School Self-Study Coordinator
Self-Study 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 ACS WASC/CDE 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 support mechanisms such as board and district understanding and assistance, professional time for staff members, financial resources, and clerical/technical help.**

3. **Establish a process for ongoing communication with staff about the accreditation process and cycle of quality. Initially orient staff and other stakeholders.**

This orientation should include:

a. An explanation of the joint ACS WASC/CDE accreditation process along with its benefits to the school community

b. An overview of the *Focus on Learning* self-study process

c. The interrelationship between schoolwide learner outcomes and academic standards

d. The understanding of the ACS WASC/CDE 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 continuous school 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 sharing updated findings from the profile analyses, discussion about the implications of the data and identification of the major student learner needs and their relationship to the schoolwide learner outcomes, strategies to gather and analyze evidence related to student learning and the ACS WASC/CDE criteria, review of the findings from all Focus Groups, and input on refining the schoolwide action plan/SPSA.

4. **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; this analysis is also done in relation to two to three identified major student learner needs, related schoolwide learner outcomes and academic standards that the Leadership Team selected based on student achievement data.

5. **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.**

Suggested information about the self-study include: the overview, ACS WASC/CDE criteria, general and specific timelines, committee structures and membership, self-study report format, and self-study tasks. Provide the drafts on the progress report, the student/community profile and summary information for use by the schoolwide focus and home groups.

6. **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 continuous 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 schoolwide learner outcomes, academic standards, the California Assessment of Student Performance and Progress (CAASPP) system, the California School Dashboard results, and assigned criteria

  f. The extreme importance of all committee members understanding the use of the schoolwide learner outcomes, academic standards, the California Assessment of Student Performance and Progress (CAASPP) system, the California School Dashboard results, and assigned criteria

  g. The role of the Home and Focus Group chairs as:

      1) Group facilitators of committee discussions and synthesis of findings

      2) Coordinators for gathering evidence, especially analysis of student work and observations of students working

  h. The essential participation in regular meetings for dialogue and sharing findings.

Additional School Coordinator Checklists

  • The **School Self-Study Coordinator Visit Preparation Checklist** can be found on page 119.

  • The **School Self-Study Coordinator Post-Visit Checklist** can be found on page 167.

  • The **School Coordinator Checklists** can be found on the ACS WASC website.

ACS WASC/CDE Focus on Learning Self-Check Questions

School Timeline and Committees

- Has the timeline been developed so that the self-study will be ready to send to the visiting committee no later than six weeks prior to the visit?
- Has the maximum time for Home and Focus Group meetings been allotted and are the meetings well-spaced out throughout the self-study process?
- Is the Leadership Team representative of the school community?
- Is the suggested FOL committee structure being adapted to build upon and strengthen the school's current organization for schoolwide communication?
- Are all certificated staff serving on *two* groups — a Home Group and a Focus Group?
- Has the school reflected upon the type of committee organization that will be most effective in the implementation of the schoolwide action plan/SPSA? For example, should the school maintain the Focus Groups after the visit to oversee schoolwide action plan/SPSA goals?

ACS WASC/CDE FOL, Task 1 (Progress Report)

- Have the certificated staff members and other stakeholders discussed the profile and progress since the last full self-study or initial visit?
- Did the school show how the schoolwide critical areas for follow-up (growth areas for continuous improvement) and recommendations identified by visiting committees since the last full self-study were integrated into the schoolwide action plan/SPSA?
- Did the school address each section of the schoolwide action plan/SPSA?
- Did the progress report include data that indicates whether school staff and students met established measurable outcomes?
- Did the progress report include the California School Dashboard data for student groups?
- Does the report show how each section impacted student accomplishment of the major student learner needs and one or more schoolwide learner outcomes?
- Did the school show how other critical areas for follow-up (growth areas for continuous improvement) were addressed that were not part of the schoolwide action plan/SPSA?

ACS WASC/CDE FOL, Task 2 (Student/Community Profile)

- Has the Leadership Team gathered and analyzed all required and other pertinent data to identify the characteristics and trends of achievement of ALL the students?
- Have the certificated staff members and other stakeholders scheduled a time for discussion of the profile to determine preliminary major student learner needs and the schoolwide learner outcomes/graduate profile?
- Has there been discussion of the relationship of the preliminary 2–3 major student learner needs to the schoolwide learner outcomes/graduate profile, the district LCAP goals, actions, and services, college- and career-readiness indicators?

- Have the stakeholders refined the measurable outcomes of the schoolwide learner outcomes/graduate profile that define their quality accomplishment?
- Do the stakeholders understand how to use the student/community profile data, including the vision, mission, and schoolwide learner outcomes/graduate profile, to guide further inquiry about student achievement and the school programs?

