sCHOOL LOGO OR PICTURE

<school NAME>  
sELF-STUDY REPORT

<Address>  
<City, Country>

<Dates of Self-Study Visit>

ACS WASC Focus on Learning Accreditation Manual  
2014 International Edition

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# Preface

**Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:**

1. **The involvement and collaboration of all staff and other stakeholders to support student achievement**
2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards**
3. **The analysis of data about students and student achievement**
4. **The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC criteria**
5. **The alignment of a long-range action plan to the school’s areas of need; the capacity to implement and monitor the accomplishment of the plan.**

# Chapter I: Student/Community Profile and Supporting Data and Findings

**Prepare a student/community profile. Include data and findings for the following:**

* **Demographic data, including the refined schoolwide learner outcomes**
* **Disaggregated and interpreted student outcome data**
* **Perception data summaries, if any.**

# Chapter II: Progress Report

**Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas* of follow-up from the last full self-study and all intervening visits.**

# Chapter III: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress

**Provide an overall summary from the analysis of the profile data**

* **Based on past progress and current data, explain the implications of the data with respect to student performance**
* **Select two to three critical learner needs based on the data, noting the correlated schoolwide learner outcomes**
* **List important questions that have been raised by the analysis of the student performance, demographic, and perception data to be used by Home and Focus Groups in their study.**

# Chapter IV: Self-Study Findings

For each criterion, respond to the indicators and related prompts for each criterion and note the supporting evidence. Refer to the areas to analyze and examine in determining the degree to which the criterion is being met.

For each category, provide the following: (1) the identification of strengths and (2) the identification of prioritized growth areas.

**Note: The four criteria categories are:**

**A. Organization for Student Learning**

**B. Curriculum, Instruction, and Assessment**

**C. Support for Student Personal and Academic Growth**

**D. Resource Management and Development  
E. China Context (for NCCT/ACS WASC schools)  
 Thai Language and Culture Standards (for ACS WASC/ONESQA schools)**

**F. Boarding Program**

**Category A: Organization for Student Learning**

**Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.**

**Examples include:**

* **Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)**
* **Focused programs such as IB Diploma Program, Advanced Placement, and school/college partnerships.**

**🡺 Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.**

## A1. School Purpose Criterion

The school has established a clear vision and mission (purpose) that reflects the beliefs and philosophy of the institution. The purpose is defined further by adopted schoolwide learner outcomes that reflect defined global competencies and form the basis of the educational program for every student. (**Note**: school purpose is a general term for terminology used by schools such as core beliefs, vision, mission, or philosophy and objectives.)

Examples include: every student will demonstrate knowledge and understanding of diverse cultures that foster tolerance for individual differences; every student will be a collaborative worker; and every student will demonstrate higher order thinking skills of application, analysis, synthesis and evaluation.

Indicators with Prompts

Beliefs and Philosophy

**Indicator**: The written mission and vision reflects the beliefs and philosophy of the school and its constituency.

**Prompt**: Evaluate the written purpose in relationship to the beliefs and philosophy of the school and its constituency served.

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| **Findings** | **Supporting Evidence** |
|  |  |

Purpose, Schoolwide Learner Outcomes, and Profile Data

**Indicator**: The student/community profile data and identified global competencies have impacted the development of the school’s vision, mission, and schoolwide learner outcomes.

**Prompt**: Evaluate the degree to which the development of the school’s vision, mission, and schoolwide learner outcomes have been impacted by pertinent student/community profile data and identified future global competencies, and current educational research.

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| **Findings** | **Supporting Evidence** |
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Involvement of All

**Indicator**: The school has a process for involving representatives of the entire school community in the defining of global competencies and the development/refinement of the core values, mission, vision, and schoolwide learner outcomes.

**Prompt**: Evaluate the processes 1) to ensure the involvement of representatives from the entire school community in the defining of global competencies and the development/refinement of the core values vision, mission, and schoolwide learner outcomes and 2) to determine their effectiveness.

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| **Findings** | **Supporting Evidence** |
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Consistency of Purpose, Schoolwide Learner Outcomes, and Program

**Indicator**: There is a strong degree of consistency between the school core values, vision, mission, the schoolwide learner outcomes, and the school program that reflects the school’s explanation of global competencies.

**Prompt**: Provide a range of examples that the school vision, mission, schoolwide learner outcomes, and program are consistent with the school’s explanation of global competencies.

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| **Findings** | **Supporting Evidence** |
|  |  |

Communication about Vision, Mission, and Schoolwide Learner Outcomes

**Indicator**: The school has means to publicize the vision, mission, and the schoolwide learner outcomes to the students, parents, and other members of the school community.

**Prompt**: Examine the effectiveness of the means to publicize the mission, vision, and the schoolwide learner outcomes to the students, parents, and other members of the school community.

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| **Findings** | **Supporting Evidence** |
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Regular Review/Revision

**Indicator**: The school has a process for regular review/revision of the school’s vision, mission, and schoolwide learner outcomes based on current and future learner needs and other local and global trends and conditions.

**Prompt**: Evaluate the effectiveness of the regular process for review/revision of the core beliefs, school vision, mission, and the schoolwide learner outcomes. Include the degree to which the review/revision process addresses current and future learner needs and other local and global trends and conditions.

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| **Findings** | **Supporting Evidence** |
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Conclusions

**Prompt**: Comment on the degree to which this criterion is being addressed.

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| **Findings** | **Supporting Evidence** |
|  |  |

**Prompt**: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

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| **Findings** | **Supporting Evidence** |
|  |  |

A2. Governance Criterion

The governing authority (a) adopts policies which are consistent with the school’s mission and vision and support the achievement of the schoolwide learner outcomes, i.e., global competencies, (b) delegates implementation of these policies to the professional staff, and (c) monitors results.

Indicators with Prompts

Clear Policies and Procedures

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

**Prompt**: Evaluate the clarity of the policies and procedures regarding the selection, composition, and specific duties of the governing authority.

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| **Findings** | **Supporting Evidence** |
|  |  |

Pretraining of Potential Board Members

**Indicator**: Individuals who seek board membership or are being considered as appointees by the board will have some form of training in the principles and skills essential to the effectiveness of the school board.

**Prompt**: Evaluate the effectivenessof thetraining that is offered to prospective or new school board members.

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| **Findings** | **Supporting Evidence** |
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Relationship of Policies

**Indicator**: The governing authority’s policies are directly connected to the school’s vision, mission, and schoolwide learner outcomes that focus on student achievement of global competencies.

**Prompt**: Evaluate the adequacy of the policies to support the school’s vision, mission, and schoolwide learner outcomes through its programs and operations.

