

ACS WASC SEP Accreditation Status Determination Worksheet

How are students achieving?

Is the SEP doing everything possible to support high achievement for all its students?

Directions

1. Discuss the evidence reviewed through the self-study and the visit for each of the factors. Particularly examine the **SEP strengths and the growth areas for continuous improvement**.
2. Individually, read the factors and the supporting rubrics. Mark an "X" for the most appropriate rating in the box provided.
3. Read the attached sheets with the ACS WASC SEP criteria and indicators prior to marking the most appropriate rating.
4. As a visiting committee, come to **consensus** on the most appropriate rating. NOTE: The rubrics are guides to assist in the **synthesis of the visiting committee's findings from the self-study and visit**. Other points may need to be brought into the discussion.
5. Select one of the following ratings for each factor and insert the ratings on the accreditation status factors with the narrative rationale in the visiting committee report.
 - ✓ **Highly Effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the SEP's program, and the SEP's operation.
 - ✓ **Effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the SEP's program, and the SEP's operation.
 - ✓ **Somewhat Effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the SEP's program, and the SEP's operation.
 - ✓ **Ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the SEP's program, and the SEP's operation.

Accreditation status will be based upon an SEP demonstrating the following factors:	Highly Effective	Effective	Somewhat Effective	Ineffective
Acceptable progress by all students toward clearly defined learner outcomes (major student learner needs), academic standards, and other institutional and/or governing authority expectations.	<ul style="list-style-type: none"> • Multiple measures show acceptable progress for all students based on the major student learner needs, the academic standards, and the learner outcomes. • Recognition by all stakeholders of the need for continual improvement in ensuring students are prepared with critical and creative thinking skills, communication skills, and other 21st century skills/global competencies. <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> • Multiple measures show growth targets being reached for some identified student subgroups based on the major student learner needs, the academic standards and the learner outcomes. • Some recognition by all stakeholders of the need for continual improvement in ensuring students are prepared with critical and creative thinking skills, communication skills, and other 21st century skills/global competencies. <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> • Multiple measures show growth targets being reached for a limited number of student subgroups based on the major student learner needs, the academic standards, and the learner outcomes. • Limited recognition by all stakeholders of the need for continual improvement in ensuring students are prepared with critical and creative thinking skills, communication skills, and other 21st century skills/global competencies. <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> • Multiple measures show growth targets being reached by very few student subgroups based on the major student learner needs, the academic standards, and the learner outcomes. • Little recognition by all stakeholders of the need for continual improvement in ensuring students are prepared with critical and creative thinking skills, communication skills, and other 21st century skills/global competencies. <div style="text-align: right;"><input type="checkbox"/></div>
The involvement and collaboration of stakeholders in the self-study that reflects a thorough, accurate description and analysis of what currently exists at the SEP, as well as aligned prioritized areas of strength and growth.	<ul style="list-style-type: none"> • All instructional staff and other stakeholders involved in data review, analysis and dialogue about perceived strengths and areas of need. • Major student learner needs based on the student/community profile analysis addressed by all stakeholders throughout the evaluation of the SEP program and operations in relation to the ACS WASC SEP criteria. • Self-study occurs in an environment of ongoing systemic analysis of school effectiveness. <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> • All instructional staff and other stakeholders involved in data review, analysis and dialogue about perceived strengths and areas of need. • Major student learner needs addressed to some degree in the evaluation of the SEP's program and operations in relation to the ACS WASC SEP criteria. <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> • Partial involvement of all instructional staff and other stakeholders in the in-depth review, analysis and dialogue of major student learner needs and student data/information. • Partial involvement in addressing major student learner needs in the evaluation of the SEP's program and operations in relation to the ACS WASC SEP criteria. <div style="text-align: right;"><input type="checkbox"/></div>	<ul style="list-style-type: none"> • Lack of involvement of all instructional staff and other stakeholders in an in-depth review of major student learner needs and student data/information. • Lack of involvement in evaluating SEP's program and operations related to major student learner needs and the ACS WASC SEP criteria. <div style="text-align: right;"><input type="checkbox"/></div>

