Initial Visit Procedures

ACS WASC Initial Visit Procedures for:

- **Supplementary Education Programs**
- **Online Course Publishers with Instructors**

WASC
ACCREDITING COMMISSION FOR SCHOOLS

2020 EDITION

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Preface

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, 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 and Supplementary Education Program (SEP) improvement and accountability. The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC), utilizes a protocol for accrediting schools and Supplementary Education Programs entitled *Focus on Learning*.

The *Focus on Learning* process has been widely accepted throughout the ACS WASC region as integral to the "heart" of education-successful student learning. This has been demonstrated through a variety of *Focus on Learning* adaptations as ACS WASC works jointly with numerous educational associations. Public, independent and church-related private K-12 and adult schools and Supplementary Education Programs value the "basic components" of *Focus on Learning* that can be "institutionalized" as the schools and Supplementary Education Programs address growth areas that impact student learning. These include: (1) the defining of quality achievement of learner outcomes for every student by all stakeholders; (2) schoolwide or Supplementary Education Program interdisciplinary dialogue based on evidence gathering and analysis about what students are doing and producing; and (3) the development, implementation, and accomplishment of a schoolwide or Supplementary Education Program action plan.

This document, *ACS WASC Supplementary Educational Program Initial Visit Procedures Manual*, provides information on the accreditation process and explains the initial steps toward ACS WASC affiliation for Supplementary Education Programs.

Background

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC), a world-renowned accrediting association and a regional accrediting agency in the United States, extends its services to approximately 5,200 public, independent, church-related, and proprietary pre-K-12, adult schools, and Supplementary Education Programs. ACS WASC provides assistance to schools located in California, Hawaii, Guam, the Commonwealth of the Northern Marianas, American Samoa, the Federated States of Micronesia, the Republic of the Marshall Islands, the Republic of Palau, Fiji, Asia, and other parts of the world. ACS WASC works with 20 associations in joint accreditation processes, and collaborates with other international educational organizations.

ACS WASC Philosophy

ACS WASC believes that the goal of any school or Supplementary Education Program is to provide for successful student learning. Programs encompassing both the cognitive and affective components of learning should foster human growth and development and enable students to become responsible, productive members of the school community and of society. Each school or Supplementary Education Program should develop a purpose to reflect its beliefs. For continuous program improvement, each school or Supplementary Education Program is expected to engage in objective and subjective internal and external evaluations to assess progress in achieving its purpose.

The primary goals of accreditation are:

- Certification to the public that the school or Supplementary Education Program is a trustworthy institution of learning
- The continuous improvement of the school's or Supplementary Education Programs and operations to support student learning.

The school or Supplementary Education Program's self-study and the visiting committee's report provide compelling evidence that:

- The school or Supplementary Education Program is substantially accomplishing its stated purposes and functions identified as appropriate for an institution or program of its type.
- The school or Supplementary Education Program is meeting an acceptable level of quality in accordance with the ACS WASC criteria adopted by the Accrediting Commission for Schools.

ACS WASC Mission

ACS WASC advances and validates quality ongoing improvement by supporting its private and public elementary, secondary, and postsecondary member institutions to engage in a rigorous and relevant self-evaluation and peer review process that focuses on student learning.

Guiding Principles

The ACS WASC accreditation principles are embedded within the *Focus on Learning* (*FOL*) process and reflected in the ACS WASC Accreditation Cycle of Quality. These guiding principles enable a school or Supplementary Education Program (SEP) to demonstrate:

- Total involvement and collaboration of all stakeholders.
- A culture that nurtures and supports the well-being of all students.
- Accomplishment of its vision, mission, and schoolwide or SEP learner outcomes.
- High achievement by all students in relation to schoolwide or SEP learner outcomes and academic standards.
- Use of multiple ways to analyze data about student achievement, student and staff perceptions/interviews, examining student work, and observing students engaged in learning.
- Evaluation of the program effectiveness in relation to 1) impact on student learning based on schoolwide or SEP learner outcomes, major student learner needs, and academic standards; and 2) meeting an acceptable level of quality in accordance with the ACS WASC criteria.
- Alignment of prioritized findings to schoolwide or SEP action plan goals focusing on student achievement.
- Continuous school or SEP improvement/accountability.

