

ACS WASC Accreditation Status Determination Worksheet, International Edition

How are students achieving?

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

Directions

1. Discuss the evidence reviewed through the self-study and the visit for each of the factors. Particularly examine the schoolwide strengths and the schoolwide critical areas for follow-up.
2. Individually, read the factors and the supporting rubrics. Mark an "X" for the most appropriate rating in the box provided.
3. Read the attached sheets with the ACS WASC criteria and indicators prior to marking the most appropriate rating.
4. As a visiting committee, come to consensus on the most appropriate rating. NOTE: The rubrics are guides to assist in the synthesis of the Visiting Committee's findings from the self-study and visit. Other points may need to be brought into the discussion.
5. Complete the official "Documentation and Justification Statement."
 - ✓ **Highly Effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.
 - ✓ **Effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.
 - ✓ **Somewhat Effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.
 - ✓ **Ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.

| Accreditation status will be based upon a school demonstrating the following factors: | Highly Effective | Effective | Somewhat Effective | Ineffective |
|--|--|--|---|---|
| <p><i>Involvement and collaboration of stakeholders in doing the self-study that accomplish the five expectations of the self-study.</i></p> | <ul style="list-style-type: none"> • All school instructional staff and other stakeholders (e.g., Board, administration, parents, support staff, older students, other stakeholders) involved in data review, analysis and dialogue about perceived strengths and areas of need. • Critical learner needs based on the student/community profile analysis addressed by all stakeholders throughout the evaluation of the school program and operations in relation to the ACS WASC criteria. • Self-study occurs in an environment of ongoing systemic analysis of school effectiveness. <div style="text-align: right;"><input type="checkbox"/></div> | <ul style="list-style-type: none"> • All school instructional staff and other stakeholders involved in data review, analysis and dialogue about perceived strengths and areas of need. • Critical learner needs addressed to some degree in the evaluation of the school's program and operations in relation to the ACS WASC criteria. <div style="text-align: right;"><input type="checkbox"/></div> | <ul style="list-style-type: none"> • Partial involvement of all school instructional staff and other stakeholders in the in-depth review, analysis and dialogue of critical learner needs and student data/information. • Partial involvement in addressing critical learner needs in the evaluation of the school's program and operations in relation to the ACS WASC criteria. <div style="text-align: right;"><input type="checkbox"/></div> | <ul style="list-style-type: none"> • Lack of involvement of all school instructional staff and other stakeholders in an in-depth review of critical learner needs and student data/information. • Lack of involvement in evaluating school's program and operations related to critical learner needs and the ACS WASC criteria. <div style="text-align: right;"><input type="checkbox"/></div> |
| <p><i>The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.</i></p> | <ul style="list-style-type: none"> • Ongoing systemic improvement integral to school's culture involving all stakeholders • A review annually by school stakeholders of student profile data about achievement and demographics in relation to schoolwide action plan progress. • Impact of action plan progress on student learning analyzed, including critical learner needs. • Plan updated as needed. • Formal progress report prepared and shared with all stakeholders. <div style="text-align: right;"><input type="checkbox"/></div> | <ul style="list-style-type: none"> • Addressing prior accreditation findings occurs but not rooted in systemic change at school and data analysis. • Some review by a few stakeholders on action plan progress and impact on student learning, including critical learner needs. • Some stakeholders involved in action plan update. • Informal process for involving and informing all stakeholders. <div style="text-align: right;"><input type="checkbox"/></div> | <ul style="list-style-type: none"> • Limited addressing of prior accreditation findings occurs. • Limited review by a few stakeholders on action plan progress and impact on student learning, including critical learner needs. • Limited involvement of stakeholders in action plan update. • No formal or informal process regularly used to involve and inform stakeholders. <div style="text-align: right;"><input type="checkbox"/></div> | <ul style="list-style-type: none"> • Little, if any, addressing of prior accreditation findings by leadership and other stakeholders. <div style="text-align: right;"><input type="checkbox"/></div> |

