Principal and Self-Study Coordinator Checklists

- The Principal and Self-Study Coordinator Checklists can be found on the WASC website.

Self-Study Self-Check Questions

For each of the five tasks a set of self-check questions is included. These are also listed on the following page as a reference for the principal, self-study coordinator, and other Leadership Team members.
School Principal and Self-Study Coordinator
Visit Preparation Checklist

- Finalize schedule and visit arrangements
- Self-study report distributions
- Visiting committee report distributions

1. Principal, self-study coordinator (SC) and visiting committee chairperson communicate prior to visit.

Prior to the visit, the visiting committee chairperson will be in communication with the principal and SC to answer questions and give assistance. The principal and the chairperson should establish a date for the chairperson to visit the school for a preliminary visit. During the previsit, the chair will become familiar with the school and the self-study progress, offer guidance in conducting the self-study, and begin to develop a detailed schedule for the visit. The chairperson will maintain regular communication with the school through additional visits, phone calls, faxes, and email. This includes critique of draft sections of the self-study report. (Refer to the “Visiting Committee Chairperson Checklist, Previsit Preparation.”)

2. Principal and SC makes housing and other arrangements for the visiting committee.

The principal and SC arranges housing and adequate work space for the visiting committee. There should be an area for exhibit materials that support the self-study in the work space. Word processing, printing, copy services, technical, and clerical support should be made available to the visiting committee. The school should provide equipment such as a LCD projector in the work space.

➤ Note: Details regarding suggested housing arrangements and reimbursement will be provided separately to the schools.

3. After the Self-Study Report is completed, copies are distributed to the appropriate people/organizations. The principal, SC, and visiting committee chairperson finalize the schedule for the visit.

✔ Self-Check Questions

Have copies of the Self-Study Report been sent to the appropriate recipients?

The principal and SC submit the Self-Study Report after final Leadership Team review. The principal and SC arrange for the sending of electronic copies, the printing of an adequate number of copies, and distributes them to the following people/organizations four to six weeks before the visit:

- The visiting committee members (electronic and hard copies)
- One (1) copy of the report on CD, DVD, or USB flash drive (reference and support materials not required) to:
  - Accrediting Commission for Schools, WASC
  - 533 Airport Boulevard, Suite 200
  - Burlingame, CA 94010
- Copies for staff members and other stakeholders
4. During the month prior to the visit, the principal, SC, and the Leadership Team continue discussion of the implementation of the Academic and Financial Plan.

Staff members and other stakeholders review the Academic and Financial Plan and the reports by the Focus Groups; they provide feedback to their committee chairpersons. Using this information, the Leadership Team continues to refine the Academic and Financial Plan. The Leadership Team will share these ideas with the visiting committee.

5. Principal and SC complete preparation for the WASC visit.

Principal and SC verify all visiting committee visit arrangements: housing, meals, technical and clerical support, word processing and/or copy services, school map, master classroom schedule, parking facilities, name tags, etc. Principal and SC ensure the availability of exhibits in the workroom and throughout the school, including representative student work samples that have been analyzed.

✔ Self-Check Questions

- Have the visiting committee visit arrangements been made?
- Have any needed reimbursement issues been worked out?

6. During the visit, the stakeholders discuss specific issues of the self-study with the visiting committee.

The visiting committee will have extensive dialogue with the Focus Groups and the Leadership Team. Important to these sessions and the subject area/stakeholder meetings will be the visiting committee's examination and understanding of the information and evidence that supported the schoolwide findings. Throughout the visit the visiting committee chairperson will regularly communicate with the principal and the self-study coordinator; the visiting committee will meet daily with the Leadership Team regarding the visiting team's findings.

7. The SC sends copies of the final visiting committee report to WASC and all stakeholder groups.

✔ Self-Check Questions

Has the final visiting committee report been sent to the appropriate recipients?

The Principal and SC sends the final WASC visiting committee report to the following:

- Five (5) copies of the final visiting committee report to WASC

  Accrediting Commission for Schools, WASC
  533 Airport Boulevard, Suite 200
  Burlingame, CA 94010

- Copies to all stakeholders groups
8. After the visit, the Principal and SC facilitates the integration of the narrative suggestions and critical areas for follow-up left by the visiting committee in the report into a modified Academic and Financial Plan.

**Self-Check Questions**

Has the modified Academic and Financial Plan been sent to the appropriate recipients?

By June 1 (January 31 for fall visits), the school should send:

- One (1) copy of the **modified Academic and Financial Plan** to the WASC Office Accrediting Commission for Schools, WASC
  533 Airport Boulevard, Suite 200
  Burlingame, CA 94010
- Copies to all stakeholders groups
- The **Principal and Self-Study Coordinator Post-Visit Checklist** can be found on page 153.
- The **Principal and Self-Study Coordinator Checklists** can be found on the WASC website.
Principal and Self-Study Coordinator
Post-Visit Checklist

- Revise the Academic and Financial Plan
- Send a copy of the revised Academic and Financial Plan to WASC

- After the visit, the self-study coordinator (SC) and principal meet immediately with the Leadership Team to review the visiting committee report and begin the follow-up process.

The Leadership Team coordinates the refining and implementation of the action steps for each section of the Academic and Financial Plan. The narrative suggestions and critical areas for follow-up left by the visiting committee should be integrated into the Academic and Financial Plan.

A copy of the modified Academic and Financial Plan should be sent to WASC.

Some schools may continue to use the Schoolwide Focus Groups as “change agent” committees in the follow-up process. The Leadership Team involves the total staff in annual assessment of progress, including data analysis about student learning in relation to General Learner Outcomes and academic standards; this will result in modifications annually of the Academic and Financial Plan, including annual Board approval. If the school annually reviews its plan and progress, the reports generated will comprise the major portion of the next self-study.

Self-check questions

Has the modified Academic and Financial Plan been sent?

A copy of the modified Academic and Financial Plan must be sent to the following office:

Accrediting Commission for Schools, WASC
533 Airport Boulevard, Suite 200
Burlingame, CA 94010

- The Principal and Self-Study Coordinator Checklists can be found on the WASC website.