

## **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**
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- 1. After participating in the first HIDOE/ACS WASC Self-Study training session, establish (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/ACS WASC accreditation process along with its benefits to the school community
- b. An overview of the HIDOE/ACS WASC *Focus on Learning* self-study process
- c. The interrelationship between General Learner Outcomes and academic standards
- d. The understanding of the HIDOE/ACS 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 learner needs and their relationship to the General Learner Outcomes
- Utilizing strategies to gather and analyze evidence related to student learning and the HIDOE/ACS WASC criteria
- Reviewing the findings from all Focus Groups
- Refining the Academic 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 learner 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/ACS 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 ACS 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 pages as a reference for the principal, self-study coordinator, and other Leadership Team members.

- Has the Leadership Team produced a user-friendly profile for all stakeholders?
- Have the certificated staff members and other stakeholders scheduled a time for discussion of the profile, including the vision, mission, and General Learner Outcomes, to determine major preliminary student learner needs?
- Have the stakeholders defined the measurable indicators of the General Learner Outcomes?
- Do the stakeholders use the profile data, including the vision, mission, and General Learner Outcomes, to guide further inquiry about student achievement and the school programs?
- Have the three to four important questions been determined that will be discussed within the Home/Focus groups?
- Have major preliminary student learner needs been identified and supported by the initial review of data?

### ***HIDOE/ACS WASC FOL, Task 3 (Assessment of Program)***



#### ***Self-Check Questions***

- Was the analysis of the school program done in relation to the accomplishment of the student learner needs, the General Learner Outcomes, academic standards, and the criteria concepts?
- Was the accuracy of the findings discussed and supported by evidence?
- Did discussion occur about how the findings relate to supporting the learning needs of all students?
- Were evaluative responses provided for all the criteria/indicators/prompts with supporting evidence? (How effective? What has been the impact on student learning?)
- Are strengths and prioritized areas for growth reasonable based on the aligned findings and evidence?

### ***HIDOE/ACS WASC FOL, Task 4 (Identification of the Major Student Learner Needs)***



#### ***Self-Check Questions***

- Has the school obtained input from all members of the school community as the identification and the implications of the student learner needs are determined based on the profile data and Focus Group findings?
- Is there consensus on the identified student learner needs?
- Is there consensus on the general themes or strands that have emerged from the Focus Group findings?
- Has there been discussion on how these themes or strands inform what enabling activities are needed to ensure the identified student learner needs are being addressed?

***HIDOE/ACS WASC FOL, Task 5 (Refinement of the Academic Plan)***



*Self-Check Questions*

- Were the schoolwide strengths and growth areas (i.e., Categories A–E) used to revise the Academic Plan?
- Is the Academic Plan organized around measurable outcomes for all appropriate student subgroups?
- Do the outcomes in the Academic Plan address the learning needs of students as identified in the student/community profile?
- Is there an effective process in place to integrate the visiting committee suggestions after the visit?
- Is there a sound follow-up process that will be used to monitor the accomplishment of the Academic Plan and modify as needed?

## 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.”)

#### **Who is responsible for the visiting committee expenses?**

Currently, the Hawaii State Department of Education (HIDOE) will cover the expenses for the visit. The visiting committee chairs and members will pay for their travel, lodging, meals, and car rental (chair for team); the chairs will submit the expenses to ACS WASC for reimbursement. ACS WASC will invoice the HIDOE at the end of the school year for all visits.

#### **What is the school’s responsibility regarding lodging reservations?**

**Visits on Oahu:** All chairs and members from other islands will stay at the Ala Moana Hotel, where a corporate rate has been established to minimize costs. ACS WASC School’s Desk reserves the rooms at the hotel and will provide the confirmation number(s) to the school.

**Visits on Hawaii, Kauai, Lanai, Maui, and Molokai:** All chairs and members from other islands will stay at a hotel designated by the school. The school to be visited will work with the ACS WASC visiting committee chair to make the hotel reservations for the chair and the members so all will be informed about the arrangements. The hotel should be safe, convenient, and of reasonable cost. There should be a single nonsmoking room for each member.

**NOTE:** Chairs will make their air transportation and car rental arrangements in collaboration with the ACS WASC accounting department. Members from other Hawaiian islands are to make their own airline reservations.

#### **Why are schools on Hawaii, Kauai, Lanai, Maui, and Molokai tasked with finding lodging for the visiting committee?**

Schools have the best knowledge of appropriate lodging for the visiting committee as they work collaboratively with the visiting committee chairs.

**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 SC submits the Self-Study Report after final Leadership Team review. The SC ensures all appropriate people/organizations have a copy no later than six weeks prior to the visit:

- The visiting committee members
- Staff members and other stakeholders
- The SC submits the self-study report to ACS WASC in a single pdf or Word document (reference and support materials are not required) using the **Document Upload** link on the top navigation bar of the ACS WASC website: [www.acswasc.org/document-upload/](http://www.acswasc.org/document-upload/).

**2. During the month prior to the visit, the principal, SC, and the Leadership Team continue discussion of the implementation of the Academic Plan.**

Staff members and other stakeholders review the Academic 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 Plan. The Leadership Team will share these ideas with the visiting committee.

**3. Principal and SC complete preparation for the ACS WASC visit.**

Principal and SC verify all visiting committee visit arrangements: housing, 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?**

**4. 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.

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



*Self-Check Questions*

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

6. After the visit, the 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 Plan.



*Self-Check Questions*

**Has the modified Academic Plan been sent to the appropriate recipients?**

- No later than six weeks following the visit an electronic copy of the **modified Academic Plan** should be submitted 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/](http://www.acswasc.org/document-upload/).
- Copies to all stakeholders groups.

- The **Principal and Self-Study Coordinator Post-Visit Checklist** can be found on page 145.

## Principal and Self-Study Coordinator Post-Visit Checklist

- **Revise the Academic Plan**
- **Send an electronic copy of the revised Academic Plan to ACS WASC and post on the school's website**
- **Send an electronic copy of the Visiting Committee Report to the Office of the Deputy Superintendent via School Transformation Branch, ATTN: Educational Specialist, ACS WASC.**

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- **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. Barry R. Groves, ACS WASC President, and Dr. Marilyn George, ACS WASC Executive 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?**

- **No later than six weeks following the visit, the school should send 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/](http://www.acswasc.org/document-upload/).**