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| **Findings** | **Supporting Evidence** |
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Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school’s use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

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| **Findings** | **Supporting Evidence** |
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Involvement of Governing Authority

**Indicator**: The governing authority is involved in the regular review and refinement of the school’s vision, mission, and schoolwide learner outcomes. The governing authority uses a variety of strategies to remain current in research-based knowledge about effective schools.

**Prompt**: Evaluate the processes for the involvement of the governing board in the regular review and refinement of the school’s vision, mission, and schoolwide learner outcomes.

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| **Findings** | **Supporting Evidence** |
|  |  |

School Community Understanding

**Indicator**: The school community understands the governing authority’s role.

**Prompt**: To what degree does the school community understand the governing authority's role?

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| **Findings** | **Supporting Evidence** |
|  |  |

Relationship to Professional Staff

**Indicator**: There is clear understanding about the relationship between the governing authority and the responsibilities of the professional staff. The governing authority limits its actions to policy making and strategic planning — authorizing the administration to implement its decisions.

**Prompt**: Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.

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| **Findings** | **Supporting Evidence** |
|  |  |

**Board’s Evaluation/Monitoring Procedures**

**Indicator**: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance, overall school programs and operations, and the fiscal health of the school.

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

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| **Findings** | **Supporting Evidence** |
|  |  |

**Complaint and Conflict Resolution Procedures**

**Indicator**: The established governing board/school’s complaint and conflict resolution procedures as they apply to the school’s stakeholders are effective.

**Prompt**: Comment on the effectiveness of the established governing board/school’s complaint and conflict resolution procedures as they apply to the school’s stakeholders.

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| **Findings** | **Supporting Evidence** |
|  |  |

Evaluation Procedures

**Indicator**: The governing authority carries out clearly defined evaluation procedures.

**Prompt**: Comment on the clarity of the evaluation procedures carried out by the governing authority.

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| **Findings** | **Supporting Evidence** |
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Evaluation of Governing Authority

**Indicator**: There is a process for evaluating the governing authority.

**Prompt**: Review and assess the process for evaluating the governing authority.

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| **Findings** | **Supporting Evidence** |
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Conclusions

**Prompt**: Comment on the degree to which this criterion is being addressed.

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| **Findings** | **Supporting Evidence** |
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**Prompt**: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

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| **Findings** | **Supporting Evidence** |
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A3. School Leadership Criterion

The school leadership (1) makes decisions to facilitate actions that focus the energies of the school on student achievement of the schoolwide learner outcomes, i.e., global competencies, (2) empowers the staff, and (3) encourages commitment, participation, and shared accountability for student learning in a global environment.

Indicators with Prompts

Defined Responsibilities, Practices, etc.

**Indicator**: The school has administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**Prompt**: Evaluate these administrator and faculty written policies, charts, and handbooks. Determine the clarity and understanding of these by administration and faculty.

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| **Findings** | **Supporting Evidence** |
|  |  |

Existing Structures

**Indicator**: The school has existing structures for internal communication, planning, and conflict resolution.

**Prompt**: How effective are the existing structures for internal communication, planning, and conflict resolution?

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| **Findings** | **Supporting Evidence** |
|  |  |

Involvement of Staff

**Indicator**: The school leadership has processes and procedures for involving staff in shared responsibility, collaborative structures and actions, and accountability to focus ongoing improvement on student learning and teaching in a global environment.

**Prompt**: How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning in a global environment?

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| **Findings** | **Supporting Evidence** |
|  |  |

Evaluation of Existing Processes

**Indicator**: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning and teaching in a global environment.

**Prompt**: How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning in a global environment?

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| **Findings** | **Supporting Evidence** |
|  |  |

**Interconnectedness of the School to the World**

**Indicator**: The school leadership involves staff in assessing the school’s interconnectedness to the world to promote a globally minded culture.

**Prompt**: Evaluate theses processes and the results in relation to the school’s interconnectedness to the world to promote a globally minded culture.

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| **Findings** | **Supporting Evidence** |
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Conclusions

**Prompt**: Comment on the degree to which this criterion is being addressed.

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| **Findings** | **Supporting Evidence** |
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**Prompt**: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

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| **Findings** | **Supporting Evidence** |
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A4. Staff Criterion

The school leadership and staff are qualified for their assigned responsibilities, are committed to the school’s purpose and engage in ongoing professional development that promotes student learning in a global society.

Indicators with Prompts

Employment Policies/Practices

**Indicator**: The school has clear employment policies/practices related to qualification requirements of staff.

**Prompt**: Evaluate the clarity of the employment policies and practices related to qualification/statutory requirements of current and potential staff for all programs, including all types of online instruction and specialized programs such as college/career preparation.

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| **Findings** | **Supporting Evidence** |
|  |  |

Qualifications of Staff

**Indicator**: The school reviews all information regarding staff background, training, and preparation, including international expertise.

**Prompt**: Evaluate the procedures to ensure all staff members in all programs, including online instruction, based on staff background, training, and preparation are qualified for their responsibilities within any type of instruction to ensure quality student learning.

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| **Findings** | **Supporting Evidence** |
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Maximum Use of Staff Expertise

**Indicator**: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and specialized programs so that the expertise of the staff members is maximized in relation to impact on quality student learning.

**Prompt**: Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared or their responsibilities including any type of online instruction.

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| **Findings** | **Supporting Evidence** |
|  |  |

**Defining and Understanding Practices/Relationships**

**Indicator**: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**Prompt**: Evaluate the administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

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| **Findings** | **Supporting Evidence** |
|  |  |

**Staff Actions/Accountability to Support Learning**

**Indicator**: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, and group presentations.

**Prompt**: How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.

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| **Findings** | **Supporting Evidence** |
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**Additional Online Instruction Prompt**: Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.

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| **Findings** | **Supporting Evidence** |
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Support of Professional Development

**Indicator**: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes. Teachers are involved in experiences such as visits, exchanges, and professional development to strengthen their understanding of global competencies.

**Prompt**: How effective is the support of professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes? Provide evidence and examples.

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| **Findings** | **Supporting Evidence** |
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**Indicator**:The school supports professional learning of the staff members that develops their use of important skills that are inherent in developing the global competencies of the students; these include collaboration, communication, creativity, and problem-solving.

**Prompt**: *Evaluate the effectiveness of the professional learning in relation to global competency skills being applied in individual classes and the learning results.*

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| **Findings** | **Supporting Evidence** |
|  |  |

Supervision and Evaluation

**Indicator**: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff in 21st century skills and thinking. Teachers regularly reflect on their approaches to develop global competencies in the students.

**Prompt**: How effective are the school’s supervision and evaluation procedures?

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| **Findings** | **Supporting Evidence** |
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**Additional Online Instruction Prompt**: How effective are the school’s supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?

