Chapter III: Self-Community Profile

Since the last self-study:
- Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:
  - Brief description of the students and community served by the school
  - School’s analysis of student achievement data
  - Other pertinent data
  - Appropriateness of identified critical learner needs and their linkage to schoolwide learner outcomes

Note: Show data in chart format and comment. Include sections of the profile that show student achievement findings and interpretations.
- Comment on significant findings revealed by the profile and/or pertinent items that were not included in the profile.

Chapter II: Progress Report (2 pages)

Since the last self-study:
- Comment on the school’s major changes and follow-up process
- Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.

Chapter III: Self-Study Process (1–2 pages)

- Include a copy of the school’s schoolwide learner outcomes
- Comment on the school’s self-study process with respect to the expected outcomes of the self-study.
  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 schoolwide 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 schoolwide learner outcomes, academic standards, and the GDOE/ACS WASC criteria
  5. Accountability: The implementation and monitoring of the schoolwide action plan that supports high-quality learning
  6. Leadership: The facilitation by school leadership of the GDOE/ACS WASC accreditation/school improvement process that advocates, nurtures, and sustains the vision and the culture of learning.
Chapter IV: Quality of the School's Program (10–20 pages)
Part A: For each criterion within the following categories:
A. Organization
B. Standards-based Student Learning: Curriculum
C. Standards-based Student Learning: Instruction
D. Standards-based Student Learning: Assessment and Accountability
E. School Culture and Support for Student Personal and Academic Growth
- Summarize an analysis of what currently exists and its impact on student learning
  - Highlight areas of strength (if any)
  - Highlight the key issues (if any)
  - List important evidence about student learning from the self-study and the visit that supports these strengths and key issues.

Note: When writing the analytical summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the GDOE/ACS WASC Accreditation Status Determination Worksheet).

Part B: Schoolwide Strengths and Critical Areas for Follow-up (2 pages)
- Briefly comment about the previously identified schoolwide strengths and critical areas for follow-up
- Synthesize schoolwide areas of strength and list numerically. Be sure that these can be documented by other sections of the report.
- Synthesize schoolwide critical areas for follow-up and list numerically. Be sure that these can be documented by other sections of the report.
  - Confirm areas already identified by the school in the action plan sections
  - Confirm areas to be strengthened within the already identified areas
  - Identify any additional areas identified to be added to the action plan that have been identified by the visiting committee. This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.

Chapter V: Ongoing School Improvement (1–2 pages)
- Include a brief summary of the schoolwide action plan.
  - Is there sufficient commitment to the action plan, schoolwide and systemwide?
  - Existing factors that will support school improvement
  - Impediments to improvement that the school will need to overcome
  - Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.

Over
Comment on the following school improvement issues:

- Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up
  - Do the schoolwide action plan goals address the critical areas for follow-up?
  - Will the action plan steps enhance student learning?
  - Is the action plan a “user-friendly” plan that has integrated all major school initiatives?
  - Is the schoolwide action plan feasible within existing resources?
  - Is there sufficient commitment to the schoolwide action plan?
- Existing factors that will support school improvement
- Impediments to improvement that the school will need to overcome
- Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.