| <i>Accreditation status will be based upon a school demonstrating the following factors:</i> | Highly Effective | Effective | Somewhat Effective | Ineffective |
|---|---|---|---|---|
| ACS WASC CRITERIA | | | | |
| CATEGORY A: ORGANIZATION FOR STUDENT LEARNING | | | | |
| A1. School Purpose that supports high achievement for all students. Defining of the school's vision and mission through schoolwide learner outcomes and academic standards | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> |
| A2. Governance that supports high achievement for all students | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> |
| A3. School Leadership that supports high achievement for all students | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> |
| A4. Staff that supports high achievement for all students | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> |
| A5. School Improvement Process that supports high achievement for all students | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> |
| A6. Resources that supports high achievement for all students | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> |
| A7. Resource Planning that supports high achievement for all students | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> |
| CATEGORY B: CURRICULUM, INSTRUCTION, AND ASSESSMENT | | | | |
| B1. What Students Learn that supports high achievement for all students | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> |
| B2. How Students Learn that supports high achievement for all students | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> |
| B3. How Assessment is Used — Reporting and Accountability Processes — that supports high achievement for all students | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> |

| Accreditation status will be based upon a school demonstrating the following factors: | Highly Effective | Effective | Somewhat Effective | Ineffective |
|---|---|---|---|---|
| B4. How Assessment is Used — Classroom Assessment Strategies — that supports high achievement for all students | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> |
| CATEGORY C: SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH | | | | |
| C1. Student Connectedness — Personal and Academic — that supports high achievement for all students | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> |
| CATEGORY D: SCHOOL CULTURE AND ENVIRONMENT | | | | |
| D1. School Environment and Child Protection that supports high achievement for all students | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> |
| D2. Parent/Community Involvement that supports high achievement for all students | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> |
| CATEGORY E: ONESQA STANDARDS (FOR ACS WASC/ONESQA SCHOOLS ONLY) | | | | |
| 1. Domain 1, Language and Communications – that supports high achievement for all students | <ul style="list-style-type: none"> Review the standard and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the standard and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the standard and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the standard and indicators in the Attachment before making a determination. <input type="checkbox"/> |
| 2. Domain 2, Thai Culture and Social Studies – that supports high achievement for all students | <ul style="list-style-type: none"> Review the standard and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the standard and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the standard and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the standard and indicators in the Attachment before making a determination. <input type="checkbox"/> |
| 3. Domain 3, Learners’ Attributes – that supports high achievement for all students. | <ul style="list-style-type: none"> Review the standard and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the standard and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the standard and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the standard and indicators in the Attachment before making a determination. <input type="checkbox"/> |
| CATEGORY F: BOARDING PROGRAM | | | | |
| F1. Boarding Program that supports high achievement for all students | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> | <ul style="list-style-type: none"> Review the criterion and indicators in the Attachment before making a determination. <input type="checkbox"/> |