Accreditation status will be based upon an SEP demonstrating the following factors:	Highly Effective	Effective	Somewhat Effective	Ineffective
ACS WASC SEP CRITERIA				
CATEGORY A: ORGANIZATION FOR STUDENT LEARNING				
A1. Purpose that supports high achievement for all students. <i>Defining of the SEP's purpose through learner outcomes and academic standards.</i>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> 	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> 	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> 	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
A2. Governance/Management that supports high achievement for all students.	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> 	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> 	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> 	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
A3. Leadership and Staff that support high achievement for all students.	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> 	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> 	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> 	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
A4. Environment that supports high achievement for all students.	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> 	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> 	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> 	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
A5. Continuous Improvement Process that supports high achievement for all students.	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> 	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> 	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> 	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
A6. Resources and Planning that supports high achievement for all students.	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> 	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> 	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> 	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
CATEGORY B: CURRICULUM, INSTRUCTION, AND ASSESSMENT				
B1. Curriculum that supports high achievement for all students.	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> 	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> 	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> 	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
B2. Instruction that supports high achievement for all students.	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> 	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> 	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> 	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
B3. Assessment that supports high achievement for all students. <i>The use of a professionally acceptable assessment process to collect, disaggregate, and analyze student performance data.</i>	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> 	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> 	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> 	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>

Accreditation status will be based upon an SEP demonstrating the following factors:	Highly Effective	Effective	Somewhat Effective	Ineffective
CATEGORY C: SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH				
C1. Student and Parent/Guardian Support that support high achievement for all students.	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> 	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> 	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> 	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
C2. Multi-tiered Support that support high achievement for all students.	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> 	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> 	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> 	<ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/>
The alignment of a long-range SEP action plan to the areas of greatest need to support high achievement for all students.	<ul style="list-style-type: none"> Analysis of all appropriate data/information about major student learner needs and student achievement, operation and program supports the identified prioritized growth areas in action plan. Strong focus on improving student achievement in each action plan section. Clarity of each action plan section that includes suggested components. <input type="checkbox"/> 	<ul style="list-style-type: none"> Analysis of some data/information about the major student learner needs and student achievement, operation, and program supports the identified prioritized growth areas in the action plan. Focus on improving student achievement in some action plan sections. General clarity in some action plan sections that includes suggested components. <input type="checkbox"/> 	<ul style="list-style-type: none"> Analysis of limited data/information about the major student learner needs and student achievement, operation and program supports the identified growth areas in the action plan. Limited focus on improving student achievement in action plan sections. Lack of clarity in action plan sections. <input type="checkbox"/> 	<ul style="list-style-type: none"> Analysis of little, if any, data/information about student achievement and program supports the identified prioritized growth areas. Little, if any, focus on improving student achievement in action plan sections. Little clarity in action plan sections. <input type="checkbox"/>
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive improvement.	<ul style="list-style-type: none"> Ongoing systemic improvement integral to the SEP's culture involving all stakeholders. A review annually by stakeholders of student profile data about achievement and demographics in relation to action plan progress. Impact of action plan progress on student learning analyzed, including major student learner needs. Plan updated as needed. Formal progress report prepared and shared with all stakeholders. <input type="checkbox"/> 	<ul style="list-style-type: none"> Addressing prior accreditation findings occurs but not rooted in systemic change and data analysis. Some review and analysis by a few stakeholders on action plan progress and impact on student learning, including major student learner needs. Some stakeholders involved in action plan update. Informal process for involving and informing all stakeholders. <input type="checkbox"/> 	<ul style="list-style-type: none"> Limited addressing of prior accreditation findings occurs. Limited review by a few stakeholders on action plan progress and impact on student learning, including major student learner needs. Limited involvement of stakeholders in action plan update. No formal or informal process regularly used to involve and inform stakeholders. <input type="checkbox"/> 	<ul style="list-style-type: none"> Little, if any, addressing of prior accreditation findings. <input type="checkbox"/>

Accreditation status will be based upon an SEP demonstrating the following factors:	Highly Effective	Effective	Somewhat Effective	Ineffective
The capacity to implement and monitor the SEP action plan.	<ul style="list-style-type: none"> • Process that includes both formative and summative evaluation in place. • Plan developed collaboratively. • All stakeholders aware and consent to be involved in implementation. • Actions will be evaluated in terms of impact on student achievement and results shared regularly with all stakeholders. • Evaluation results will be used to identify priorities and further actions for improvement. <input type="checkbox"/>	<ul style="list-style-type: none"> • Process includes some formative evaluation but focus is mainly summative. • Plan developed collaboratively. • General awareness and consent to be involved in implementation. • Plan evaluated annually. • School staff and periodically other stakeholders informed of action plan progress. • Actions may be evaluated in terms of student achievement and other factors. • Evaluation results used to identify further actions for improvement. <input type="checkbox"/>	<ul style="list-style-type: none"> • Limited understanding by administrative and instructional staff about the need for implementation. • Link of action plan to student learning limited, not clearly understood by administrative and instructional staff and other stakeholders. <input type="checkbox"/>	<ul style="list-style-type: none"> • Process of implementation not clarified as to who and what will be accomplished. • Little understanding of need and value of action plan linked to high student achievement not understood by administrative and instructional staff and other stakeholders. <input type="checkbox"/>

Accreditation Status Determination Attachment ACS WASC SEP Criteria with Indicators/Prompts

(These indicators summarize important aspects as noted in the suggested areas to examine for each criterion in the ACS WASC SEP self-study manual.)