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| **Findings** | **Supporting Evidence** |
|  |  |

Measurable Effect of Professional Development

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

**Prompt**: Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence how the professional development/learning has had a positive impact on student learning, e.g., developing the students’ global competencies.

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| **Findings** | **Supporting Evidence** |
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Conclusions

**Prompt**: Comment on the degree to which this criterion is being addressed.

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| **Findings** | **Supporting Evidence** |
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**Prompt**: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

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| **Findings** | **Supporting Evidence** |
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A5. School Environment Criterion

The school has a safe, healthy, nurturing environment that reflects the school’s purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student.

Indicators with Prompts

Caring, Concern, High Expectations

**Indicator**: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual and cultural differences.

**Prompt**: To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?

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| **Findings** | **Supporting Evidence** |
|  |  |

Student Self-Esteem

**Indicator**: The school fosters student self-esteem through high expectations for each student and recognition of successes.

**Prompt**: To what extent does the school foster student self-esteem through high expectations for each student and recognition of successes?

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| **Findings** | **Supporting Evidence** |
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Mutual Respect and Communication

**Indicator**: Mutual respect and effective communication among and between staff, students, and parents is evident. There is understanding of the importance of cross-cultural communication in improving teaching, learning, and management.

**Prompt**: What evidence supports mutual respect and effective cross-cultural communication among and between staff, students, and parents?

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| **Findings** | **Supporting Evidence** |
|  |  |

Teacher Support and Encouragement

**Indicator**: There is a level of support and encouragement for teachers to use innovative approaches to enhance student learning.

**Prompt**: How effective is the level of support and encouragement for teachers to use innovative approaches to enhance student learning?

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| **Findings** | **Supporting Evidence** |
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**Safe, Clean, and Orderly Environment**

**Indicator**: The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

**Prompt**: Comment on your analysis of the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.

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| **Findings** | **Supporting Evidence** |
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Conclusions

**Prompt**: Comment on the degree to which this criterion is being addressed.

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| **Findings** | **Supporting Evidence** |
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**Prompt**: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

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| **Findings** | **Supporting Evidence** |
|  |  |

A6. Reporting Student Progress Criterion

The school leadership and staff regularly assess student progress toward accomplishing the schoolwide learner outcomes and report students’ progress to the rest of the school community.

Indicators with Prompts

Reporting Student Progress

**Indicator**: There are effective processes to inform the board, parents, and other stakeholders about student progress toward achieving the academic standards and the schoolwide learner outcomes, i.e., global competencies.

**Prompt**: Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, teachers, students, and parents) about student achievement of the academic standards and the schoolwide learner outcomes, i.e., global competencies.

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| **Findings** | **Supporting Evidence** |
|  |  |

**Monitoring of Student Growth**

**Indicator**: The school has an effective system to monitor all students’ progress toward meeting the academic standards and schoolwide learner outcomes.

**Prompt**: Evaluate the effectiveness of the system used to monitor the progress of all students toward meeting the academic standards and schoolwide learner outcomes.

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| **Findings** | **Supporting Evidence** |
|  |  |

**Modifications Based on Assessment Results**

**Indicator**: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

**Prompt**: Comment on how assessment results have caused changes in the school program, professional development activities, and/or resource allocations demonstrating a results-driven continuous process.

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| **Findings** | **Supporting Evidence** |
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**Additional Online Instruction Prompt**: Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.

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| **Findings** | **Supporting Evidence** |
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Conclusions

**Prompt**: Comment on the degree to which this criterion is being addressed.

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| **Findings** | **Supporting Evidence** |
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**Prompt**: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

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| **Findings** | **Supporting Evidence** |
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A7. School Improvement Process Criterion

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

Indicators with Prompts

Broad-Based and Collaborative

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

**Prompt**: Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative, and fosters the commitment of the stakeholders, including the staff, students, and parents.

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| **Findings** | **Supporting Evidence** |
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School Plan Correlated to Student Learning

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

**Prompt**: How does the school ensure that the analysis of student achievement about the critical learner needs, schoolwide learner outcomes, and academic standards are incorporated into the plan and impacts the development, implementation, and monitoring of the plan?

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| **Findings** | **Supporting Evidence** |
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Systems Alignment

**Indicator**: Within the school there is evidence of systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement.

**Prompt**: What evidence supports the systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement?

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| **Findings** | **Supporting Evidence** |
|  |  |

Correlation between All Resources, Schoolwide Learner Outcomes, and Action Plan

**Indicator**: There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the schoolwide action plan.

**Prompt**: Examine and evaluate the degree to which the allocation of time/fiscal/ personnel/material resources support the implementation, monitoring, and accomplishment of the schoolwide action plan.

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| **Findings** | **Supporting Evidence** |
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Conclusions

**Prompt**: Comment on the degree to which this criterion is being addressed.

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| **Findings** | **Supporting Evidence** |
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**Prompt**: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

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| **Findings** | **Supporting Evidence** |
|  |  |

**ACS WASC Category A. Organization for Student Learning:   
Strengths and Growth Needs**

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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| **Category A: Organization for Student Learning: Areas of Strength** |
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| **Category A: Organization for Student Learning: Areas of Growth** |
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**Category B: Curriculum, Instruction, and Assessment**

**Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.**

**Examples include:**

* **Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)**
* **Focused programs such as IB Diploma Program, Advanced Placement, and school/college partnerships.**

**🡺 Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.**

## B1. What Students Learn Criterion

The school provides a challenging, coherent and relevant international curriculum for each student that fulfills the school’s purpose and results in student achievement of the schoolwide learner outcomes through successful completion of any course of study offered.

“Schoolwide learner outcomes are interdisciplinary statements about what all students should know, understand and be able to do by the time they complete the planned program or graduate.” One example: every student will demonstrate higher order thinking skills of application, analysis, synthesis, and evaluation.

Indicators with Prompts

Current Educational Research and Thinking

**Indicator**: The comprehensive and sequential documented international curriculum is modified as needed to address current educational research; other relevant community, national, and international issues; and the needs of all students.

**Prompt**: Comment on the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff members revise the curriculum appropriately within the curricular review cycle.

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| **Findings** | **Supporting Evidence** |
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Academic Standards for Each Area

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

**Prompt**: Evaluate to what extent there are defined academic standards for each subject area, course, and/or program (e.g., online instruction) that meet state or national/international standards.

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| **Findings** | **Supporting Evidence** |
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**Additional Online Instruction Prompts**: Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.

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| **Findings** | **Supporting Evidence** |
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**Embedded Global Perspectives**

**Indicator**: The school leadership and certificated staff ensure that global education concepts, perspectives, and issues are embedded within the curricular areas.