Vision, Mission, and Learner Outcomes

An essential element of SEP improvement is the collective vision on the part of the SEP's stakeholders for all students: what all students should know, understand, and be able to do to be upon completion of the planned program. The SEP vision and mission provide the SEP's foundation for establishing learner outcomes and academic standards which drive the instructional program and the support operations of the SEP. These learner outcomes are collaboratively developed and represent the focus of the SEP community based on current and future learning needs of the students. These learner outcomes are assessed as they reflect the SEP's vision and mission and complement the SEP's academic or programmatic standards.

Supplementary Education Programs

ACS WASC provides accreditation services to national, international, and corporate Supplementary Education Programs (SEPs).

A Supplementary Education Program (SEP) is a non-degree, non-diploma granting organization that offers programs of instruction in specific areas of learning designed for elementary and/or secondary age students who are in need of, or desire, educational development in one or more areas. Student attendance in a SEP is limited to the time required for success in the specific area(s) of learning for which the student is enrolled. Typically, students attend the Supplementary Education Program as a means of strengthening or supplementing specific capabilities within their comprehensive education.

A SEP shall not grant credit for specific courses. An SEP shall not create course transcripts for its program; however a SEP may grant a certificate of completion to signify course completion.

An International Supplementary Education Program (ISEP) is defined 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, non-diploma granting program. Student attendance is limited to the time required for success in a specific area of learning; students attending an ISEP also are enrolled in a private international school at the same time. An ISEP 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.

An SEP may be unaffiliated, part of an identifiable network, or exist through the auspices of a corporation dedicated to the provision of supplementary education either as owned by the corporation, a franchise of the corporation, or managed under a contract with the corporation. *(ACS WASC Bylaws and Policy, June 2019, B1.3)*

Supplementary Education Program Accreditation Process

Initial Visit Process

- The purpose of the one- or two-day visit by a two-member team is to understand the school's purpose, its program, and operations based upon the ACS WASC criteria and detailed school description. After the visit the visiting committee will write a report that will include identification of major program needs regarding the SEP's continuous improvement expectations and assess the SEP's readiness for initial accreditation.

- If the Commission grants initial accreditation or candidacy, the SEP addresses recommendations from the visiting committee report and completes its first full self-study by the end of the third year.

Self-Study Process/Full Visit

- Involvement of all stakeholders in the self-study process.
- Clarification of the SEP purpose and the learner outcomes.
- Assessment of student program and its impact on student learning with respect to the ACS WASC criteria.
- Development of a SEP action plan that addresses identified areas for improvement.
- Visiting committee validation and enhancement based on accreditation criteria/standards, self-study and findings from visit.

Follow-Up Process

- Annual assessment of SEP action plan progress and refinement of the plan as needed.
- Completion of progress reports and/or reviews, e.g., annual reports.
- Celebration of success.

Conditions of Eligibility

To be considered for ACS WASC affiliation, the applicant SEP must meet the following conditions:

1. Has an academic program supporting students from grades K-12.
2. Completed at least one year of operation, with students, teachers, leadership, and management in place.
3. Enrollment be a minimum of 6 currently enrolled students.
4. Has developed and published a clear statement of purpose that includes learner outcomes together with plans for a curriculum to carry out those purposes.
5. Has a management/governance system that provides appropriate direction and oversight for the overall program.
6. Employ qualified leadership.
7. Has an organizational and programmatic structure and staffing appropriate for the SEP purpose and stage of development. The entire SEP program will need to be accredited, not just individual programs or courses within the organization.
8. Has an overall plan including goals for student achievement and assessment plans to measure progress toward those goals.
9. Has an admissions policy compatible with the SEP's stated objectives.
10. Has a written curriculum appropriate to the SEP purpose.
11. Has a qualified instructional staff.
12. Has developed an adequate financial base to give reasonable assurance of continuing financial stability and sustainability.