A. ORGANIZATION FOR STUDENT LEARNING

A1. Purpose *To what extent does the SEP have a clear vision and mission that reflects the beliefs and philosophy of the institution?
To what extent is the purpose defined further by adopted SEP program and learner outcomes that form the basis of the educational program for every student?*

A1.1. Vision and Mission: The written mission and vision (purpose) reflects the beliefs and philosophy of the SEP and its constituency.

A1.2. Purpose, SEP Learner Outcomes, and Profile Data: The student/community profile data has impacted the development of the SEP's vision and mission and SEP learner outcomes and identified future global competencies to strengthen the program.

A1.3. Consistency of Purpose, Program and SEP Learner Outcomes: There is consistency between the SEP purpose, the SEP learner outcomes, and the SEP program.

A1.4. Communication about Vision, Mission, and SEP Learner Outcomes: The SEP's means to publicize the vision, mission, and SEP learner outcomes to the students, parents and other member(s) of the SEP community is effective.

A1.5. Ongoing Review/Revision: The SEP's process for regular review/revision of the SEP purpose and the SEP learner outcomes based on current and future learner needs and other local/global trends/conditions is effective.

A2. Governance/ Management *To what extent does the program have a clear governance/management structure with transparent roles and responsibilities designed to ensure long-term success and accountability?*

A2.1. Clear and Effective Policies and Procedures: There is clarity and effectiveness of roles, responsibilities, policies and procedures with regard to the selection, composition and specific duties of the governing/management authority.

A2.2. Relationship of Policies: The governing/management authority's policies are directly connected to the SEP's vision, mission, and SEP learner outcomes and program. This includes the evaluation of policies related to online instruction in clarifying the vision for the SEP's use of various types of online curriculum, instruction and support methodologies; examples of policies include upgrading or updating technology, acceptable use policies, Child Internet Protection Act (CIPA) policies, and policies to ensure internet safety.

A2.3. Involvement of Governing/Management Authority: The governing/management authority's involvement in the regular review and refinement of the SEP's vision, mission and SEP learner outcomes and communication with the SEP community and educational partners is effective. The governing/management authority uses a variety of strategies to remain current in research-based knowledge about effective SEPs.

A2.4. Relationship to Professional Staff: The extent to which there is clear understanding about the relationship between the governing/management authority and the responsibilities of the professional staff and how that understanding is developed and maintained. The extent to which the governing/management authority focuses on policy making and action planning, while authorizing the administration/leadership to implement its decisions.

A2.5. Governing/Management Authority's Evaluation/Monitoring Procedures: There are clear and effective evaluation and monitoring procedures carried out by the governing/management authority, including the review of student performance, overall SEP programs and operations, organizational goals and the fiscal health of the SEP.

A2.6. Complaint and Conflict Resolution Procedures: The established governing/management authority/SEP's complaint and conflict resolution procedures as they apply to the SEP's stakeholders and educational partners are effective.

A3. Leadership and Staff *To what extent is the SEP leadership accountable to the program's management/governance body and responsible for setting and meeting the operational goals in support of the program's mission and vision statements?*

To what extent are the SEP leadership and staff, including teachers of record, qualified for their assigned responsibilities, committed to the SEP's purpose and engaged in ongoing professional development that promotes student learning?

A3.1. Qualifications and Involvement of Staff: There are SEP leadership's processes and procedures for ensuring staff are qualified; staff are involved in shared responsibility, collaborative structures and actions, and accountability to focus continuous improvement of teaching and learning that supports student learning.

A3.2. Maximum Use of Staff Expertise: The SEP's process to assign staff member(s) and provide appropriate orientation for all assignments, including online instruction, so that the expertise of the staff member(s) is maximized in relation to impact on quality student learning is effective.

A3.3. Defined Responsibilities, Practices, etc.: There is clarity and understanding by administration and faculty of the SEP's administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A3.4. Existing Structures and Processes: The SEP's existing structures and processes for goal setting, implementation of goals, internal communication, and conflict resolution are effective. The SEP 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 is effective.

A3.5. Supervision and Evaluation: The SEP'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 so they fulfill the requirements for quality student-teacher interaction are effective.