**Prompt:** Examine the curricular documentation and observe the delivered curriculum to determine the extent to which there is integration of global concepts, perspectives, and issues.

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| **Findings** | **Supporting Evidence** |
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Congruence

**Indicator**: There is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.

**Prompt**: Evaluate if there is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.

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| **Findings** | **Supporting Evidence** |
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Student Work — Engagement in Learning

**Indicator**: The school’s examination of representative samples of student work and snapshots of student engagement in learning demonstrates the implementation of a standards-based curriculum and the schoolwide learner outcomes.

**Prompt**: Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the schoolwide learner outcomes.

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| **Findings** | **Supporting Evidence** |
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**Accessibility of All Students to Curriculum**

**Indicator**: A rigorous, relevant, and coherent curriculum that prepares students to be global citizens is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school’s instructional practices and other activities facilitate access and success for all students.

**Prompt**: What has been learned about the accessibility of a rigorous, relevant, coherent, and globally focused curriculum to all students through the various courses/program offered, e.g., online instruction? What has been learned from examining the demographics and situation of students throughout the class offerings? Evaluate how the instructional practices and other activities facilitate access and success for all students.

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| **Findings** | **Supporting Evidence** |
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Acceptable Student Achievement

**Indicator**: The school demonstrates acceptable student learning of the academic standards and the schoolwide learner outcomes through defined performance indicators.

**Prompt**: What evidence demonstrates acceptable student achievement of the academic standards and the schoolwide learner outcomes through defined performance indicators?

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| **Findings** | **Supporting Evidence** |
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Integration Among Disciplines

**Indicator**: There is integration among disciplines at the school and, if applicable, integration of outsourced curriculum into the program for which curricular integrity, reliability, and security is maintained.

**Prompt**: Evaluate to what extent is there integration among disciplines and, if applicable, integration of outsourced curriculum into the program for which curricular integrity, reliability, and security is maintained.

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| **Findings** | **Supporting Evidence** |
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Curricular Review, Revision, and Evaluation

**Indicator**: The school assesses its 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.

**Prompt**: Comment on the effectiveness of the school’s curriculum review and evaluation processes for each program area and the impact on providing a challenging, coherent, and relevant curriculum for all students. Evaluate the effectiveness of the processes to assess curricular gaps and modify the curriculum to ensure that specific student needs are being met.

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| **Findings** | **Supporting Evidence** |
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Collaborative Work

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

**Prompt**: Comment on the collaborative strategies used to examine curriculum design and student work and its effect on refining lessons, units, and/or courses.

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| **Findings** | **Supporting Evidence** |
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Accessibility of all Students to Curriculum

**Indicator**: All students have accessibility to a challenging, relevant, and coherent curriculum.

**Prompt**: What have you learned about the accessibility of a challenging, relevant and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings, e.g., master class schedule and class enrollments?

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| **Findings** | **Supporting Evidence** |
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Policies — Rigorous, Relevant, Coherent Curriculum

**Indicator**: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, use of technology, etc.

**Prompt**: Evaluate the effectiveness of the process through which key stakeholders assess the curriculum in relation to these school’s policies.

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| **Findings** | **Supporting Evidence** |
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**Additional Online Instruction Prompt**: Determine the effectiveness of the school’s policy for outsourced curriculum to maintain curricular integrity, reliability, and security.

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| **Findings** | **Supporting Evidence** |
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Articulation and Follow-up Studies

**Indicator**: The school conducts 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.

**Prompt**: Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity of their occurrence. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?

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| **Findings** | **Supporting Evidence** |
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Conclusions

**Prompt**: Comment on the degree to which this criterion is being addressed.

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| **Findings** | **Supporting Evidence** |
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**Prompt**: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

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| **Findings** | **Supporting Evidence** |
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B2. How Students Learn Criterion

The professional staff a) uses research-based knowledge about teaching and learning; and b) designs and implements a variety of learning experiences that actively engage students at a high level of learning consistent with the school’s purpose and schoolwide learner outcomes.

Indicators with Prompts

Research-based Knowledge

**Indicator**: The 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. All students regardless of background and ability are actively involved in the learning that is based on the schoolwide learner outcomes and academic standards.

**Prompt**: Provide a range of examples that demonstrate teachers are current in the instructional content taught and research-based instructional methodology.

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| **Findings** | **Supporting Evidence** |
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**Additional Online Instruction Prompt**: Evaluate how teacher technology competencies are assessed during online instruction.

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| **Findings** | **Supporting Evidence** |
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Planning Processes

**Indicator**: 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 schoolwide learner outcomes, i.e., global competencies.

**Prompt**: Comment on the effectiveness of the planning processes, including the use of formative assessment results, to engage all students actively at a high level of learning consistent with the academic standards and schoolwide learner outcomes.

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| **Findings** | **Supporting Evidence** |
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Professional Collaboration

**Indicator**: Administrators and teachers use 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.

**Prompt**: Comment on the effectiveness of how administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem-solving, knowledge, and application. Include examples of the selection of the instructional approaches based on the learning purpose(s) desired.

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| **Findings** | **Supporting Evidence** |
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Professional Development

**Indicator**: The school uses ongoing professional development to enhance the curriculum and improve learning and teaching. This includes learning through worldwide partnerships with other teachers and schools.

**Prompt**: Comment on the effectiveness of how the school uses ongoing professional development to enhance the curriculum and improve learning and teaching.

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| **Findings** | **Supporting Evidence** |
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Challenging and Varied Instructional Strategies

**Indicator**: The teachers strengthen student understanding and achievement of the learning outcomes, including targeted global competencies, through the use of a variety of instructional strategies that are selected on the basis of the learning purpose(s) and effectively engage students at a high level of learning. This includes the integration of multimedia and technology as appropriate and the linking of students’ experiences to the world.

**Prompt**: Provide a range of examples from examining students working and their work that give insight to the degree to which all students are actively engaged in learning to achieve the academic standards and the schoolwide learner outcomes. This includes students demonstrating critical thinking, problem solving, knowledge, application and the development of a wide range of technological skills and global competencies.

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| **Findings** | **Supporting Evidence** |
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**Additional Online Instruction Prompts**: Evaluate the processes and the effectiveness of the strategies used by teachers to make decisions on learning and teaching approaches including direct instruction, and other student-teacher interaction opportunities.

Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.

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| **Findings** | **Supporting Evidence** |
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Technological Integration

**Indicator**: Teachers systematically integrate technology within the school so that all students develop a wide range of technological skills.

**Prompt**: Comment on the integration of technology within the school so that all students develop a wide range of technological skills.

