



International Supplementary Education Programs

Accreditation Manual

Accrediting Commission for Schools
Western Association of Schools and Colleges



INTERNATIONAL EDITION

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Introduction

If educational organizations are to concentrate all their energies and resources on successful student learning, a holistic, honest examination of the actual program for students is required. Through the use of empowering criteria for international supplementary programs, new communication patterns, evidence gathering techniques, and insight from fellow educators, the appropriate accreditation process can serve as a vehicle to move school community members into meaningful schoolwide improvement and accountability.

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) defines an International Supplementary Education Program (ISEP) as an organization that offers programs or courses in specific areas of learning designed for elementary or secondary age students that reflect an international philosophy. It is a non-degree granting program. Student attendance is limited to the time required for success in a specific area of learning; students attending an International Supplementary Education Program also are enrolled in a private international school at the same time. An International Supplementary Education Program may be unaffiliated or under the auspices of a national or international organization; it must meet the legal requirements of the jurisdiction in which it operates and have the appropriate documentation and licensing

ACS WASC has designed an international supplementary protocol that addresses the critical concepts that are integral to its *Focus on Learning* process but adapted for a supplementary program. It should be viewed as a living document. These include: (1) the defining of quality achievement of ISEP learner outcomes for every student by all stakeholders; (2) stakeholder dialogue based on evidence gathering and analysis about what students are doing and producing; and (3) the development, implementation, and accomplishment of an ISEP action plan. The International Supplementary Education Program criteria address the following areas: organization for student learning; curriculum, instruction, and assessment; support for student personal and academic growth; and resource management and development.

The accreditation process is a perpetual cycle of assessment, planning, implementing, monitoring, and reassessment: the process is guided and assisted by the self-study, visit, and follow-up. Annually, the international supplementary programs are expected to summarize the degree to which all students, including disaggregated subgroups, are accomplishing the ISEP learner outcomes, identified critical student learning needs, and academic standards. In addition, the international supplementary programs must review the progress on the current ISEP action plan in relation to student achievement and make appropriate revisions. Every six years, the international supplementary program conducts an in-depth self-study to examine overall progress accomplished since the last self-study and the effectiveness of its current program based on the ACS WASC criteria in relation to student achievement. This results in a written summary of findings supported by evidence and the development of an updated ISEP action plan for the next three to five years. The completed self-study report is sent to the visiting committee members for careful study no later than six weeks prior to the visit. Using the results of the visit, the international supplementary program modifies and implements its action plan and so continues the cycle of improvement.

ISEP Self-Study Tasks, Products, and Suggested Participants

The basic process is centered upon five tasks that will result in five products or chapters.

Task 1: Provide a student/community profile that includes the following:

- Vision, mission, learner outcomes
- Demographic data
- Disaggregated and interpreted student outcome data
- Perception data summaries, if any.

Engage stakeholders in review of vision, mission, learner outcomes, and discussion of findings about student/community data.

Product: Chapter I — student/community profile

Participants: Leadership and Stakeholders

Task 2: Summarize the student/community profile data.

- Implications of the data related to student achievement
- Identification of two to three critical student learning needs related to learner outcomes.

Product: Chapter II — student/community profile summary

Participants: Leadership and Faculty

Task 3: Summarize significant developments and progress since initial visit and ongoing improvement process.

Product: Chapter III — Summary

Participants: Leadership Team

Task 4: Evaluate the quality of the programs and operations in relation to the ACS WASC Supplementary Criteria, and the iNACOL Standards if applicable.

- Synthesize the findings, supported by evidence. Show appropriate linkages of the findings to the identified critical learner needs.
- Identify strengths and growth areas for each criterion.

Product and Participants: Chapter IV: Suggested committees for the evaluation of the ACS WASC ISEP criteria will be organized around the Supplementary Program's organizational structure.

Task 5: Review the current plan in relation to identified strengths and growth areas for potential refinements to the implementation of the plan.

Product: Chapter V — Refinements of ISEP Plan

Participants: Leadership Team, All Stakeholders.