A3.6. Professional Development and Learning: The SEP leadership's support for professional development/learning to facilitate all students achieving the expected learner outcomes and program goals is effective. There are effective processes to assess the effect of professional development and coaching on teacher practice and student performance.

A4. Environment *To what extent does the SEP online program/courses' staff understand the SEP's purpose, set high expectations for students, facilitate active learning, and demonstrate respect for differences, in a trusting, caring, and professional learning environment?*

A4.1. Caring, Concern and High Expectations: The SEP demonstrates caring, concern, and high expectations for students aligned with the SEP program and goals, and fosters student achievement and success in a safe and orderly way, including internet safety guidelines.

A4.2. Mutual Respect and Communication: Mutual respect and effective communication among and between staff, students, and parents exist and are encouraged.

A4.3. Teacher Support and Encouragement: The level of support and professionalism for teachers encourages the use of innovative approaches to enhance student learning.

A5. Continuous Improvement Process

To what extent does the SEP leadership take a comprehensive and integrated approach to ensuring excellent teaching for students that facilitates continuous improvement which (a) is driven by the SEP plan to reflect upon and improve organizational effectiveness, (b) has SEP community support and involvement, including management or advisory board, (c) effectively guides the work of the SEP, and (d) provides for accountability?

A5.1. SEP Action Plan Correlated to Student Learning: The degree to which the SEP’s action plan is directly correlated to the analysis of student achievement data, learner needs and outcomes and organizational effectiveness in meeting student learner needs. There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the SEP action plan.

A5.2. Broad-Based and Collaborative: The SEP planning process ensures that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, and parents.

A5.3. Systems Alignment: The evidence within the SEP supports alignment of systems in areas such as professional goals, teacher evaluation, and action planning for the purpose of continuous improvement of the SEP.

A6. Resources and Planning

To what extent does the SEP plan for and expend financial and material resources using sound business practice to accomplish the SEP’s mission, vision and learner outcomes?

To what extent does the SEP engage in ongoing planning to address learner needs and curriculum, technology, academic support, professional development, and fiscal viability of the program?

A6.1. Budget and Financial Practices: The SEP’s transparent processes to develop, implement and monitor an annual budget and audit, and at all times use quality business and accounting practices are effective.

A6.2. Qualified Staff: Resources are available to enable the hiring, nurturing, and ongoing professional development of a qualified staff for all programs.

A6.3. Instructional Technology and Materials: The policies and procedures for acquiring, maintaining and updating technology and instructional materials are efficient and communicated by leadership to staff and other constituents.

A6.4. Facilities, if applicable: The facilities are adequate, safe, functional and well-maintained and support the SEP mission, desired learner goals, and educational program.

A6.5. Enrollment Policies and Processes: The information about enrollment requirements, policies and procedures are effective, transparent and communicated with relevant staff, students and constituents.

A6.6. Partnerships and Marketing Strategies: The marketing strategies and/or business plans to support the implementation of the program and the development of relevant partnerships to help guide student success are effective.

B. CURRICULUM, INSTRUCTION, AND ASSESSMENT

B1. Curriculum

To what extent does the SEP provide a challenging, coherent, and relevant curriculum for each student that fulfills the SEP’s purpose and results in student achievement of the SEP learner outcomes through successful completion of any course of study offered?

B1.1. Rigorous, Relevant, Coherent Curriculum: The SEP’s curriculum for its rigor, relevancy, and coherency after evaluation of policies regarding course completion, credits, grading policies, homework, use of technology, accessibility for all students, and the SEP’s policy to maintain curricular integrity, reliability, and security are effective.

B1.2. Academic Standards: The SEP provides a research-based, comprehensive and sequential curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching.

B1.3. Coherence and Alignment: There is clarity and alignment between the actual concepts and skills taught, the academic standards, and the SEP learner outcomes.

B1.4. Student Understanding of Curriculum and Learner Outcomes: The examination of representative samples of student work and snapshots of student engagement in learning demonstrate accomplishment of the SEP learner outcomes and the implementation of a standards-based curriculum.

B1.5. Curricular Review, Revision, and Evaluation: The processes to collaboratively review and evaluate SEP's curriculum and alignment with credits, grading policies, and homework policy are effective.

B2. Instruction *To what extent does the professional staff (a) use research-based knowledge about teaching and learning, and (b) design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the SEP's purpose and SEP's learner outcomes?*

B2.1. Research-based Knowledge: The leadership and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning, including instructional technology expertise. All students regardless of background and ability are actively involved in the learning that is based on the SEP learner outcomes and academic standards.