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| **Findings** | **Supporting Evidence** |
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Evidence of Results based upon Challenging Learning Experiences

**Indicator**: Students working and their work demonstrate critical and creative thinking, problem solving, knowledge attainment, and application skills.

**Prompt**: Comment on the student work and how it demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills.

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| **Findings** | **Supporting Evidence** |
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**Additional Online Instruction Prompt**: Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.

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| **Findings** | **Supporting Evidence** |
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**Student Understanding of Learning Expectations**

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

**Prompt**: Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study.

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| **Findings** | **Supporting Evidence** |
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Student Perceptions

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

**Prompt**: Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes. Evaluate the effectiveness of the student-teacher interaction based on student feedback.

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| **Findings** | **Supporting Evidence** |
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Student Needs

**Indicator**: Teachers address student needs through the instructional approaches used.

**Prompt**: How do teachers address the variety of ways in which students learn and their individual needs through instructional approaches appropriate for the subject?

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| **Findings** | **Supporting Evidence** |
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Student Use of Resources

**Indicator**: Students use resources for learning beyond the limits of the textbook such as effective use of collaborative activities, technology, library/media resources and community resources and information from various cultures and languages.

**Prompt**: To what extent do students use resources for learning beyond the limits of the textbook such as effective use of technology, collaborative activities, and community resources?

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| **Findings** | **Supporting Evidence** |
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**Additional Online Instruction Prompt**: Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.

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| **Findings** | **Supporting Evidence** |
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Conclusions

**Prompt**: Comment on the degree to which this criterion is being addressed.

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| **Findings** | **Supporting Evidence** |
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**Prompt**: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

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| **Findings** | **Supporting Evidence** |
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B3. How Assessment is Used Criterion

Teacher and student uses of assessment are frequent and integrated into the teaching/learning process. The assessment results are the basis for (a) measurement of each student’s progress toward the schoolwide learner outcomes and academic standards, (b) regular evaluation, modification, and improvement of curriculum and instructional approaches, and (c) allocation of resources.

Indicators with Prompts

Appropriate Assessment Strategies

**Indicator**: The teachers regularly use appropriate assessment strategies to measure student progress toward acquiring understanding of a specific body of knowledge or skills, such as critical thinking and communication skills; examples of assessment strategies include essays, portfolios, individual or group projects, tests, etc. (This includes the global competency areas of students being able to investigate the world, recognize multiple perspectives, communicate ideas effectively to diverse groups, and take action to improve the situation.)

**Prompt**: To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills, including global competencies?

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| **Findings** | **Supporting Evidence** |
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**Basis for Determination of Performance Levels**

**Indicator**: The school staff has determined the basis upon which students’ grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

**Prompt**: Evaluate the impact and effectiveness of the basis for which students’ grades, their growth, and performance levels are determined.

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| **Findings** | **Supporting Evidence** |
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**Additional Online Instruction Prompts**: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

*Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.*

Evaluate how effective teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

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| **Findings** | **Supporting Evidence** |
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**Demonstration of Student Achievement**

**Indicator**: A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes, including those with special needs.

**Prompt**: Examine and evaluate how student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes.

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| **Findings** | **Supporting Evidence** |
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**Additional Online Instruction Prompt**: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

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| **Findings** | **Supporting Evidence** |
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Correlation

**Indicator**: The teachers correlate assessment to schoolwide learner outcomes, academic standards, course competencies, and instructional approaches used.

**Prompt**: Comment on the correlation of assessment of schoolwide learner outcomes, academic standards, course competencies, and instructional approaches used.

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| **Findings** | **Supporting Evidence** |
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Modification/Decisions based on Assessment Data

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

**Prompt**: Evaluate the effectiveness of how assessment data is collected, analyzed, and used to make changes and decisions about curriculum, instruction, professional development activities, and resource allocation.

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| **Findings** | **Supporting Evidence** |
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Student Feedback

**Indicator**: Student feedback is an important part of monitoring student progress over time based on the schoolwide learner outcomes and the curricular objectives.

**Prompt**: To what extent is student feedback an important part of monitoring student progress over time based on the schoolwide learner outcomes and the curricular standards?

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| **Findings** | **Supporting Evidence** |
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Teacher Monitoring

**Indicator**: Teachers monitor student progress over time and use student feedback as appropriate to determine whether course objectives and standards have been met.

**Prompt**: Evaluate the effectiveness of the teacher monitoring process over time and the use of student feedback as appropriate to determine whether academic standards have been met.

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| **Findings** | **Supporting Evidence** |
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Conclusions

**Prompt**: Comment on the degree to which this criterion is being addressed.

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| **Findings** | **Supporting Evidence** |
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**Prompt**: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

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| **Findings** | **Supporting Evidence** |
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**ACS WASC Category B. Curriculum, Instruction, and Assessment:   
Strengths and Growth Needs**

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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| **Category B: Curriculum, Instruction, and Assessment: Areas of Strength** |
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| **Category B: Curriculum, Instruction, and Assessment: Areas of Growth** |
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**Category C: Support for Student Personal and Academic Growth**

**Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.**

**Examples include:**

* **Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)**
* **Focused programs such as IB Diploma Program, Advanced Placement, and school/college partnerships.**

**🡺 Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.**

## C1. Student Connectedness Criterion

Students are connected to a system of support services, activities, and opportunities at the school and within the community that meet the challenges of the curricular and co-curricular program in order to achieve the schoolwide learner outcomes.

Indicators with Prompts

Adequate Personalized Support

**Indicator**: The school has available adequate services, including referral services, to support all students in such areas as health, career and personal counseling, and academic assistance.

**Prompt**: Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance.

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| **Findings** | **Supporting Evidence** |
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**Additional Online Instruction Prompt**: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

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| **Findings** | **Supporting Evidence** |
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School Support Systems

**Indicator**: The school coordinates a system of support services that provides for maximum effectiveness, including the processes for intervention and referral.

**Prompt**: Is the level of school coordination of the system of support services allowing for maximum effectiveness? Are the processes for intervention or referral effective?

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| **Findings** | **Supporting Evidence** |
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Strategies Used for Student Growth/Development

**Indicator**: Strategies are used by the school 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 schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

**Prompt**: Evaluate the effectiveness of the types of strategies used by the school 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.

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| **Findings** | **Supporting Evidence** |
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**Additional Online Instruction Prompt**: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

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| **Findings** | **Supporting Evidence** |
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Support Services and Learning

**Indicator**: The school 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, for all students.

**Prompt**: Evaluate the extent to which the school 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. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.

