

# 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 four to 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? For example, should the school maintain the Focus Groups after the visit to oversee action plan sections?

## WASC/CDE FOL, Task 1 (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?
- 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? See Task 3.
- Has the Leadership Team involved the stakeholders in a review of the current vision, mission, and schoolwide learner outcomes in relation to the current learner needs and future challenges for the students in order to be globally competent?
- Have the stakeholders refined the measurable indicators of the schoolwide learner outcomes that define their quality accomplishment?
- Do the stakeholders understand how to use the profile data, including the vision, mission, and schoolwide learner outcomes, to guide further inquiry about student achievement and the school programs?

## WASC/CDE FOL, Task 2 (Progress Report)

- Did the school show how all schoolwide critical areas for follow-up identified by visiting committees since the last full self-study were integrated into the action plan?
- Did the school address each section of the action plan?
- Did the progress report include data that indicates whether school staff and students met established growth targets?
- Does the report show how each section impacted student accomplishment of the critical learner needs and one or more schoolwide learner outcomes?
- Did the school show how other critical areas for follow-up were addressed that were not part of the action plan?

### **WASC/CDE FOL, Task 3 (Summary of Profile and Progress Data)**

- Have the certificated staff members and other stakeholders discussed the profile and progress since the last full self-study or initial visit?
- Has the school obtained input from all members of the school community as the implications and identification of the critical learner needs are determined based on the data and progress?
- Has there been discussion of the relationship of the 2–3 critical learner needs to the schoolwide learner outcomes and their descriptors and college/career readiness?
- Is there commitment to accomplishing the school’s vision, mission, and schoolwide learner outcomes (including critical learner needs) from all certified staff, all students, and other stakeholder groups?
- Have the 3–4 important questions been determined that will be discussed within the Home/Focus groups?
- Do the stakeholders understand how to use the profile to guide further inquiry about student achievement and the school programs?

### **WASC/CDE FOL, Task 4 (Assessment of Program)**

- Was the analysis of the school program done in relation to the accomplishment of the critical 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 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?

### **WASC/CDE FOL, Task 5 (Refinement of the Schoolwide Action Plan)**

- Is the schoolwide action plan organized around growth targets and benchmarks for all appropriate student subgroups?
- Do the schoolwide action plan sections address the learning needs of all students as identified in the student/community profile?
- Has the school integrated other initiatives to create one single comprehensive schoolwide action plan?
- 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 after the visit?
- Is there a sound follow-up process that will be used to monitor the accomplishment of the schoolwide action plan and modify as needed?