| <p>Accreditation status will be based upon a school demonstrating the following factors:</p> | <p>Highly Effective</p> | <p>Effective</p> | <p>Somewhat Effective</p> | <p>Ineffective</p> |
|---|---|---|---|--|
| <p>Acceptable progress by all students toward clearly defined schoolwide learner outcomes (critical learner needs), academic standards, and other institutional and/or governing authority expectations.</p> | <ul style="list-style-type: none"> Multiple measures show acceptable progress for all students based on the critical learner needs, the academic standards, and the schoolwide learner outcomes. Recognition by all stakeholders of the need for continual improvement in ensuring students are prepared with critical and creative thinking skills, communication skills, and other 21st century skills/global competencies. <p style="text-align: right;"><input type="checkbox"/></p> | <ul style="list-style-type: none"> Multiple measures show growth targets being reached for some identified student subgroups based on the critical learner needs, the academic standards and the schoolwide learner outcomes. Some recognition by all stakeholders of the need for continual improvement in ensuring students are prepared with critical and creative thinking skills, communication skills, and other 21st century skills/global competencies. <p style="text-align: right;"><input type="checkbox"/></p> | <ul style="list-style-type: none"> Multiple measures show growth targets being reached for a limited number of student subgroups based on the critical learner needs, the academic standards, and the schoolwide learner outcomes. Limited recognition by all stakeholders of the need for continual improvement in ensuring students are prepared with critical and creative thinking skills, communication skills, and other 21st century skills/global competencies. <p style="text-align: right;"><input type="checkbox"/></p> | <ul style="list-style-type: none"> Multiple measures show growth targets being reached by very few student subgroups based on the critical learner needs, the academic standards, and the schoolwide learner outcomes. Little recognition by all stakeholders of the need for continual improvement in ensuring students are prepared with critical and creative thinking skills, communication skills, and other 21st century skills/global competencies. <p style="text-align: right;"><input type="checkbox"/></p> |
| <p>The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.</p> | <ul style="list-style-type: none"> Analysis of all appropriate data/information about the critical learner needs and student achievement, school operation and program supports the identified prioritized growth areas in action plan. Strong focus on improving student achievement in each action plan section. Clarity of each action plan section that includes suggested components. <p style="text-align: right;"><input type="checkbox"/></p> | <ul style="list-style-type: none"> Analysis of some data/information about the critical learner needs and student achievement, school operation, and program supports the identified prioritized growth areas in action plan. Focus on improving student achievement in some action plan sections. General clarity in some action plan sections that includes suggested components. <p style="text-align: right;"><input type="checkbox"/></p> | <ul style="list-style-type: none"> Analysis of limited data/information about the critical learner needs and student achievement, school operation and program supports the identified prioritized growth areas included in the schoolwide action plan. Limited focus on improving student achievement in action plan sections. Lack of clarity in action plan sections. <p style="text-align: right;"><input type="checkbox"/></p> | <ul style="list-style-type: none"> Analysis of little, if any, data/information about the critical learner needs and student achievement and program supports the identified prioritized growth areas. Little, if any, focus on improving student achievement in action plan sections. Little clarity in action plan sections. <p style="text-align: right;"><input type="checkbox"/></p> |
| <p>The capacity to implement and monitor the schoolwide action plan.</p> | <ul style="list-style-type: none"> Process that includes both formative and summative evaluation in place. Plan developed collaboratively. All stakeholders aware and consent to be involved in implementation. Actions evaluated in terms of impact on student achievement and results shared regularly with all stakeholders. Evaluation results used to identify priorities and further actions for improvement. <p style="text-align: right;"><input type="checkbox"/></p> | <ul style="list-style-type: none"> Process includes some formative evaluation but focus is mainly summative. Plan developed collaboratively. General awareness and consent to be involved in implementation. Plan evaluated annually. School staff and periodically other stakeholders informed of action plan progress. Actions may be evaluated in terms of student achievement and other factors. Evaluation results used to identify further actions for improvement. <p style="text-align: right;"><input type="checkbox"/></p> | <ul style="list-style-type: none"> Limited understanding by school administrative and instructional staff about the need for implementation. Link of action plan to student learning limited, not clearly understood by administrative and instructional staff and other stakeholders. <p style="text-align: right;"><input type="checkbox"/></p> | <ul style="list-style-type: none"> Process of implementation not clarified as to who and what will be accomplished. Little understanding of need and value of action plan linked to high student achievement by administrative and instructional staff and other stakeholders. <p style="text-align: right;"><input type="checkbox"/></p> |

ACS WASC International Accreditation Status Determination Attachment

ACS WASC Criteria with Indicators/Prompts

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

A. ORGANIZATION FOR STUDENT LEARNING

A1. School Purpose *To what extent a) does the school have a clearly stated vision and mission (purpose) that reflects the beliefs and philosophy of the institution and b) is the purpose further defined by adopted schoolwide learner outcomes that reflect defined global competencies and form the basis of the educational program for every student?*

Beliefs and Philosophy: The written mission and vision reflects the beliefs and philosophy of the international school and its constituency.

Purpose, Schoolwide Learner Outcomes, and Profile Data: The student/community profile data and identified global competencies have impacted the development of the school's vision, mission, and schoolwide learner outcomes.

Involvement of All: 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.

