

# 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 critical areas for follow-up**.
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. Complete the official "Documentation and Justification Statement."
  - ✓ **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.

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

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

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<b>CATEGORY C: SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH</b>				
<b>C1 &amp; C2. Student Connectedness and Parent/Community Involvement that support high achievement for all students.</b>	<ul style="list-style-type: none"> <li>Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/></li> </ul>
<b>CATEGORY D: RESOURCE MANAGEMENT AND DEVELOPMENT</b>				
<b>D1 &amp; D2. Resources and Resource Planning that support high achievement for all students.</b>	<ul style="list-style-type: none"> <li>Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>Review the criteria and indicators in the Attachment before making a determination. <input type="checkbox"/></li> </ul>
<b>The alignment of a long-range schoolwide action to the SEP's areas of greatest need to support high achievement of all students.</b>	<ul style="list-style-type: none"> <li>Analysis of all appropriate data/information about critical learner needs and student achievement, operation and program supports the identified prioritized growth areas in action plan.</li> <li>Strong focus on improving student achievement in each action plan section.</li> <li>Clarity of each action plan section that includes suggested components. <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>Analysis of some data/information about the critical learner needs and student achievement, operation, and program supports the identified prioritized growth areas in the action plan.</li> <li>Focus on improving student achievement in some action plan sections.</li> <li>General clarity in some action plan sections that includes suggested components. <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>Analysis of limited data/information about the critical learner needs and student achievement, operation and program supports the identified growth areas in the action plan.</li> <li>Limited focus on improving student achievement in action plan sections.</li> <li>Lack of clarity in action plan sections. <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>Analysis of little, if any, data/information about student achievement and program supports the identified prioritized growth areas.</li> <li>Little, if any, focus on improving student achievement in action plan sections.</li> <li>Little clarity in action plan sections. <input type="checkbox"/></li> </ul>
<b>The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive improvement.</b>	<ul style="list-style-type: none"> <li>Ongoing systemic improvement integral to the SEP's culture involving all stakeholders.</li> <li>A review annually by stakeholders of student profile data about achievement and demographics in relation to action plan progress.</li> <li>Impact of action plan progress on student learning analyzed, including critical learner needs.</li> <li>Plan updated as needed.</li> <li>Formal progress report prepared and shared with all stakeholders. <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>Addressing prior accreditation findings occurs but not rooted in systemic change and data analysis.</li> <li>Some review and analysis by a few stakeholders on action plan progress and impact on student learning, including critical learner needs.</li> <li>Some stakeholders involved in action plan update.</li> <li>Informal process for involving and informing all stakeholders. <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>Limited addressing of prior accreditation findings occurs.</li> <li>Limited review by a few stakeholders on action plan progress and impact on student learning, including critical learner needs.</li> <li>Limited involvement of stakeholders in action plan update.</li> <li>No formal or informal process regularly used to involve and inform stakeholders. <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>Little, if any, addressing of prior accreditation findings. <input type="checkbox"/></li> </ul>

<b>Accreditation status will be based upon an SEP demonstrating the following factors:</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Somewhat Effective</b>	<b>Ineffective</b>
<b>The capacity to implement and monitor the action plan.</b>	<ul style="list-style-type: none"> <li>• Process that includes both formative and summative evaluation in place.</li> <li>• Plan developed collaboratively.</li> <li>• All stakeholders aware and consent to be involved in implementation.</li> <li>• Actions will be evaluated in terms of impact on student achievement and results shared regularly with all stakeholders.</li> <li>• Evaluation results will be used to identify priorities and further actions for improvement.</li> </ul> <input data-bbox="829 592 850 609" type="checkbox"/>	<ul style="list-style-type: none"> <li>• Process includes some formative evaluation but focus is mainly summative.</li> <li>• Plan developed collaboratively.</li> <li>• General awareness and consent to be involved in implementation.</li> <li>• Plan evaluated annually.</li> <li>• School staff and periodically other stakeholders informed of action plan progress.</li> <li>• Actions may be evaluated in terms of student achievement and other factors.</li> <li>• Evaluation results used to identify further actions for improvement.</li> </ul> <input data-bbox="1224 592 1245 609" type="checkbox"/>	<ul style="list-style-type: none"> <li>• Limited understanding by administrative and instructional staff about the need for implementation.</li> <li>• Link of action plan to student learning limited, not clearly understood by administrative and instructional staff and other stakeholders.</li> </ul> <input data-bbox="1619 592 1640 609" type="checkbox"/>	<ul style="list-style-type: none"> <li>• Process of implementation not clarified as to who and what will be accomplished.</li> <li>• Little understanding of need and value of action plan linked to high student achievement not understood by administrative and instructional staff and other stakeholders.</li> </ul> <input data-bbox="2013 592 2034 609" 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. SEP Purpose**                    *To what extent does the SEP a) have a clear vision and mission that reflects the beliefs and philosophy of the institution and b) define the purpose further by adopted SEP learner outcomes that form the basis of the educational program for every student?*

**Beliefs and Philosophy:** The degree to which the written mission and vision (purpose) reflects the beliefs and philosophy of the SEP and its constituency.