B2.2. Student Needs and Understanding Learning Expectations: The teachers differentiate instruction to meet student needs and ensure students know the standards and expected performance levels for each area of study. The SEP provides evidence that students learn academic standards and the SEP learner outcomes through defined performance indicators.

B2.3. Challenging and Varied Instructional Strategies —Teacher Use: The teachers strengthen student understanding and achievement of the learning outcomes through the use of a variety of instructional strategies selected on the basis of the learning purpose(s). Teachers effectively engage students at a high level of learning through direct instruction and other instructional strategies.

B2.4. Challenging Learning Experiences — Student Demonstration: The extent to which students working and their work demonstrate critical and creative thinking, problem solving, knowledge attainment, and application of skills. Staff review online student work and communications to determine the degree to which students are analyzing, comprehending and reaching learning outcomes.

B2.5. Instructional Technology Integration: The teachers systematically integrate technology within the SEP so that all students develop a wide range of technological skills relevant to the SEP's learner outcomes.

B2.6. Professional Collaboration and Professional Development: The leadership and teachers' use of collaborative strategies to examine instructional design and student work to improve learning and teaching, and increase student demonstrations of critical thinking, problem solving, knowledge, and application is effective. Ongoing professional development to improve learning and teaching is in place including strategies to assess the impact of professional development on student success.

B3. Assessment *To what extent are assessments frequently used by teachers and students and integrated into the teaching/learning process?*

To what extent are the assessment results the basis for (a) measurement of each student's progress toward SEP learner outcomes and academic standards, (b) regular evaluation and improvement of curriculum and instructional approaches, and (c) allocation of resources?

B3.1. Appropriate Assessment Strategies: The extent to which teachers regularly use appropriate assessment strategies to measure student progress to increase knowledge or skills, such as critical thinking and communication skills, Assessment results are analyzed, disaggregated, and reported to students, parents/guardians, educational partners and the SEP community.

B3.2. Basis for Determination of Performance Levels: The impact and effectiveness of the basis upon which students' grades and their growth and performance levels are determined and use of information to strengthen success of all students. The processes for teachers to monitor student progress over time and provide specific and timely student feedback to guide assessment strategies are effective.

Additional Online Instruction Indicators:

- The determination if a student is prepared to advance to the next unit, course, or grade level is effective. Course mastery is determined and the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated are evaluated.
- The procedures for grading student work electronically and/or individually by the teachers are effective.
- The teachers are effective in ensuring academic integrity and determining that students are doing their own work in the online environment. The results for assessments are used in decisions about student achievement and advancement and improving the instructional program are evaluated.

B3.3. Demonstration of Student Achievement-Monitoring Student Growth: Students working and their work demonstrate critical and creative thinking, problem solving, knowledge attainment, and application of skills. Staff review online student work and communications to determine the degree to which students are analyzing, comprehending and reaching learning outcomes.

B3.4. Modification/Decisions based on Assessment Data: The assessment data informs changes and decisions about SEP curriculum, instruction, professional development activities, and resource allocations. The teacher strategies used, individually and collectively, to differentiate instruction and revise the curriculum as a result of student assessments are effective.

C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**C1. Student and Parent/Guardian Support**

To what extent does the SEP leadership implement student and parent/guardian support services to address the differentiated needs of learners?

To what extent are the learning resources and related instructional materials available to support and enrich learning and provide learners with multiple, engaging learning paths as appropriate?

C1.1. Academic Growth: The SEP communicates frequently with students about how content and learning activities meet student needs and promote the achievement of the learner outcomes and course/program completion expectations, and how the student is progressing.

C1.2. Adequate Personalized Support: The SEP implements strategies and processes for the ongoing involvement of and support to students and parents/guardians in the teaching and learning processes.

C1.3. SEP Support Systems: The SEP learning management system and related learning resources provide academic support and problem solving guidance to students and parents/guardians.

C2. Multi-tiered Support

To what extent do all students receive appropriate academic and multi-tiered support to ensure student learning and success.

To what extent do educational and community partners provide additional support services as needed to support student academic success?

C2.1. Strategies for Personalized Learning and Achievement: The SEP leadership and staff use a variety of strategies to develop personalized learning approaches and differentiated instruction so that students reach the SEP’s learner outcomes, complete related courses of study and communicate progress in timely and relevant ways.

C2.2. Multi-tiered Support Strategies: The SEP and educational partners provide multi-tiered approaches to student support focused on increasing success and achievement.

C2.3. Student Perceptions: The SEP interviews or surveys students to gather and analyze data on what multi-tiered support services help students achieve and what strategies need to be strengthened.