ISEP Self-Study Report Format

Preface: Explain the self-evaluation process, i.e., timeline, stakeholder involvement, any modifications of the suggested structure

Chapter I: Student/community profile that includes the following:

- Vision, mission, learner outcomes
- Demographic data, including the refined learner outcomes
- Disaggregated and interpreted student outcome data
- Perception data summaries, if any.

Chapter II: Summary of the student/community profile data

- Implications of the data related to student achievement
- Identification of two to three student learning needs related to learner outcomes.

Chapter III: Summary of significant developments related to the current ISEP Plan and its implementation.

Chapter IV: Brief analytical summary of findings and evidence for each criterion/indicators to denote what currently exists and the effectiveness in relation to student learning and well-being.

List of strengths and growth areas for each criterion.

Chapter V: Potential refinements to the ISEP Plan's implementation based on the identified strengths and growth areas

ACS WASC International Supplementary Education Program (ISEP) Criteria

Category A: Organization for Student Learning

A1. ACS WASC Purpose Criterion: The ISEP has established a clear vision and mission that reflects the beliefs and philosophy of the institution. The purpose is defined further by adopted ISEP learner outcomes that reflect defined global competencies for all students and form the basis of the educational program for every student.

Online Programs: iNACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

Evaluate the following:

Beliefs and Philosophy

Indicator: The degree to which the written mission and vision (purpose) reflects the beliefs and philosophy of the ISEP and its constituency.

Purpose, ISEP Learner Outcomes, and Profile Data

Indicator: The degree to which the student/community profile data has impacted the development of the ISEP's vision and mission and ISEP learner outcomes and identified future global competencies and current educational research.

Involvement of All

Indicator: The effectiveness of the ISEP process for involving representatives of the entire ISEP community in the development/refinement/impact of the mission, vision and ISEP learner outcomes.

Consistency of Purpose, ISEP Learner Outcomes, and Program

Indicator: The degree of consistency between the ISEP purpose, the ISEP learner outcomes, and the ISEP program.

Communication about Vision, Mission, and ISEP Learner Outcomes

Indicator: The effectiveness of the ISEP's means to publicize the vision, mission, and ISEP learner outcomes to the students, parents and other members of the ISEP community.

Regular Review/Revision

Indicator: The effectiveness of the ISEP's process for regular review/revision of the ISEP purpose and the ISEP learner outcomes based on current and future learner needs and other local/global trends/conditions.

A2. ACS WASC Governance Criterion: The governing authority (a) adopts policies which are consistent with the ISEP purpose and support the achievement of the ISEP learner outcomes, i.e., global competencies, (b) delegates implementation of these policies to the professional staff and (c) monitors results.

Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISEP Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

Evaluate the following:

Clear Policies and Procedures

Indicator: The clarity of policies and procedures with regard to the selection, composition and specific duties of the governing authority.

Relationship of Policies

Indicator: The degree to which governing authority's policies are directly connected to the ISEP's vision, mission, and ISEP learner outcomes and program. This includes the evaluation of policies related to online instruction in clarifying the vision for the ISEP's use of various types of online curriculum, instruction and support methodologies; examples of policies include upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.

Involvement of Governing Authority

Indicator: The effectiveness of the governing authority's involvement in the regular review and refinement of the ISEP's vision, mission and ISEP learner outcomes. The governing authority uses a variety of strategies to remain current in research-based knowledge about effective ISEPs.

ISEP Community Understanding

Indicator: The degree to which the ISEP community understands the governing authority's role.

Relationship to Professional Staff

Indicator: The extent to which there is clear understanding about the relationship between the governing authority and the responsibilities of the professional staff and how that understanding is developed and maintained. The extent to which the governing authority constrains its actions to policy making and strategic planning, while authorizing the administration to implement its decisions.

Board's Evaluation/Monitoring Procedures

Indicator: The degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance, overall ISEP programs and operations, and the fiscal health of the ISEP.

Complaint and Conflict Resolution Procedures

Indicator: The effectiveness of the established governing board/ISEP's complaint and conflict resolution procedures as they apply to the ISEP's stakeholders.