**Purpose, SEP Learner Outcomes, and Profile Data:** The degree to which 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 and current educational research.

**Involvement of All:** The school has a process for involving representatives of the entire school community in the development/refinement of the mission, vision, and SEP learner outcomes.

**Consistency of Purpose, SEP Learner Outcomes, and Program:** The degree of consistency between the SEP purpose, the SEP learner outcomes, and the SEP program.

**Communication about Vision, Mission, and SEP Learner Outcomes:** The effectiveness of 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.

**Regular Review/Revision:** The effectiveness of 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.

**Relationship of Admission Procedures to SEP Purpose:** The admissions policies and procedures correlate with the SEP's purpose to ensure the students enrolled will benefit from the program.

**A2. SEP Governance**                    *To what extent does the SEP governing authority a) adopt policies which are consistent with the SEP purpose and support the achievement of the SEP learner outcomes; b) delegate implementation of these policies to the professional staff, and c) monitor results?*

**Clear Policies and Procedures:** There are clear policies and procedures with regard to the selection, composition, and specific duties of the governing authority.

**Relationship of Policies:** The degree to which governing 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, CIPA policies, and policies to ensure internet safety.

**Involvement of Governing Authority:** The effectiveness of the governing authority's involvement in the regular review and refinement of the SEP's vision, mission and SEP learner outcomes. The governing authority uses a variety of strategies to remain current in research-based knowledge about effective SEPs.

**SEP Community Understanding:** The degree to which the SEP community understands the governing authority's roll.

**Governing Authority's Evaluation/Monitoring Procedures:** The degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing authority, including the review of student performance, overall SEP programs and operations, and the fiscal health of the SEP.

**Complaint and Conflict Resolution Procedures:** The effectiveness of the established governing authority/SEP's complaint and conflict resolution procedures as they apply to the SEP's stakeholders.

**Evaluation Procedures:** The effectiveness of the evaluation procedures carried out by the governing authority.

**Evaluation of Governing Authority:** The effectiveness of the process for evaluating the governing authority.

### **A3. SEP Leadership**

***To what extent does the SEP leadership a) make decisions to facilitate actions that focus the energies of the SEP on student achievement of the SEP learner outcomes, b) empower the staff, and c) encourage commitment, participation, and shared accountability for student learning?***

**Defined Responsibilities, Practices, etc.:** The clarity and degree of 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.

**Existing Structures:** The effectiveness of the SEP's existing structures for internal communication, planning and resolving differences.

**Involvement of Staff:** The effectiveness of the SEP 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:** The effectiveness of 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.

### **A4. SEP Staff** ***To what extent are the SEP leadership and staff qualified for their assigned responsibilities, committed to the SEP's purpose, and engaged in ongoing professional development that promotes student learning?***

**Employment Policies/Practices:** The clarity of SEP's employment policies/practices related to qualification requirements of current and potential staff for all programs, including online instruction.

**Qualifications of Staff:** The effectiveness of the procedures to ensure all staff member(s) based on staff background, training, and preparation are qualified for their responsibilities to support student learning, including online instruction.

**Maximum Use of Staff Expertise:** The effectiveness of 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.

**Defining and Understanding Practices/Relationships:** The degree to which the SEP 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.

**Support of Professional Development:** The extent to which the SEP effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the SEP learner outcomes.

**Supervision and Evaluation:** The effectiveness of 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, and their fulfilling requirements for quality student-teacher interaction.

**Measurable Effect of Professional Development:** There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

**A5. SEP Environment** *To what extent does the SEP have a safe, healthy, nurturing environment that reflects the SEP's purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student?*

**Caring, Concern, High Expectations:** The extent to which the SEP 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:** The extent to which the SEP fosters student self-esteem through high expectations for each student and recognition of successes.

**Mutual Respect and Communication:** The evidence that mutual respect and effective communication among and between staff, students, and parents exists.

**Teacher Support and Encouragement:** The level of support and encouragement for teachers to use innovative approaches to enhance student learning.

**Safe, Clean, and Orderly Environment:** The effectiveness of the SEP's existing policies, regulations and use of its resources to ensure a safe, clean and orderly place that nurtures learning, including internet safety.

**A6. SEP Improvement Process** *To what extent does the SEP leadership facilitate improvement which is a) driven by plans of action that enhance quality learning for all students, b) have SEP community support and involvement, c) effectively guide the work of the SEP, and d) provide for accountability through monitoring of the SEP action plan?*

**Broad-Based and Collaborative:** The extent to which the SEP's planning process is broad-based, collaborative and has commitment of the stakeholders, including the staff, students, and parents.

**SEP Plan Correlated to Student Learning:** The degree to which the SEP's action plan is directly correlated to the analysis of student achievement data about the critical student learner needs, SEP learner outcomes, and academic standards.