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| **Findings** | **Supporting Evidence** |
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**Additional Online Instruction Prompt**: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

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| **Findings** | **Supporting Evidence** |
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Co-Curricular Activities

**Indicator**: School leadership and staff link curricular and co-curricular activities to the academic standards and schoolwide learner outcomes, i.e., global competencies. Students have the opportunity to communicate with diverse audiences locally and worldwide. Students contribute to local and/or global actions and service opportunities.

**Prompt**: Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards and schoolwide learner outcomes, i.e., the global competencies. How effective are these efforts?

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| **Findings** | **Supporting Evidence** |
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**Additional Online Instruction Prompt**: *Evaluate the school’s processes to address the needs of socialization for the students and involvement in the school.*

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| **Findings** | **Supporting Evidence** |
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Student Involvement in Curricular/Co-Curricular Activities

**Indicator**: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services. This includes students involved in projects on global issues, joining networks, and exchanges.

**Prompt**: Comment on the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

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| **Findings** | **Supporting Evidence** |
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**Additional Online Instruction Prompt**: *Provide evidence about the effectiveness of the students’ involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

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| **Findings** | **Supporting Evidence** |
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Student Perceptions

**Indicator**: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

**Prompt**: Comment on the student view of student support services after interviewing and dialoguing with student representatives of the school population.

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| **Findings** | **Supporting Evidence** |
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Conclusions

**Prompt**: Comment on the degree to which this criterion is being addressed.

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| **Findings** | **Supporting Evidence** |
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**Prompt**: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

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| **Findings** | **Supporting Evidence** |
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C2. Parent/Community Involvement Criterion

The school leadership employs a wide range of strategies to ensure that parental and community involvement is integral to the school’s established support system for students.

Indicators with Prompts

Regular Parent Involvement

**Indicator**: The school implements 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 school involves non-English speaking parents and/or online parents.

**Prompt**: Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents and/or online parents.

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| **Findings** | **Supporting Evidence** |
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Use of Community Resources

**Indicator**: The school uses community resources of the host country to support students such as professional services, partnerships, speakers, etc.

**Prompt**: How effective is the school use of community resources to support students?

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| **Findings** | **Supporting Evidence** |
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Parent/Community and Student Achievement

**Indicator**: The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co‑curricular program. The school works with the parents to help them understand the focus on global competencies and their involvement as partners in the learning.

**Prompt**: Determine the adequacy and effectiveness of the school’s strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program. Evaluate the understanding level and involvement of parents in the focus on students demonstrating global competencies.

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| **Findings** | **Supporting Evidence** |
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**Additional Online Instruction Prompt**: *Evaluate the school’s processes to ensure that parents understand the expectations for the online instruction in relation to the desired student achievement and to review and counsel families for whom the selected online instruction format may not be the best match.*

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| **Findings** | **Supporting Evidence** |
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Conclusions

**Prompt**: Comment on the degree to which this criterion is being addressed.

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| **Findings** | **Supporting Evidence** |
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**Prompt**: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

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| **Findings** | **Supporting Evidence** |
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**ACS WASC Category C. Support for Student Personal and Academic Growth: Strengths and Growth Needs**

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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| **Category C: Support for Student Personal and Academic Growth: Areas of Strength** |
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| **Category C: Support for Student Personal and Academic Growth: Areas of Growth** |
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**Category D: Resource Management and Development**

**Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.**

**Examples include:**

* **Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)**
* **Focused programs such as IB Diploma Program, Advanced Placement, and school/college partnerships.**

**🡺 Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.**

D1. Resources Criterion

The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school’s purpose and student achievement of the schoolwide learner outcomes, i.e., global competencies.

Indicators with Prompts

Allocation Decisions

**Indicator**: There is a relationship between the decisions about resource allocations, the school’s vision, mission, and student achievement of the schoolwide learner outcomes and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

**Prompt**: To what extent are resources allocated to meet the school’s vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes and the academic standards? Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?

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| **Findings** | **Supporting Evidence** |
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Practices

**Indicator**: The school develops an annual budget, has an annual audit, and at all times conducts quality business and accounting practices, including protections against mishandling of institutional funds.

**Prompt**: Evaluate the school's processes for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds.

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| **Findings** | **Supporting Evidence** |
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Facilities

**Indicator**: The school’s facilities are adequate, safe, functional, and well-maintained and support the school’s mission, desired learner goals, and educational program.

**Prompt**: Evaluate the adequacy of the facilities in relation to the health and safety needs of students and supporting the schools’ mission, desired learner goals, and educational program.

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| **Findings** | **Supporting Evidence** |
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Instructional Materials and Equipment

**Indicator**: 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.

**Prompt**: Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials for instruction.

Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate technology and software for all instruction.

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| **Findings** | **Supporting Evidence** |
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Well-Qualified Staff

**Indicator**: 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.

**Prompt**: Determine if the resources available enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, including online instruction and college/career.

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| **Findings** | **Supporting Evidence** |
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Conclusions

**Prompt**: Comment on the degree to which this criterion is being addressed.

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| **Findings** | **Supporting Evidence** |
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**Prompt**: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

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| **Findings** | **Supporting Evidence** |
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D2. Resource Planning Criterion

The governing authority and the school leadership execute responsible resource planning for the future.

Indicators with Prompts

Long-range Resource Plan

**Indicator**: The school has developed and implemented a long-range resource plan. The school has a process for regular examination of this plan to ensure the continual availability of appropriate resources that support the school’s vision, mission and student learning of schoolwide learner outcomes and academic standards.

**Prompt**: Evaluate the process for regular examination of the long-range resource plan to ensure the continual availability of appropriate resources that support the school's vision, mission, and student learning.

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| **Findings** | **Supporting Evidence** |
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Use of Research and Information

**Indicator**: The school uses research and information to form the master resource plan.

**Prompt**: To what extent do the school leadership and staff use research and information to develop the long-range plan?

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| **Findings** | **Supporting Evidence** |
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Involvement of Stakeholders

**Indicator**: Stakeholders are involved in the future planning.

**Prompt**: Evaluate the effectiveness of the involvement of stakeholders in the school's future planning.

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| **Findings** | **Supporting Evidence** |
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Informing

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

**Prompt**: Comment on the evidence that the governing authority and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.

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| **Findings** | **Supporting Evidence** |
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Marketing Strategies

**Indicator**: The school has marketing strategies to support the implementation of the developmental program.

**Prompt**: How effective are the marketing strategies to support the implementation of the developmental program?

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| **Findings** | **Supporting Evidence** |
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Conclusions

**Prompt**: Comment on the degree to which this criterion is being addressed.

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| **Findings** | **Supporting Evidence** |
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**Prompt**: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

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| **Findings** | **Supporting Evidence** |
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**ACS WASC Category D. Resource Management and Development: Strengths and Growth Needs**

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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| **Category D: Resource Management and Development: Areas of Strength** |
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| **Category D: Resource Management and Development: Areas of Growth** |
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**Category E: China Context (for NCCT/ACS WASC schools)**

**Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.**

**Examples include:**

* **Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)**
* **Focused programs such as IB Diploma Program, Advanced Placement, and school/college partnerships.**

**🡺 Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.**

## E1. Standard One

Local cultures are incorporated into the curriculum in appropriate ways.