Evaluation Procedures

Indicator: The effectiveness of the evaluation procedures carried out by the governing authority.

Evaluation of Governing Authority

Indicator: The effectiveness of the process for evaluating the governing authority.

A3. ACS WASC Leadership Criterion: The ISEP leadership (1) makes decisions to facilitate actions that focus the energies of the ISEP on student achievement of the ISEP learner outcomes, i.e., global competencies, (2) empowers the staff and (3) encourages commitment, participation and shared accountability for student learning.

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

Online Programs: iNACOL Standard F: Commitment: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

Evaluate the following:

Defined Responsibilities, Practices, etc.

Indicator: The clarity and degree of understanding by administration and faculty of the ISEP's administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Existing Structures

Indicator: The effectiveness of the ISEP's existing structures for internal communication, planning and resolving differences.

Involvement of Staff

Indicator: The effectiveness of the ISEP leadership's processes and procedures for involving staff in shared responsibility, collaborative structures and actions, and accountability to focus ongoing improvement on teaching and learning that supports student learning.

Evaluation of Existing Processes

Indicator: The effectiveness of the ISEP leadership's regular review of the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

A4. ACS WASC Staff Criterion: The leadership and staff are qualified for their assigned responsibilities, are committed to the ISEP's purpose and engage in ongoing professional development that promotes student learning in a global society.

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard C, 2009]

Evaluate the following:

Employment Policies/Practices

Indicator: The clarity of ISEP's employment policies/practices related to qualification requirements of current and potential staff for all programs, including online instruction.

Qualifications of Staff

Indicator: The effectiveness of the procedures to ensure all staff members based on staff background, training, and preparation are qualified for their responsibilities to support student learning, including online instruction.

Maximum Use of Staff Expertise

Indicator: The effectiveness of the ISEP's process to assign staff members and provide appropriate orientation for all assignments, including online instruction, so that the expertise of the staff members is maximized in relation to impact on quality student learning.

Defining and Understanding Practices/Relationships

Indicator: The degree to which the ISEP has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff that are understood by administration and faculty.

Staff Actions/Accountability to Support Learning

Indicator: The effectiveness of the ISEP's processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes the evaluation of the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.

Support of Professional Development

Indicator: The extent to which the ISEP effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the ISEP learner outcomes.

Supervision and Evaluation

Indicator: The effectiveness of the ISEP's implementation of supervision and evaluation procedures in order to promote professional growth of staff, including for online professional staff the technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction

Measurable Effect of Professional Development

Indicator: The effectiveness of the operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

A5. ACS WASC Environment Criterion: The ISEP has a safe, healthy, nurturing environment that reflects the ISEP's purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student.

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

Evaluate the following:

Caring, Concern, High Expectations

Indicator: The extent to which the ISEP demonstrates caring, concern, and high expectations for students in an environment that honors individual and cultural differences and is conducive to learning.

Student Self-Esteem

Indicator: The extent to which the ISEP fosters student self-esteem through high expectations for each student and recognition of successes.

Mutual Respect and Communication

Indicator: The evidence that mutual respect and effective communication among and between staff, students, and parents exists.

Teacher Support and Encouragement

Indicator: The level of support and encouragement for teachers to use innovative approaches to enhance student learning.

Safe, Clean, and Orderly Environment

Indicator: The effectiveness of the ISEP's existing policies, regulations and use of its resources to ensure a safe, clean and orderly place that nurtures learning, including internet safety.

A6. ACS WASC Reporting Student Progress Criterion: The ISEP leadership and staff regularly assess student progress toward accomplishing the ISEP learner outcomes and report student progress to the rest of the ISEP community.

Evaluate the following:

Reporting Student Progress

Indicator: The effectiveness of the processes to keep the board and parents informed about student progress toward achieving the academic standards and the ISEP learner outcomes.

Monitoring of Student Growth

Indicator: The effectiveness of the ISEP system to monitor all students' progress toward meeting the academic standards and ISEP learner outcomes.

