

The Follow-up: Moving Forward

Principal and Self-Study Coordinator Post-Visit Checklist

- **Revise the Academic Plan**
- **Send a copy of the revised Academic Plan to ACS 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 Plan. The narrative suggestions and critical areas for follow-up left by the visiting committee should be integrated into the Academic Plan.

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

ACS WASC staff will send to the principal an evaluation form on the accreditation process shortly after the visit. If there are additional questions or comments, please contact Dr. Fred Van Leuven, ACS WASC President, and Dr. Marilyn George, ACS WASC Vice President.

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 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 Plan been sent?

- **An electronic copy of the modified Academic Plan to the ACS WASC Office in a single pdf or Word document using the Document Upload link on the top navigation bar of the ACS WASC website: www.acswasc.org/document-upload/.**

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

ACS WASC Accreditation Process: Ongoing Improvement

In preparation for the self-study every six years, the school should engage in an accreditation process that focuses on student learning and ongoing school improvement.

1. Annually update the student/community profile and discuss with all stakeholders.
2. Annually summarize progress on the Academic Plan sections, noting key evidence, and make any necessary modifications or refinements in the plan.
3. Periodically, review the General Learner Outcomes, the school vision, and mission.
4. Analyze and synthesize data that provides evidence of school progress, and complete a mid-cycle report for submission to ACS WASC.
5. Potentially, host a one- or two-day review if the school was granted a six-year accreditation status. (**Note:** If a school received a one-year probationary status, the school prepares an in-depth progress report and hosts a two-day visit. The Commission then grants additional years of accreditation depending upon the progress made. Accreditation may also be withheld.)
6. In preparation for the next self-study (usually 18 months prior to the full self-study and visit), ensure that a) key staff members participate in ACS WASC self-study training; and b) all stakeholders are knowledgeable of student achievement and other current data, and progress on all aspects of the Academic Plan. Use the following information with stakeholders:
 - a. The current, updated student/community profile, emphasizing student achievement, and other pertinent evidence noted during the annual progress reports
 - b. The operating Academic Plan
 - c. Annual progress reports.
7. Based on the HIDOE/ACS WASC criteria, involve stakeholders through Focus and Home Groups in the examination of the program using the information from the past years about student achievement and program changes (see #6). Gather and analyze any additional data/information needed.
8. Summarize important analytical findings for each criterion organized by categories.
9. Revise the Academic Plan to show what will be accomplished in detail for the following year and more broadly during the subsequent two years. Annually, the plan is refined based on progress made and impact on student learning.
10. Finalize the self-study report that will include:
 - a. The current student/community profile, student learning needs
 - b. Vision, mission, and General Learner Outcomes
 - c. Overall progress report since last full visit (or initial visit)
 - d. Findings and supporting evidence
 - e. Updated Academic Plan.

Self-Study Expectations

Through the completion of the self-study process the school will have accomplished:

1. **Inclusiveness:** The involvement and collaboration of all school/community stakeholders to support student achievement.
2. **Purposefulness:** The clarification of the school's vision/mission and the General Learner Outcomes.
3. **Student-focused:** The analysis of data about students and student achievement.
4. **Evaluation:** The evaluation of the entire school program and its impact on student learning based on General Learner Outcomes, academic standards, and HIDOE/ACS WASC criteria.
5. **Accountability:** The implementation and monitoring of the Academic Plan that supports high-quality learning.
6. **Leadership:** The facilitation by school leadership of the HIDOE/ACS WASC accreditation/school improvement process that advocates, nurtures, and sustains the vision and the culture of learning.