*To what extent are local cultures incorporated into the curriculum in appropriate ways?*

1. The school offers courses on Chinese language and Chinese culture to meet the needs of the students.
2. The school organizes extra-curricular activities to help the students learn Chinese language and understand Chinese culture.
3. The school’s policies on course content, resources and teaching conform to Chinese laws and regulations.
4. The school’s policies on academic programs comply with the principle of respecting the culture and sensitivities of the local Chinese and the Chinese nation.
5. The school regularly reviews and evaluates the effectiveness of the Chinese language and culture program it offers to modify the teaching/learning process.

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| **Findings** | **Supporting Evidence** |
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## E2. Standard Two

The governing body and the school management comply with all applicable statutes, government laws, and regulations.

*To what extent are the governing body and the school management complying with all applicable statutes, government laws, and regulations?*

1. The School Operation License or its equivalence is valid.
2. The governing body has completed related registrations required by Chinese laws and regulations and obtained necessary certificates.
3. The governing body operates the school in accordance with the approved scope and terms of its Operation License and relevant certificates.
4. The governing body formulates the student admissions policy in accordance with the Chinese regulations concerning schools for children of foreign nationals.
5. The governing body and the staff adhere to the principle of separation of school education from religion, abiding by laws and regulations on the administration of religious activities of foreign nationals within the territory of the People’s Republic of China.
6. The governing body and the school management have a good understanding of relevant Chinese laws and regulations, and does the latter give the staff and students appropriate guidance on how to comply with those laws and regulations and not to be involved in any activities that jeopardize the security of the state and the public.

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| **Findings** | **Supporting Evidence** |
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## E3. Standard Three

The management of the school’s finances and property shall be, at all times, in accordance with the standards which operate in China and shall be consistent with best practice in international schools.

*To what extent is the management of the school’s* *finances and property at all times in accordance with the standards which operate in China and consistent with best practice in international schools?*

1. The school has established a sound financial and accounting system in accordance with China’s regulations on the accounting system for non-profit private organizations.
2. The importation of school materials, as well as the use of foreign currency, is handled in accordance with relevant Chinese regulations.
3. The management of the school’s finance meets the requirements of the local government.
4. The land the school uses is obtained in compliance with the Chinese government statutes concerning land administration.
5. The school premises, sites, and equipment are only for activities that conform to the functions of the school.

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| **Findings** | **Supporting Evidence** |
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## E4. Standard Four

The governing body and the school management are familiar with Chinese laws and regulations related to the rights and obligations of the employees and comply with those laws and regulations.

*To what extent are the governing body and the school management familiar with Chinese laws and regulations related to the rights and obligations of the employees and comply with those laws and regulations?*

1. For its foreign employees the school makes timely payment of the fund and insurance required by Chinese laws and regulations as social benefits for foreign employees.
2. For its employees of Chinese nationality the school makes timely payment of the fund and insurance required by Chinese laws and regulations as social benefits for all Chinese employees.
3. The school complies with Chinese laws and regulations regarding employment contracts, work, and residency permits.
4. The school helps its employees be aware of Chinese laws and regulations.

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| **Findings** | **Supporting Evidence** |
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## E5. Standard Five

The school shall actively promote intercultural and international awareness.

*To what extent does the school actively promote intercultural and international awareness?*

1. The governing body strives to promote cultural exchanges between the school and the local schools for Chinese children.
2. The governing body makes good use of local educational resources to create learning opportunities for the students and staff.
3. The school maintains a harmonious relationship with its local community and the governing body is capable of taking proper strategies and measures in solving problems related to the local community.

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| **Findings** | **Supporting Evidence** |
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**ACS WASC Category E. China Context (for NCCT/ACS WASC schools): Strengths and Growth Needs**

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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| **Category E: China Context: Areas of Strength** |
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| **Category E: China Context: Areas of Growth** |
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**Category E: ONESQA Standards (for ACS WASC/ONESQA schools)**

**An Alignment between Indicators and Standards of the Ministry of Education**

| Type of Indicators | Indicator numbers | Descriptive Indicators | Weight (points) | Standards of Ministry of Education |
| --- | --- | --- | --- | --- |
| Basic Indicators | 1 | Learners’ Desirable Values | 30 | Results of Educational Provision |
| 2 | Learners’ Achievement in Thai Language and Culture Courses | 30 |
| 3 | Use of effective instruction with learner-centred approach in delivering Thai Language and Culture courses | 20 | Instructional Learner-Centred Approach |
| 4 | Effective Management and Development of Thai Language and Culture Instructional Programme | 20 | School Management |

Remarks: Indicators of Thai Language and Culture Instruction are basic indicators.

**Indicator 1: Learners’ Desirable Values (30 points)**

**Two Sub-Indicators of Learners’ Desirable Values**

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| --- | --- | --- |
| Indicator Number | Descriptive Indicators | Weight (points) |
| 1.1 | Learners demonstrate good attitudes towards Thai art, culture and local wisdoms. | 15 |
| 1.2 | Learners follow practices of Thai etiquette. | 15 |

**Indicator 2 Learners’ Achievement in Thai Language and Culture**

**Description**

1. Learners’ achievements refer to both Thai and foreign learners’ high performances and progress in learning the Thai language and culture subject.
2. High academic achievements refer to both Thai and foreign learners’ good results on the assessment of the Thai language and culture subject in all grade levels using the standards and benchmarks of the Thai language and culture subject for international schools developed by the Office of Private Education Commission.
3. Progress in Learning refers to learners’ achievement of higher mean scores in the Thai language and culture subject compared to the learners’ achievement of mean scores of the previous year.