Modifications Based on Assessment Results

Indicator: The degree to which the ISEP uses assessment results to make changes in the ISEP program, professional development activities, and resource allocations demonstrating a results-driven continuous process. This includes the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.

A7. ACS WASC Improvement Process Criterion: The ISEP leadership facilitates improvement which (a) is driven by plans of action that will enhance quality learning for all students, (b) has ISEP community support and involvement, (c) effectively guides the work of the ISEP, and (d) provides for accountability through monitoring of the ISEP action plan.

Online Programs: iNACOL Standard S: Program Improvement: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

Evaluate the following:

Broad-Based and Collaborative

Indicator: The extent to which the ISEP’s planning process is broad-based, collaborative and has commitment of the stakeholders, including the staff, students, and parents.

ISEP Plan Correlated to Student Learning

Indicator: The degree to which the ISEP’s action plan is directly correlated to the analysis of student achievement data about the critical student learner needs, ISEP learner outcomes, and academic standards.

Systems Alignment

Indicator: The evidence that supports within the ISEP there is alignment of systems in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing ISEP improvement.

Correlation between All Resources, ISEP Learner Outcomes, and Plan

Indicator: The degree to which there is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the ISEP action plan.

Category B: Curriculum, Instruction, and Assessment

B1. ACS WASC What Students Learn Criterion: The ISEP provides a challenging, coherent and relevant international curriculum for each student that fulfills the ISEP's purpose and results in student achievement of the ISEP learner outcomes through successful completion of any course of study offered.

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Evaluate the following:

Current Educational Research and Thinking

Indicator: The effectiveness of the use of current educational research and thinking, other relevant international/national/ community issues and the needs of all students to maintain a viable, meaningful instructional program for students.

Academic Standards for Each Area

Indicator: The extent to which the ISEP provides a comprehensive and sequential documented curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching.

Congruence

Indicator: The extent to which there is congruence between the actual concepts and skills taught, the academic standards, and the ISEP learner outcomes.

Student Work — Engagement in Learning

Indicator: The extent to which the examination of representative samples of student work and snapshots of student engagement in learning demonstrates the implementation of a standards-based curriculum and the ISEP learner outcomes.

Accessibility of All Students to Curriculum

Indicator: The extent to which there is a rigorous, relevant, and coherent curriculum accessible to all students through all courses/programs offered. The extent to which ISEP's instructional practices and other activities facilitate access and success for all students.

Acceptable Student Achievement

Indicator: The evidence that demonstrates acceptable student learning of the academic standards and the ISEP learner outcomes through defined performance indicators.

Integration Among Disciplines

Indicator: The extent to which there is integration among disciplines at the ISEP and, if applicable, integration of outsourced curriculum into the program for which curricular integrity, reliability and security is maintained.

Curricular Review, Revision, and Evaluation

Indicator: The effectiveness of the assessment of the ISEP's curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy regarding the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.

Collaborative Work

Indicator: The extent to which administrators and teachers use various collaborative strategies to examine curriculum design and student work in order to refine lessons, units, and/or courses.

Accessibility of all Students to Curriculum

Indicator: The degree to which all students have accessibility to a challenging, relevant, and coherent curriculum.

Policies — Rigorous, Relevant, Coherent Curriculum

Indicator: The effectiveness of the ISEP's assessment of the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, use of technology, and the ISEP's policy for outsourced curriculum to maintain curricular integrity, reliability, and security.

Articulation and Follow-up Studies

Indicator: The effectiveness of student follow-up studies that provide insight to the effectiveness of the instruction to prepare students for pursuing further education, entering the work force, or meeting their personal goals.

B2. ACS WASC How Students Learn Criterion: The professional staff (a) uses research based knowledge about teaching and learning, and (b) designs and implements a variety of learning experiences that actively engage students at a high level of learning consistent with the ISEP's purpose and ISEP learner outcomes.