Procedures

- A SEP seeking accreditation will complete the "ACS WASC Application" form and submit it to ACS WASC. A nonrefundable $160.00 application fee is required and should be submitted by check (preferred) or Paypal.

- After the "ACS WASC Application" is approved and the application fee received, access to the ACS WASC School Portal will be given to the SEP. The School Portal will include access to the initial visit materials and the SEP Description report template for completion. Information provided in this report should describe the purposes and operation of the SEP and provide evidence of the effectiveness of the SEP's program and operations in relation to the ACS WASC SEP criteria. In addition to the evidence provided in the report, the SEP should make available other supporting documentation during the initial visit.

- Upon receipt of the completed information, ACS WASC will arrange for a two-member, one- or two-day visit to the SEP. Following the visit, the committee will prepare a report to present to the Accrediting Commission for Schools for action. This will include recommendations regarding the SEP's continuous improvement and assess the SEP's readiness for accreditation. The SEP will be notified of the Commission's action.

- If the Commission's action is favorable, the SEP will be granted either initial accreditation or candidacy for a period not to exceed three years. It is expected that the SEP will conduct a self-study and participate in an accreditation visit during the third year.

- SEPs that are granted candidacy status are to submit a first-year progress report addressing the visiting committee's major program needs, indicating the progress being toward implementing them and noting any substantial changes in the organization or operation of the SEP since the accreditation visit.

- If the Commission's action is unfavorable and the institution is not granted accreditation, the SEP may reapply when, in its judgment, it meets the conditions of eligibility and the ACS WASC SEP criteria. The SEP may reapply as early as the following semester or within 6 months.

Information about initial visit and annual membership visit fees can be found on the ACS WASC Fees page of the ACS WASC website.

Affiliation Status Outcomes

After a SEP completes the necessary documentation in their application with ACS WASC and an on-site visit is conducted, one of three possible accreditation status outcomes will be made by the Accrediting Commission for Schools:

1. **Initial** accreditation is granted to SEPs that meet the ACS WASC SEP criteria for full accreditation and have a history and support system indicating a high-quality program that can be sustained into the foreseeable future.

2. **Candidacy** is a status of affiliation indicating that an institution or SEP has achieved initial recognition and is progressing toward, but has not yet achieved, accreditation. The candidate for accreditation classification is designed for institutions or SEPs that are not yet ready for the full evaluation based on the ACS WASC SEP criteria for accreditation. The institution or SEP must provide evidence of sound planning with sufficient resources to implement these plans, and must appear to have the potential for attaining its goals within a reasonable time. Candidate SEPs are required to submit a written report to the Commission during the spring of the school year following the initial visit, indicating the progress being made in meeting the recommendations of the initial visiting committee and noting any substantial changes in the organization or operation of the SEP. SEPs are normally expected to conduct a self-study and participate in an accreditation visit for full accreditation by the third year of candidacy.

3. **Accreditation status may be withheld** if it is determined that the SEP does not fully meet ACS WASC criteria for affiliation with the Accrediting Commission for Schools. A SEP may reapply after deficiencies have been remedied.

Supplementary Education Programs that have been approved for <u>initial</u> accreditation may use the following phrase in advertising and/or on certificates of completion.

Supplementary Education Program: Accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges.

Supplementary Education Programs that are approved as <u>candidates</u> for accreditation may use the following phrase in advertising and/or on certificates of completion.

Supplementary Education Program: Candidate for Accreditation. Approved by the Accrediting Commission for Schools, Western Association of Schools and Colleges.

Candidate Supplementary Education Programs are NOT authorized to use the word "accredited" or "accredited by" until full accreditation has been granted by the Commission. Candidate Supplementary Education Programs MAY NOT use the ACS WASC logo or ACS WASC accreditation stamp on certificates of completion or advertising.

ACS WASC SEP Criteria for Initial Affiliation

The ACS WASC SEP criteria for initial accreditation can be found on the following pages. While the categories are the same for all SEP programs, there are some additional distinctions for SEP Online Programs. (See Quality Matters standards and rubrics for online programs, also www.qualitymatters.org.) The SEP is expected to evaluate its program against the ACS WASC SEP criteria.