**Indicator 3 Effective Thai Language and Culture Instruction with a Learner-Centred Approach**

**Three sub-indicators**

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| --- | --- | --- |
| Indicator number | Descriptive Indicators | Weight (Points) |
| 3.1 | Instructional Planning | 5 |
| 3.2 | Teaching and Learning | 10 |
| 3.3 | Assessment and Evaluation | 5 |

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| --- | --- | --- | --- | --- | --- |
| **3.1 Instructional Planning** | | | | | |
| Criteria for scoring | Rating scales | | | | |
| 5 | 4 | 3 | 2 | 1 |
| Goals for learners align with standard criteria of the school curriculum. Learning objectives and outcomes must be clearly stated as to what learners should know, understand and be able to do. |  |  |  |  |  |
| Information about individual learners must be analyzed and used for instructional planning. |  |  |  |  |  |
| Instructional units are planned and designed to address personal differences of individual learners from culturally diverse backgrounds. |  |  |  |  |  |

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| **3.2 Teaching and Learning** | | | | | |
| Criteria for scoring | Rating scales | | | | |
| 5 | 4 | 3 | 2 | 1 |
| Environments both inside and outside classrooms are conducive to learning. |  |  |  |  |  |
| Learning materials and resources are prepared and used appropriately; local wisdoms and technologies are applied for teaching and learning. |  |  |  |  |  |
| Teaching and learning is a learner-centred approach. |  |  |  |  |  |
| Learners are encouraged to interact with communities. |  |  |  |  |  |

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| **3.3 Assessment and Evaluation** | | | | | |
| Criteria for scoring | Rating scales | | | | |
| 5 | 4 | 3 | 2 | 1 |
| A variety of assessment methods used are appropriate to the nature of the courses and the developmental levels of the learners. |  |  |  |  |  |
| The assessment results are analyzed and used for reteaching, development of learners and improvement of instruction. |  |  |  |  |  |

**Indicator 4. Effective Management and Development of Thai Language and Culture Instructional Programme**

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| --- | --- | --- | --- | --- | --- |
| **4.1 Academic Management** |  | | | | |
| Criteria for scoring | Rating scales | | | | |
| 5 | 4 | 3 | 2 | 1 |
| The school promotes the development of Thai language and culture curriculum. |  |  |  |  |  |
| The provision of the Thai language and culture programme must comply with the regulations of the Ministry of Education. |  |  |  |  |  |
| The school encourages and supports student participation in activities and projects of the Thai language and culture programme. |  |  |  |  |  |
| The school assesses the implementation of Thai language and culture curriculum; the results of the assessment are used to improve the curriculum. |  |  |  |  |  |

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| **4.2 Financial Management** |  | | | | | |
| Criteria for scoring | Rating scales | | | | | |
| 5 | 4 | | 3 | 2 | 1 |
| The Thai language and culture department and its teachers take part in setting the budget for the Thai language and culture programme. |  | |  |  |  |  |
| The school allocates an annual budget to the Thai department adequately, for the purchase and provision of resources, learning materials and modern technologies. |  | |  |  |  |  |
| The school allocates budgets to develop teachers’ qualities |  | |  |  |  |  |
| The school allocates budgets for Thai language and culture co- and extra-curricular activities. |  | |  |  |  |  |

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| **4.3 Personnel Management** | | | | | |
| Criteria for scoring | Rating scales | | | | |
| 5 | 4 | 3 | 2 | 1 |
| The school recruits teachers who are proficient in knowledge and teaching abilities of Thai language and culture. |  |  |  |  |  |
| The school recruits sufficient Thai teachers for the numbers of Thai classes. |  |  |  |  |  |
| Thai teachers acquire quality professional development training (no less than 20 hours per year.) |  |  |  |  |  |
| Teacher supervision is implemented as an integral part of teacher development; and feedback on teaching observation is used to develop quality teaching and learning. |  |  |  |  |  |

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| **4.4 General Management** |  | | | | |
| Criteria for scoring | Rating scales | | | | |
| 5 | 4 | 3 | 2 | 1 |
| The provision of classes for Thai language and culture instruction accommodates the number of learners adequately; and they are managed in accordance with school curriculum and instructional units. |  |  |  |  |  |
| The school’s environment and resources are conducive to the teaching and learning of Thai language and culture. The school also promotes teaching and learning of Thai language and culture from outside resources. |  |  |  |  |  |
| The information technology system is provided to promote the teaching and learning of Thai language and culture. |  |  |  |  |  |
| The information on learning activities, both co-curricular and extra-curricular activities, is communicated to the public. |  |  |  |  |  |

**Category F: Boarding Program**

## F1. School Boarding Program

The school’s boarding program embraces the school’s purpose, complements the school’s program, and enhances the personal and academic growth of the students.

* The boarding program embraces the school’s vision, mission, and supports student achievement of the schoolwide learner outcomes.
* There is a body that holds the boarding program accountable to goals, policies, and procedures that are well-documented and aligned with the school’s mission, vision, and schoolwide learner outcomes. There is a well-established appeal process related to decisions made related to students in the boarding program.
* There is evidence of full support and understanding by the governing authority, leadership, teachers, staff, students, parents, guardians, and community of the expectations of the boarding program.
* The implementation of operational procedures and systems support the goals of the boarding program and include specific health and safety boarding expectations.
* The staff members of the boarding program are qualified for their roles and responsibilities with the maturity, character, skills, knowledge, and experience appropriate to the age and needs of the boarders to ensure a safe, healthy, and nurturing environment.
* There is an ongoing supervision, evaluation, and professional learning process for all boarding staff.
* There is support of the needs of all staff members of the boarding staff to ensure they can address the goals of the program.
* The culture of the boarding program is responsive to and respectful of the diversity and personal and academic needs of the students.
* The staff of the boarding program works closely and communicates regularly with the parents and/or guardians regarding all aspects to support the students who are boarding. This includes clear expectations and monitoring for those under guardianship or legal authority of the school.
* There is a well-planned program of academic and personal support that is integral to the program for the day students and overall supports the school’s mission, vision, and schoolwide learner outcomes. This includes the boarding staff’s responsibility to communicate with teachers and to provide emotional support through counseling and/or advocate support.
* There is a process for an ongoing evaluation of all aspects of the boarding program in relation to the school’s purpose; this evaluation supports staff implementation of a well-developed short- and long-range plan.
* The functioning boarding facilities are regularly assessed based on the school’s purpose, specifically in the following areas: the ratio of staff to students; the number of students per adequate individual living quarters; and the basic services such as medical support, laundry, meals, transport, technology, etc.

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| **Findings** | **Supporting Evidence** |
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**Prioritized Areas of Growth Needs from Categories A through** **F**

Prioritize the growth areas from the categories.

# Chapter V: Schoolwide Action Plan

A. Revise the schoolwide action plan.

B. State any additional specific strategies to be used by staff within each subject area/ support program to support sections of the schoolwide action plan.

C. Describe the school’s follow-up process, ensuring an ongoing improvement process.

# Appendices

**A. Results of student questionnaire/interviews**

**B. Results of parent/community questionnaire/interviews**

**C. Master schedule**

**D. Additional details of School Programs**

**E. Graduation requirements**

**F. Any pertinent additional data (or have on exhibit during the visit)**

**G. Budgetary information, including budget pages from the school’s action plan**

**H. Glossary of terms unique to the school.**