Consistency of Purpose, Schoolwide Learner Outcomes, and Program: 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.

Communication about Vision, Mission, and Schoolwide Learner Outcomes: The school has means to publicize the vision, mission, and schoolwide learner outcomes to the students, parents, and other members of the school community.

Regular Review/Revision: 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.

A2. Governance *To what extent does the governing board a) adopt 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) delegate implementation of these policies to the professional staff; and (c) monitor results?*

Written Procedures and Coherent Practices: The governing authority/ownership has written procedures and coherent practices that define their roles and responsibilities.

Pretraining of Potential Board Members: 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 international school board.

Relationship to Professional Staff: 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.

Relationship of Policies: The governing authority's policies and financial/educational plans are directly connected to the school's vision, mission, and schoolwide learner outcomes that focus on student achievement of global competencies and the governing authority is involved in their regular review and refinement.

Involvement of Governing Authority: 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.

Professional Development of Governing Authority/Ownership: Governing authority/ownership will participate in professional development that will enhance their knowledge and skills essential to effective international school governance. The governing authority/ownership uses a variety of strategies to remain current in research-based knowledge about effective schools.

School Community Understanding: The school community understands the governing authority's role.

Stakeholder Involvement: The governing authority/ownership consistently seeks and considers the stakeholders views and gains in-depth knowledge about the school.

Board's Evaluation/Monitoring Procedures: 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.

Complaint and Conflict Resolution Procedures: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

Evaluation Procedures: The governing authority has clearly defined procedures for the evaluation of the school leadership, i.e., Head of School.

Evaluation of Governing Authority: The governing authority evaluates its processes and procedures.

A3. School Leadership *To what extent does the school leadership (1) make decisions to facilitate actions that focus the energies of the school on student achievement of the schoolwide learner outcomes, i.e., global competencies, (2) empower the staff, and (3) encourage commitment, participation, and shared accountability for student learning in a global environment?*

Defined Responsibilities, Practices, etc.: 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.

Existing Structures: The school has existing structures for internal communication, planning, and conflict resolution.

Involvement of Staff: 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.

Evaluation of Existing Processes: 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.

Child Protection: The school has clearly defined leadership responsibilities for child safety and duty of care.

Interconnectedness of the School to the World: The school leadership involves staff in assessing the school's interconnectedness to the world to promote a globally minded culture.

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

Employment Policies/Practices: The school has clear employment policies/practices related to qualification requirements of staff.

Qualifications of Staff: The school reviews all information regarding staff background, training, and preparation, including international expertise.

Child Protection: The school has recruitment policies and executes rigorous recruitment procedures that ensure all employees and volunteers are of sound moral character and are suitable people to work with children and young adults. These procedures may include criminal records/background checks, training, and/or other such means as may be suitable. The school has developed and adopted a code of conduct and written guidelines for appropriate behavior of adults towards children and children towards other children. All faculty, staff, volunteers and contractors agree to abide by this code of conduct. The school provides training for all faculty and staff in the implementation of child protection policies.

Maximum Use of Staff Expertise: 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.

Defining and Understanding Practices/Relationships: 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.

Staff Actions/Accountability to Support Learning: 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.

Support of Professional Development: 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. 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.

Supervision and Evaluation: 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.

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

A5. School Improvement Process *To what extent does the school leadership facilitate school improvement which is a) driven by plans of action that enhance quality learning for all students, b) have school community support and involvement, c) effectively guide the work of the school, and d) provide for accountability through monitoring of the schoolwide action plan?*

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

School Plan Correlated to Student Learning: The school's action plan is directly correlated to the analysis of student achievement data about the critical student learning needs, schoolwide learner outcomes, and academic standards.

Systems Alignment: 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.

Correlation between all Resources, Schoolwide Learner Outcomes, and Action Plan: There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the schoolwide action plan.

A6. Resources *To what extent are the resources available to a school sufficient to sustain the school program and used effectively to carry out the school's purpose and student achievement of the schoolwide learner outcomes, i.e., global competencies?*

Allocation Decisions: 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.

