

## **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**

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- 1. After participating in the first WASC 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 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 WASC 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 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 sharing updated findings from the profile analyses, discussion about the implications of the data and identification of the critical learner needs and their relationship to the schoolwide learner outcomes, strategies to gather and analyze evidence related to student learning and the WASC criteria, review of the findings from all Focus Groups, and input on refining the schoolwide action plan.

- 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 critical learner needs, related schoolwide learner outcomes and academic standards that the Leadership Team selected based on student achievement data.

**5. Prepare self-study materials. (These can be distributed electronically.)**

Suggested information for the self-study packets include: the overview, WASC criteria, general and specific timelines, committee structures and membership, self-study report format, and self-study tasks. *Add to the materials: the student/community profile, the progress report, the summary of the profile and progress data (Chapters I–III).*

**6. 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.**

**7. 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 *outcomes* 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, standardized testing and reporting and local assessment data, and assigned criteria
- 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 observations of students working
- g. The essential participation in regular meetings to review progress of the self-study.

➔ **Note:** The self-study coordinator and principal should work with the Leadership Team to clarify its purpose and to develop group norms.

**Additional School Coordinator Checklists**

- The **School Self-Study Coordinator Visit Preparation Checklist** can be found on page 117.
- The **School Self-Study Coordinator Post-Visit Checklist** can be found on page 165.
- The **School Coordinator Checklists** can be found on the WASC website.

**Self-Study Self-Check Questions**

In addition to the organizational self-check questions listed above, for each of the five tasks a set of self-check questions is included. These are also listed on the following page as a reference for the self-study coordinator and other Leadership Team members.

## 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, faxes, 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. There should be an area for exhibit materials that support the self-study in the work space. Word processing, printing, copy services, technical, and clerical support should be made available to the visiting committee. The school should provide equipment such as a LCD projector in the work space.

➔ **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 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 arranges for the sending of electronic copies, the printing of an adequate number of copies, and distributes them to the following people/organizations four to six weeks before the visit:

- The visiting committee members (electronic and hard copies)
- One (1) copy of the report on CD, DVD, or USB flash drive (reference and support materials not required) to:  
Accrediting Commission for Schools, WASC  
533 Airport Boulevard, Suite 200  
Burlingame, CA 94010
- Copies for staff members and other stakeholders

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

Staff members and other stakeholders review the schoolwide action 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 schoolwide action plan. The Leadership Team will share these ideas with the visiting committee.

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

SC verifies all visiting committee visit arrangements: housing, meals, technical and clerical support, word processing and/or copy services, school map, master classroom schedule, parking facilities, name tags, etc. SC ensures 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?**

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



**Self-Check Questions**

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

8. 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 schoolwide action plan.



**Self-Check Questions**

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

By June 1 (January 31 for fall visits), the school should send:

- One (1) copy of the **modified action plan** to the WASC Office  
**Accrediting Commission for Schools, WASC**  
 533 Airport Boulevard, Suite 200  
 Burlingame, CA 94010  
 mail@acswasc.org
  - Copies to all stakeholders groups
- The **School Self-Study Coordinator Post-Visit Checklist** can be found on page 165.
  - The **School Coordinator Checklists** can be found on the WASC website.

## School Self-Study Coordinator Post-Visit Checklist

- **Revise the Schoolwide Action Plan**
- **Send a copy of the revised Action Plan to WASC**

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- **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 section of the schoolwide action plan. The narrative suggestions and critical areas for follow-up left by the visiting committee should be integrated into the schoolwide action plan.

A copy of the modified action plan should be sent to 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 and academic standards; this will result in modifications annually of the action 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 schoolwide action plan been sent?**

**An electronic copy of the modified schoolwide action plan must be sent to the WASC office via email:**

**Accrediting Commission for Schools**  
533 Airport Boulevard, Suite 200  
Burlingame, CA 94010  
mail@acswasc.org

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