

ACS WASC SCHOOLWIDE CRITERIA
Focus on Learning for International Schools

A. ORGANIZATION FOR STUDENT LEARNING

SCHOOL PURPOSE

1. 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 for all students and form the basis of the educational program for every student.

GOVERNANCE

2. The governing authority (a) adopts policies which are consistent with the school vision and mission (purpose) 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.

SCHOOL LEADERSHIP

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

STAFF

4. 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.

SCHOOL IMPROVEMENT PROCESS

5. 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.

RESOURCES

6. 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.

RESOURCE PLANNING

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

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B. CURRICULUM, INSTRUCTION, AND ASSESSMENT

WHAT STUDENTS LEARN

1. 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.

HOW STUDENTS LEARN

2. 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.

HOW ASSESSMENT IS USED — REPORTING AND ACCOUNTABILITY PROCESSES

3. 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. The analysis of the data guides the school's programs and processes, the allocation and usage of sources, and forms the basis for the development of the action plan.

HOW ASSESSMENT IS USED — CLASSROOM ASSESSMENT STRATEGIES

4. Teacher and student uses of assessment are frequent and integrated into the learning/teaching process. The assessment results are 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.

C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

STUDENT CONNECTEDNESS — PERSONAL AND ACADEMIC

1. 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 ensure academic success and achieve the schoolwide learner outcomes.

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D. SCHOOL CULTURE AND ENVIRONMENT

SCHOOL ENVIRONMENT AND CHILD PROTECTION

1. 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.

PARENT/COMMUNITY INVOLVEMENT

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

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

1. Learning and Communication
2. Thai Culture and Social Studies
3. Learners' Attributes

F. BOARDING PROGRAM

SCHOOL BOARDING PROGRAM

1. 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.