The criteria are organized into three categories:

A. Organization for Student Learning

B. Curriculum, Instruction, and Assessment

C. Support for Student Personal and Academic Growth.

ACS WASC Supplementary Education Program (SEP) Criteria

Category A: Organization for Student Learning

A1. ACS WASC SEP Purpose Criterion: The SEP has a clear vision and mission that reflects the beliefs and philosophy of the institution. The purpose is 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

Indicator: 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

Indicator: 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

Indicator: 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

Indicator: 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

Indicator: 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. ACS WASC SEP Governance/Management Criterion: The program has 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

Indicator: 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

Indicator: 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

Indicator: 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

Indicator: 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

Indicator: 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

Indicator: 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. ACS WASC SEP Leadership and Staff Criterion: The SEP leadership is accountable to the program's management/governance body and is responsible for setting and meeting the operational goals in support of the program's mission and vision statements. The SEP leadership and staff, including teachers of record, are qualified for their assigned responsibilities, are committed to the SEP's purpose, and engage in ongoing professional development that promotes student learning.

A3.1. Qualifications and Involvement of Staff

Indicator: 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

Indicator: 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.

Indicator: 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

Indicator: 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

Indicator: 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

Indicator: 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. ACS WASC SEP Environment Criterion: 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

Indicator: 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

Indicator: Mutual respect and effective communication among and between staff, students, and parents exist and are encouraged.

A4.3. Teacher Support and Encouragement

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

A5. ACS WASC SEP Continuous Improvement Process Criterion: The SEP leadership takes a comprehensive and integrated approach to ensuring excellent teaching for students that facilitates continuous improvement which (a) is driven by the SEP action 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 through monitoring of the SEP action plan.

A5.1. SEP Action Plan Correlated to Student Learning

Indicator: 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

Indicator: 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

Indicator: 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. ACS WASC SEP Resources and Planning Criterion: The SEP plans for and expends financial and material resources using sound business practices to accomplish the SEP's mission, vision and SEP's learner outcomes. The governing authority and the SEP Leadership/Management execute responsible resource planning for the future to address learner needs and curriculum, technology, academic support, professional development and fiscal viability of the program.

A6.1. Budget and Financial Practices

Indicator: 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

Indicator: 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

Indicator: 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

Indicator: 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

Indicator: 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

Indicator: 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.

Category B: Curriculum, Instruction, and Assessment

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

B1.1. Rigorous, Relevant, Coherent Curriculum

Indicator: 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

Indicator: 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

Indicator: 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

Indicator: 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

Indicator: The processes to collaboratively review and evaluate SEP's curriculum and alignment with credits, grading policies, and homework policy are effective.

B2. ACS WASC SEP Instruction 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 SEP's purpose and the SEP's learner outcomes.

B2.1. Research-based Knowledge

Indicator: 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

Indicator: 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

Indicator: 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

Indicator: 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

Indicator: 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

Indicator: 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. ACS WASC SEP Assessment Criterion: Assessments are frequently used by teachers and students and integrated into the teaching/learning process. The assessment results are 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

Indicator: 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

Indicator: 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

Indicator: 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

Indicator: 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.

Category C: Support for Student Personal and Academic Growth

C1. ACS WASC SEP Student and Parent/Guardian Support Criterion: SEP leadership implements student and parent/guardian support services to address the differentiated needs of learners. Learning resources and related instructional materials are available to support and enrich learning and provide learners with multiple, engaging learning paths as appropriate.

C1.1. Academic Growth

Indicator: 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

Indicator: 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

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

C2. ACS WASC SEP Multi-tiered Support Criterion: All students receive appropriate academic and multi-tiered support to ensure student learning and success. Educational and community partners provide additional support services as needed to support student academic success.

C2.1. Strategies for Personalized Learning and Achievement

Indicator: 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

Indicator: The SEP and educational partners provide multi-tiered approaches to student support focused on increasing success and achievement.

C2.3. Student Perceptions

Indicator: 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.

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