Practices: 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.

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

Child Protection: Due regard is given to building and facility design, layout and use to ensure best practice in child safety and protection

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

Well-Qualified Staff: 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.

A7. Resource Planning *To what extent do the governing authority and the school leadership execute responsible current and future resource planning?*

Long-range Resource Plan: The governing authority and the school has developed and implemented a long-range resource plan. The governing authority and the school have 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.

Use of Research and Information: The governing authority and the school use research and information to form the master resource plan.

Involvement of Stakeholders: Stakeholders are involved in the future planning.

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

Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program.

B. CURRICULUM, INSTRUCTION, AND ASSESSMENT

B1. What Students Learn *To what extent does the school provide 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?*

Current Educational Research and Thinking: 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.

Academic Standards for Each Area: The school provides a comprehensive and sequential documented international curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching.

Embedded Global Perspectives: The school leadership and certificated staff ensure that global competencies, perspectives, and issues are embedded within the curricular areas.

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

Student Work — Engagement in Learning: The school's examination of representative samples of student work show consistent critical analysis and application of thought in different contexts. Observation of student engagement in learning demonstrates students' awareness of their own learning as well as the purpose of the work connected to a standards-based curriculum and the schoolwide learner outcomes.

Accessibility of all Students to Curriculum: 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 toward achieving the standards.

Acceptable Student Achievement: The school identifies and defines performance indicators in order to monitor acceptable student progress toward achievement of the academic standards and the schoolwide learner outcomes.

Integration among Disciplines: 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.

Curricular Review, Revision, and Evaluation: The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy to determine the impact of these on providing a challenging, coherent, and relevant curriculum for all students.

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

Policies — Rigorous, Relevant, Coherent Curriculum: The 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.

Articulation and Follow-up Studies: 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.

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

Research-based Knowledge: 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.

Planning Processes: 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.

Professional Collaboration: 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.

Professional Development: 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.

Challenging and Varied Instructional Strategies: 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.

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

Evidence of Results based upon Challenging Learning Experiences: Students working and their work demonstrate critical and creative thinking, problem solving, knowledge attainment, and application skills.

Student Understanding of Learning Expectations: The students know the standards/expected performance levels for each area of study.

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

Student Needs: Teachers address student needs through the instructional approaches used.

Student Use of Resources: 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.

B3. How Assessment Is Used — Reporting and Accountability Processes *To what extent do the school leadership and staff use effective assessment processes to collect, disaggregate, analyze and report school performance data to all stakeholders about student progress toward accomplishing the schoolwide learner outcomes and academic standards? To what extent does the analysis of the data guide the school's programs and processes, the allocation and usage of sources, and forms the basis for the development of the action plan?*

Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report school performance data to appropriate stakeholders.

Basis for Determination of Performance Levels: The school leadership and instructional staff determine the basis for students' grades, growth and performance levels to ensure consistency across and within grade levels and content levels.

Modifications Based on Assessment Results: The school uses assessment results to modify the school program, professional development activities, and make decisions about resource allocations to demonstrate a results-driven continuous process.

Monitoring of Student Growth: The school has an effective system to monitor all students' progress toward meeting the academic standards and schoolwide learner outcomes.

Reporting Student Progress: 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.

Security Systems: The school employs security systems that maintain the integrity of the assessment process.

B4. How Assessment Is Used — Classroom Assessment Strategies *To what extent is teacher and student use of assessment frequent and integrated into the teaching/learning process? To what extent are the assessment results the basis for a) measurement of each student's progress toward the schoolwide learner outcomes and academic standards; and b) regular evaluation, modification, and improvement of curriculum and instructional approaches to support the educational progress of every student?*

Appropriate Assessment Strategies: 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.)

Demonstration of Student Achievement: 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.

Modification/Decisions based on Assessment Data: 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.

Teacher Feedback to Students: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning targets, academic standards and schoolwide learner outcomes.

C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

C1. Student Connectedness — Personal and Academic *To what extent are students 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?*

Adequate Personalized Support: The school has available adequate services, including intervention and referral services, to support all students in such areas as health, career and personal counseling, and academic assistance. There is appropriate application of assessment tools and processes for determining interventions.