Online Programs: iNACOL Standard H: Equity and Access: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Evaluate the following:

Research-based Knowledge

Indicator: The extent to which administrators and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning. This includes the level of teacher technology competency within the online instruction. All students regardless of background and ability are actively involved in the learning that is based on the ISEP learner outcomes and academic standards.

Planning Processes

Indicator: The effectiveness of the planning processes, including the use of formative assessment results, focus on the engagement of all student activity at a high level of learning consistent with the academic standards and ISEP learner outcomes.

Professional Collaboration

Indicator: The effectiveness of administrator and teacher use of various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem solving, knowledge, and application. This would include examples of the selection of the instructional approaches based on the learning purpose(s) desired.

Professional Development

Indicator: The effectiveness of the use of ongoing professional development to enhance the curriculum and improve learning and teaching.

Challenging and Varied Instructional Strategies

Indicator: The degree to which teachers strengthen student understanding and achievement of the learning outcomes through the use of a variety of instructional strategies, including multimedia, that are selected on the basis of the learning purpose(s) and effectively engage students at a high level of learning through direct instruction and other student-teacher interaction opportunities. This includes the use of timelines and pacing guides for completing coursework for asynchronous online instruction.

Technological Integration

Indicator: The degree to which teachers systematically integrate technology within the ISEP so that all students develop a wide range of technological skills.

Challenging Learning Experiences

Indicator: The extent to which students working and their work demonstrate critical and creative thinking, problem solving, knowledge attainment, and application skills, including the *effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending and conducting effective research.*

Student Understanding of Learning Expectations

Indicator: The extent to which students know the standards/expected performance levels for each area of study.

Student Perceptions

Indicator: The extent to which interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

Student Needs

Indicator: The degree to which teachers address student needs through the instructional approaches used.

Student Use of Resources

Indicator: The extent to which students use resources for real world experiences and applications to support the learning beyond the limits of the textbook. (e.g., collaborative activities, technology, library/media resources and community resources)

B3. How Assessment is Used Criterion: Teacher and student uses of assessment are frequent and integrated into the teaching/learning process. The assessment results are the basis for (a) measurement of each student's progress toward ISEP learner outcomes, (b) regular evaluation and improvement of curriculum and instruction, and (c) allocation of resources.

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online learning program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Evaluate the following:

Appropriate Assessment Strategies

Indicator: The extent to which teachers regularly use appropriate assessment strategies to measure student progress toward acquiring understanding of a specific body of knowledge or skills, such as critical thinking and communication skills; examples of assessment strategies include essays, portfolios, individual or group projects, tests, etc.

Basis for Determination of Performance Levels

Indicator: The impact and effectiveness of the basis upon which students' grades and their growth and performance levels are determined and use of that information to strengthen high achievement of all students.

Additional Online Instruction Indicators:

- The effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.
- The effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.
- The effectiveness of teachers in ensuring academic integrity and determining that students are doing their own work in the online environment. The degree to which the results for international assessments are used in decisions about student achievement and advancement and improving the instructional program.

Demonstration of Student Achievement

Indicator: The effectiveness in processes to examine a range of examples of student work and other assessments to evaluate student achievement of the academic standards and the ISEP learner outcomes, including those with special needs.

Correlation

Indicator: The degree to which teachers correlate assessment to ISEP learner outcomes, academic standards, course competencies, and instructional approaches used.

Modification/Decisions based on Assessment Data

Indicator: The effectiveness of how assessment data is collected and analyzed and used to make changes and decisions about curriculum, instruction, professional development activities, and resource allocation. The effectiveness of how teachers modify and revise the curriculum and instruction as a result of student assessment, both collectively and individually.

Student Feedback

Indicator: The extent to which student feedback is an important part of monitoring student progress over time based on the ISEP learner outcomes and the curricular objectives.

Teacher Monitoring

Indicator: The effectiveness of the processes for teachers monitoring student progress over time and the use student feedback as appropriate to determine whether course objectives and standards have been met.