ACS WASC/CDE FOL, Task 3 (Assessment of Program)

- Was the analysis of the school program done in relation to the accomplishment of the preliminary major student learner needs, the schoolwide 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 learner needs of all students and how the evidence may have changed the identified major student learner needs?
- 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?

ACS WASC/CDE FOL, Task 4 (Identification of Major Student Learner Needs)

- Have all the certificated staff members and other stakeholders discussed the progress report, the profile, the draft summary of the data implications, the preliminary 2–3 major student learner needs, and the findings from the Focus Groups using the table?
- Has the school obtained input from all members of the school community as the implications and identification of the major student learner needs are determined based on the data, including the California School Dashboard results for student groups, and progress?
- Has there been discussion of the relationship of the 2–3 major student learner needs to the schoolwide learner outcomes, the district LCAP goals, actions and services, and college- and career-readiness indicators?
- Is there consensus on the identified major student learner needs and the major themes or strands determined from the strengths and growth areas?

ACS WASC/CDE FOL, Task 5 (Refinement of the Schoolwide Action Plan/SPSA)

- Is the schoolwide action plan/SPSA organized around measurable growth targets and benchmarks for all appropriate student groups?
- Do the schoolwide action plan/SPSA goals address the learning needs of students as identified in the student/community profile?
- Has the school integrated other initiatives to create one comprehensive schoolwide action plan/SPSA?
- Does the schoolwide action plan/SPSA align with the district LCAP?

- Are resources dedicated to each growth target?

- Is there an effective process in place to integrate the visiting committee suggestions into the schoolwide action plan/SPSA after the visit?

- Is there a sound follow-up process that will be used to implement and monitor the accomplishment of the schoolwide action plan/SPSA and modify as needed?

School Self-Study Coordinator
Visit Preparation Checklist

- **Finalize schedule and visit arrangements**

- **Self-study report distributions**

- **Visiting committee report distributions**

1. **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 SC and principal 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, and email. This includes critique of draft sections of the self-study report. (Refer to the "Visiting Committee Chairperson Checklist, Previsit Preparation.")

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

   The SC arranges housing and adequate work space for the visiting committee. Technology support and equipment should be made available to the visiting committee, including access to evidence via hyperlinks and/or Dropbox.
   .

   ➔ **Note**: Schools directly reimburse visiting committee members for expenses incurred during the previsit and the self-study visit. This includes meals, mileage, and other accreditation visit-related expenses. Lodging should be arranged and directly paid for by the school.

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

   ✔️ *Self-Check Questions*

   Have electronic 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 an electronic 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/.

4. **During the month prior to the visit, the SC and the Leadership Team continue discussion of the implementation of the schoolwide action plan/SPSA.**

   Staff members and other stakeholders review the schoolwide action plan/SPSA and the reports by the Focus Groups. Using this information, the Leadership Team continues to refine the schoolwide action plan/SPSA.

5. **SC completes preparation for the ACS WASC visit.**

   SC verifies all visiting committee visit arrangements: housing, meals, technical and clerical support, school map, master schedule, parking facilities, name tags, etc. SC ensures the availability of electronic references to support the self-study findings and 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 resolved?**

---

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 distributes electronic copies of the final visiting committee report to all stakeholder groups.**

✔️ *Self-Check Question*

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

---

8. **After the visit, the SC facilitates the integration of the narrative suggestions and growth areas for continuous improvement left by the visiting committee in the report into a modified schoolwide action plan/SPSA.**

✓ *Self-Check Questions*

Has the modified schoolwide action plan/SPSA been sent to the appropriate recipients?

No later than six weeks following the visit, the school should send:

- An electronic copy of the **modified schoolwide action plan/SPSA** 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/.
- Copies to all stakeholder groups.

- The **School Self-Study Coordinator Post-Visit Checklist** can be found on page 167.

- The **School Coordinator Checklists** can be found on the ACS WASC website.

School Self-Study Coordinator
Post-Visit Checklist

- **Revise the schoolwide action plan/SPSA**

- **Send a copy of the revised schoolwide action plan/SPSA to ACS WASC**

- **After the visit, the self-study coordinator (SC) and chief administrator 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 goal of the schoolwide action plan. The narrative suggestions and growth areas for continuous improvement left by the visiting committee should be integrated into the schoolwide action plan/SPSA.

A copy of the modified schoolwide action plan/SPSA should be sent to ACS 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 schoolwide learner outcomes/graduate profile, academic standards, and the California Dashboard; this will result in modifications annually of the schoolwide action plan/SPSA, 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 schoolwide action plan been sent?

- **No later than six weeks following the visit, the school should send an electronic copy of the modified schoolwide action plan/SPSA 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 **School Coordinator Checklists** can be found on the ACS WASC website.