

## **School Self-Study Coordinator Self-Study Report Preparation Checklist**

- **Establish timelines and support mechanisms**
  - **Provide orientation for staff and shareholders**
  - **Form Leadership Team and other school groups**
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**1. After participating in the first 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. Orientation of staff and other shareholders.**

This orientation should include:

- a. An explanation of the joint 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 expected schoolwide learning results and academic standards.
- d. The understanding of the 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 ongoing improvement process for successful student learning.
- g. The nature and purpose of the visiting committee.
- h. Accreditation term determination.

**4. Establish the Leadership Team, Home Groups 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 academic needs, related expected schoolwide learning results and academic standards that the Leadership Team selected based on student achievement data.

**5. Prepare self-study packets.**

Suggested information for the self-study packets include: the overview, WASC/CDE criteria, general and specific timelines, committee structure and membership, summary of products (self-study report format), and self-study tasks. *Add to the packet: the student/community profile, interpretations, and the overall summary.*

**6. Have available pertinent information for self-study. This information will be used by the student/community profile committee, the Schoolwide Focus Groups, and the Home Groups.**

Subject area staff members will utilize curricular references which can be obtained from the following source:

California Department of Education  
CDE Press Sales Office  
1430 N Street, Suite 3207  
Sacramento, CA 95814-5901  
Telephone: (916) 323-5765  
Fax: (916) 323-2817

**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 staff development/school improvement process.
- b. The *key outcomes* of the self-study.
- c. The importance of verification: in-depth gathering 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 expected schoolwide learning results, academic content standards, standardized testing and reporting (STAR) 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.
- 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 ground rules.



***Self-check questions***

- Has the timeline been developed so that the self-study will be ready to mail 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?

**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 157.
- The **School Coordinator Checklists** can be found on the WASC website.

## 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, determine 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 “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, copy services, and clerical support should be made available to the visiting committee.

➔ **Note:** Schools directly reimburse visiting committees for expenses incurred during 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 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
- One (1) copy of the report on CD or DVD (reference and support materials not required) to:

Accrediting Commission for Schools  
533 Airport Boulevard, Suite 200  
Burlingame, CA 94010

- Copies for staff members and other shareholders

**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 shareholders review the schoolwide action plan and the reports by the Schoolwide 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, clerical support, word processing and/or copy services, school map, master classroom schedule, parking facilities, name tags, etc. SC ensures the work room and exhibits in the work room and throughout the school, including representative student work that has been analyzed, are available.



***Self-check questions:***

- **Have the Visiting Committee visit arrangements been made?**
- **Have any needed reimbursement issues been worked out?**

**6. During the visit, the shareholders discuss specific issues of the self-study with the visiting committee.**

The visiting committee will have extensive dialogue with the Schoolwide Focus Groups and the Leadership Team. Important to these sessions and the subject area/shareholder 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 regularly with the Leadership Team regarding the visiting team's findings.

**7. The SC sends copies of the final Visiting Committee Report to WASC, the Intersegmental Relations Office at the California Department of Education, and distributes copies to all shareholder groups.**

**Self-check questions:**

**Has the final Visiting Committee Report been sent to the appropriate recipients?**

The SC sends the **final** WASC Visiting Committee Report to the following:

- **Ten (10) copies of the final Visiting Committee Report to WASC**  
**Accrediting Commission for Schools**  
 533 Airport Boulevard, Suite 200  
 Burlingame, CA 94010
- **One (1) copy of the final Visiting Committee Report to the Intersegmental Relations Office at the California Department of Education:**  
**Intersegmental Relations Office**  
 Secondary, Postsecondary and Adult Leadership Division  
 California Department of Education  
 Attn: Dr. Carolyn Hamilton  
 1430 N Street, Suite 4503  
 Sacramento, CA 95814-5901
- **Copies to all shareholders groups**

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 2 for fall visits), the school should send:

- One (1) copy of the **modified Action Plan** to the WASC office  
**Accrediting Commission for Schools**  
 533 Airport Boulevard, Suite 200  
 Burlingame, CA 94010
- One (1) copy of the **modified Action Plan** to the Intersegmental Relations Office at the California Department of Education:  
**Intersegmental Relations Office**  
 Secondary, Postsecondary and Adult Leadership Division  
 California Department of Education  
 Attn: Dr. Carolyn Hamilton  
 1430 N Street, Suite 4503  
 Sacramento, CA 95814-5901
- **Copies to all shareholders groups**

9. **One (1) copy of the WASC official accreditation term letter should be sent to the Intersegmental Relations Office at the California Department of Education.** The school should receive the official accreditation term letter from the WASC office in February, May, or July depending upon when the school's visit took place.

**Intersegmental Relations Office**

Secondary, Postsecondary and Adult Leadership Division

California Department of Education

Attn: Dr. Carolyn Hamilton

1430 N Street, Suite 4503

Sacramento, CA 95814-5901

- The **School Self-Study Coordinator Post-Visit Checklist** can be found on page 157.
- The **School Coordinator Checklists** can be found on the WASC website.

## School Self-Study Coordinator Post-Visit Checklist

- **Revise Schoolwide Action Plan**
- **Send copy of Action Plan to WASC and California Department of Education**

- **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 and the Intersegmental Relations Office at the California Department of Education.

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 expected schoolwide learning results 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?**

**A copy of the modified schoolwide action plan must be sent to the following offices:**

**Accrediting Commission for Schools**

533 Airport Boulevard, Suite 200

Burlingame, CA 94010

**Intersegmental Relations Office**

Secondary, Postsecondary and Adult Leadership Division

California Department of Education

1430 N Street, Suite 4503

Sacramento, CA 95814

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