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

**Correlation between All Resources, SEP Learner Outcomes, and Plan:** The degree to which there is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the SEP action plan.

## B. CURRICULUM, INSTRUCTION, AND ASSESSMENT

**B1. What Students Learn** *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?*

**Current Educational Research and Thinking:** 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:** The extent to which the SEP provides a comprehensive and sequential documented curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching. Include evaluation of courses where English is not the only language of instruction.

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

**Student Work — Engagement in Learning:** 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 SEP learner outcomes.

**Accessibility of all Students to Curriculum:** 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 SEP's instructional practices and other activities facilitate access and success for all students.

**Acceptable Student Achievement:** The evidence that demonstrates acceptable student learning of the academic standards and the SEP learner outcomes through defined performance indicators.

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

**Curricular Review, Revision, and Evaluation:** The effectiveness of the assessment of the SEP'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:** 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.

**Policies — Rigorous, Relevant, Coherent Curriculum:** The effectiveness of the SEP'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 SEP's policy for outsourced curriculum to maintain curricular integrity, reliability, and security.

**Articulation and Follow-up Studies:** 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. How Students Learn

*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 learner outcomes?*

**Research-based Knowledge:** 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 SEP learner outcomes and academic standards.

**Planning Processes:** 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 SEP learner outcomes.

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

**Challenging and Varied Instructional Strategies:** 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 strategies where instruction may be in languages other than English.

**Technological Integration:** The degree to which teachers systematically integrate technology within the SEP so that all students develop a wide range of technological skills.

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

**Student Perceptions:** 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:** The degree to which teachers address student needs through the instructional approaches used, e.g. English language acquisition, remedial, enrichment, special education.

**Student Use of Resources:** 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** *To what extent is teacher and student use of assessment frequent and integrated into the teaching/learning process? Are the assessment results the basis for a) measurement of each student's progress toward the SEP learner outcomes and academic standards, b) regular evaluation and improvement of curriculum and instructional approaches, and c) the allocation of resources?*

**Appropriate Assessment Strategies:** 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, English language proficiency; examples of assessment strategies include essays, portfolios, individual or group projects, tests, etc..

**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 that information to strengthen high achievement of all students.

**Demonstration of Student Achievement-Monitoring Student Growth:** 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 SEP learner outcomes, including those with special needs.

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

**Modification/Decisions based on Assessment Data:** The effectiveness of how assessment data, including data related to English language proficiency, is collected and analyzed and used to make changes and decisions about SEP 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:** The extent to which student feedback is an important part of monitoring student progress over time based on the SEP learner outcomes and the curricular objectives.

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

**Reporting Student Progress:** The effectiveness of the processes to keep the governing authority and parents informed about student progress toward achieving the academic standards and the SEP learner outcomes.

## C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

**C1. Student Connectedness** *To what extent are students connected to a system of support services, activities, and opportunities at the SEP and within the community that meet the challenges of the curricular and co-curricular program in order to achieve the SEP learner outcomes?*

**Adequate Personalized Support:** The availability and adequacy of SEP services, including referral services, to support all students in such areas as health services, college preparation, career and personal counseling, and academic assistance.

**SEP Support Systems:** The effectiveness of the level of SEP coordinated support services that provides for maximum effectiveness, including the processes for intervention and referral.

**Strategies Used for Student Growth/Development:** The effectiveness of strategies used by the SEP 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 SEP profiles, and processes and procedures for interventions that address orientation, monitoring, retention and redirection.

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

**Student Involvement in Curricular/Co-Curricular Activities:** The SEP 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:** The extent to which SEP is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the SEP population.

**C2. Parent/Community Involvement** *To what extent does the SEP leadership employ a wide range of strategies to ensure that parental and community involvement is integral to the SEP's established support system for students as applicable?*

**Regular Parent Involvement:** 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 SEP 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:** The adequacy and effectiveness of the SEP strategies to ensure that the parents and SEP community understand student achievement of the academic standards/SEP 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.

## D. RESOURCE MANAGEMENT AND DEVELOPMENT

### D1. Resources *To what extent are the resources available to the SEP sufficient to sustain the SEP program and effectively used to carry out the SEP's purpose and student achievement of the SEP learner outcomes?*

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

**Practices:** The effectiveness of the SEP'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:** The evidence that the SEP's facilities are adequate, safe, functional and well-maintained and support the SEP's mission, desired learner goals, and educational program.

**Instructional Materials and Equipment:** 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:** 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. Resource Planning *To what extent do the governing authority and the SEP leadership execute responsible resource planning for the future?*

**Long-Range Resource Plan:** 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 SEP's vision, mission, and student learning of SEP learner outcomes and academic standards.

**Use of Research and Information:** The extent to which the SEP uses research and information to form the master resource plan.

**Involvement of Shareholders:** The degree to which the stakeholders are involved in the future planning.

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

**Marketing Strategies:** The effectiveness of the marketing strategies or business plans to support the implementation of the developmental program.