Strategies Used for Student Growth/Development: 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.

Support Services and Learning: 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.

Co-Curricular Activities: 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.

Student Involvement in Curricular/Co-Curricular Activities: 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.

Student Perceptions: 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.

D. SCHOOL CULTURE AND ENVIRONMENT

D1. School Environment and Child Protection

To what extent does 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?

Caring, Concern, High Expectations: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual and cultural differences.

Student Self-Esteem: The school fosters student self-esteem through high expectations for each student and recognition of successes.

Collaborative Culture of Mutual Respect, Inquiry and Communication: A collaborative culture of mutual respect, inquiry 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.

Teacher Support and Encouragement: There is a culture that provides support and encouragement for teachers to use innovative approaches to enhance student learning.

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

Child Protection: The school has developed and adopted an appropriate definition of child abuse including physical, emotional or sexual abuse, sexual exploitation, neglect and commercial exploitation and inappropriate behavior of children towards other children. The school has specific child protection policies, practices and faculty and staff training programs to ensure the safety and welfare of all students within boarding facilities, homestay and residential arrangements and on excursions, trips and student exchanges. These policies and practices are reviewed regularly. The school has a scheduled program of regular, systematic professional training for volunteers, contractors, faculty and staff on student safeguarding, child abuse prevention, recognition, intervention and reporting. The school has in place formal learning programs through the school experience related to child protection. The school has developed structured procedures for reporting suspected or disclosed maltreatment or abuse and adopts a formal policy identifying actions to be taken, including informing appropriate authorities. The school is cognizant of cultural expectations and complies with the legal and ethical expectations and requirements regarding child abuse within the country in which it operates.

D2. Parent/Community Involvement

To what extent does school leadership employ a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students?

Regular Parent Involvement: 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.

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

Parent/Community and Student Achievement: 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.

E. ONESQA STANDARDS (FOR JOINT ACS WASC/ONESQA SCHOOLS ONLY)

Domain 1: Language and Communication

- 1.1) Listening and oral skills for Thai speaking students:** Thai speaking students communicate information effectively and apply communication skills in real-life settings in relation to the learning standards.
- 1.2) Reading skills for Thai speaking students:** Thai speaking students can read effectively in relation to the learning standards of their grade levels. They read various types of reading materials and apply their learning in real-life settings
- 1.3) Writing skills for Thai speaking students:** Thai speaking students can effectively write to communicate their ideas, to give out information in relation to the learning standards of their grade levels.
- 1.4) Language and Communication for Non-Thai speaking students:** Non-Thai speaking students demonstrate conversational skills in relation to the expectation of their language levels.

Domain 2: Thai Culture and Social Studies

- 2.1) Thai cultural values for Thai speaking students:** Thai speaking students demonstrate knowledge and appreciation of Thai cultural, social values and indigenous wisdom and appropriately apply their cultural learning experiences in real life settings.
- 2.2) Thai history and governance for Thai speaking students:** Thai speaking students demonstrate the knowledge and understanding of the development of the Thai nation from past to present and the Thai governance under the constitutional monarchy.
- 2.3) Thai geography and environments for Thai speaking students:** Thai students demonstrate knowledge and understanding of the relationship between people and geographical environments and the importance of the conservation of the environments and natural resources.
- 2.4) Thai cultural and social values for non-Thai speaking students:** Students demonstrate knowledge and understanding of Thai cultural, social values in relation to the learning standards and appropriately apply their cultural learning experiences in real life situations.

Domain 3: Learners' Attributes

- 3.1) Positive Learning Attitudes:** Students demonstrate positive attitudes and enthusiastically participate in learning Thai language and Thai studies.
- 3.2) Desirable Characteristics:** Students exhibit desirable characteristics and appropriate social values.

F. BOARDING PROGRAM

F1. School Boarding Program

To what extent does the school's boarding program embrace the school's purpose, complement the school's program, and enhance the personal and academic growth of the students?