Category C: Support for Student Personal and Academic Growth

C1. ACS WASC Student Connectedness Criterion: Students are connected to a system of support services, activities and opportunities at the ISEP and within the community that meet the challenges of the curricular and co-curricular program in order to achieve the ISEP learner outcomes.

Online Programs: iNACOL Standard N: Students: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local ISEP. [iNACOL Standard O, 2009]

Evaluate the following:

Adequate Personalized Support

Indicator: The availability and adequacy of ISEP services, including referral services, to support all students in such areas as health services, college preparation, career and personal counseling, and academic assistance.

ISEP Support Systems

Indicator: The effectiveness of the level of ISEP coordinated support services that provides for maximum effectiveness, including the processes for intervention and referral.

Strategies Used for Student Growth/Development.

Indicator: The effectiveness of strategies used by the ISEP leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and ISEP profiles, and processes and procedures for interventions that address orientation, monitoring, retention and redirection.

Support Services and Learning

Indicator: The extent to which ISEP leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom or online environment for all students.

Co-Curricular Activities

Indicator: The extent to which ISEP leadership and staff link curricular and co-curricular activities to the academic standards and ISEP learner outcomes, including the needs of socialization for the students and involvement in the ISEP.

Student Involvement in Curricular/Co-Curricular Activities

Indicator: The ISEP has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services, including within the online instructional environment as appropriate.

Student Perceptions

Indicator: The extent to which ISEP is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the ISEP population.

C2. ACS WASC Parent/Community Involvement Criterion: The ISEP leadership employs a wide range of strategies to ensure that parental and community involvement is integral to the ISEP's established support system for students as applicable.

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Evaluate the following:

Regular Parent Involvement

Indicator: The effectiveness of strategies and processes for the regular involvement of parents and the community, including being active partners in the learning/teaching process for all programs. The ISEP involves non-English speaking parents and/or online parents.

Use of Community Resources

The effective use of community resources to support students such as professional services, business partnerships, speakers, etc.

Parent/Community and Student Achievement

Indicator: The adequacy and effectiveness of the ISEP strategies to ensure that the parents and ISEP community understand student achievement of the academic standards/ISEP learner outcomes through the curricular/co-curricular program. This includes the understanding of the expectations for the online instruction by the parents in relation to the desired student achievement and the processes for review and counseling of families for whom the selected online instruction format may not be the best match.

Category D: Resource Management and Development

D1. ACS WASC Resources Criterion: The resources available to the ISEP are sufficient to sustain the ISEP program and are effectively used to carry out the ISEP's purpose and student achievement of the ISEP learner outcomes.

Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

Evaluate the following:

Allocation Decisions

Indicator: The extent to which there is a relationship between the decisions about resource allocations, the ISEP's vision, mission, and student achievement of the ISEP learner outcomes and the academic standards. The ISEP leadership and staff are involved in the resource allocation decisions.

Practices

Indicator: The effectiveness of the ISEP's processes for development and implementation of an annual budget, an annual audit, and at all times quality business and accounting practices, including protections against mishandling of institutional funds.

Facilities

Indicator: The evidence that the ISEP's facilities are adequate, safe, functional and well-maintained and support the ISEP's mission, desired learner goals, and educational program.

Instructional Materials and Equipment

Indicator: The effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Well-Qualified Staff

Indicator: The degree to which resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career.

D2. ACS WASC Resource Planning Criterion: The governing authority and the ISEP leadership execute responsible resource planning for the future.

Evaluate the following:

Long-Range Resource Plan

Indicator: The effectiveness of the process for the development and implementation of a long-range resource plan. The effectiveness of the process for regular examination of this plan to ensure the continual availability of appropriate resources that support the ISEP's vision, mission, and student learning of ISEP learner outcomes and academic standards.

Use of Research and Information

Indicator: The extent to which the ISEP uses research and information to form the master resource plan.

Involvement of Stakeholders

Indicator: The degree to which the stakeholders are involved in the future planning.

Informing

Indicator: The effectiveness that the governing authorities and ISEP leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.

Marketing Strategies

Indicator: The effectiveness of the marketing strategies to support the implementation of the developmental program.