sCHOOL LOGO OR PICTURE

<school NAME>
sELF-STUDY REPORT

<Address>
<City, Country>

<Dates of Self-Study Visit>

ACS WASC Focus on Learning Accreditation Manual
2017 International Edition

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# Preface

**Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, 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: 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. Comment on the original critical areas for follow-up not in the current plan.**

# Chapter II: 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**
* **Provide a brief summary that includes:**
	+ **Implications of the data**
	+ **Identification of 2–3 preliminary critical student learning needs (at this stage of analysis)**
	+ **Important questions to be discussed in the Focus Groups.**

# Chapter III: 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 criteria categories are:

**A. Organization for Student Learning**

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

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

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

**F. Boarding Program, if applicable**

**Category A: Organization for Student Learning**

## 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.

**Online Programs: iNACOL Standard A: Mission Statement**: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program’s day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

Indicators with Prompts

Beliefs and Philosophy

**Indicator**: The written mission and vision reflects the beliefs and philosophy of the international 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** |
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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** |
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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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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.

**Online Programs: iNACOL Standard B: Governance Statement**: Governance is typically provided by a Board of Directors, an Advisory Board or an ISEP Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

Indicators with Prompts

Written Procedures and Coherent Practices

**Indicator**: The governing authority/ownership has written procedures and coherent practices that define their roles and responsibilities.

**Prompt**:Evaluate the clarity of the written procedures and coherent practices regarding the roles and responsibilities of the governing authority/ownership.

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| **Findings** | **Supporting Evidence** |
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**Indicator**: **(Only for Governing Authorities with an Appointed/Elected Board**: 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** |
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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 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** |
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Relationship of Policies

**Indicator**: 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.

**Prompt**: Evaluate the adequacy of the policies and financial/educational plans to support the school’s vision, mission, and schoolwide learner outcomes through its programs and operations and the degree to which the governing authority is involved in their regular review and refinement.

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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 and remaining current in research-based knowledge about effective schools.

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| **Findings** | **Supporting Evidence** |
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Professional Development of Governing Authority/Ownership

Indicator: 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.

Prompt: *Evaluate the effectiveness of the training that is offered to the governing authority/ownership.*

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| **Findings** | **Supporting Evidence** |
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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** |
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**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** |
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**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** |
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Evaluation Procedures

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

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

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

**Indicator**: The governing authority evaluates its processes and procedures.

**Prompt**: Review the effectiveness of the evaluation process.

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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.

**Online Programs: iNACOL Standard C: Leadership**: The leadership of a quality online program is accountable to the program’s governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program’s mission and vision statements. [iNACOL Standard C, 2009]

**Online Programs: iNACOL Standard D: Planning**: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization’s performance. [iNACOL Standard D, 2009]

**Online Programs: iNACOL Standard F: Commitment**: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program’s goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

**Online Programs: iNACOL Standard I: Integrity and Accountability**: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

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** |
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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** |
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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** |
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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 citizenship.

**Prompt**: To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning? Evaluate the effectiveness of the school leadership and staff to work collectively as a learning community in order to promote the desired global competencies.

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| **Findings** | **Supporting Evidence** |
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**Child Protection**

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

**Prompt**: *Evaluate the clarity and effectiveness of the defined leadership responsibilities for child safety and duty of care.*

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| **Findings** | **Supporting Evidence** |
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**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 these 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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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.

**Online Programs: iNACOL Standard E: Organizational Staffing**: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

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** |
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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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Child Protection

Indicator: 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.

**Prompt**:Evaluate the effectiveness of the recruitment policies and procedures to ensure all employees and volunteers are of sound moral character and are suitable people to work with children and young adults.

Indicator: 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.

Prompt: *Evaluate the effectiveness of the code of conduct and written guidelines for appropriate behavior of adults toward children and children towards other children.*

Indicator: The school provides training for all faculty and staff in the implementation of child protection policies.

Prompt: *Evaluate the effectiveness of the training for all faculty and staff in the implementation of the child protection policies.*

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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** |
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**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** |
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**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** |
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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** |
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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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A5. 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

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** |
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**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 student learning needs, schoolwide learner outcomes, and academic standards.

**Prompt**:How does the school ensure that the analysis of student achievement about the critical student learning needs, schoolwide learner outcomes, and academic standards 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** |
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**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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A6. 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 student learning 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 school’s mission, desired learner goals, and educational program.

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| **Findings** | **Supporting Evidence** |
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**Child Protection**

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

**Prompt**: *Evaluate the building and facility design, layout and use with respect to child safety and protection.*

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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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A7. Resource Planning Criterion

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

Indicators with Prompts

Long-range Resource Plan

**Indicator**: 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.

**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.

Provide evidence that the school has financial reserves and a strategy in case of natural disasters and/or economic fluctuation.

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

**Indicator**: The governing authority and the school use 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 authority 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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**ACS WASC Category A. Organization for Student Learning:
Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified critical student learning needs.

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| **Summary (including comments about the critical student learning needs)** |

Prioritize the areas of strength and growth for Category A.

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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** |

**Category B: Curriculum, Instruction, and Assessment**

## 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.

**Online Programs: iNACOL Standard J: Curriculum and Course Design**: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

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 international 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 competencies,[[1]](#footnote-1) 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 the degree of 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 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.

**Prompt**: Evaluate to what extent the examination of representative samples of student work show consistent critical analysis and application of thought in different contexts. Evaluate observations of students engaged in learning to determine the degree to which students are aware of their own learning and the purpose of the work connected to a standards-based curriculum and 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 toward achieving the standards.

**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 student toward achieving the standards.

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

**Indicator**: 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.

**Prompt**: What evidence demonstrates a school’s identifying and defining performance indicators in order to monitor acceptable student achievement of the academic standards and the schoolwide learner outcomes?

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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, to determine the impact of these 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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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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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.

**Online Programs: iNACOL Standard H: Equity and Access**: A quality online program’s policies and practice support students’ ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

**Online Programs: iNACOL Standard K: Instruction**: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

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 beforehand 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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B3. How Assessment is Used Criterion — Reporting and Accountability Processes

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.

**Online Programs: iNACOL Standard L: Assessment of Student Performance**: A quality online learning program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

**Online Programs: iNACOL Standard R: Program Evaluation**: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Indicators with Prompts

Professionally Acceptable Assessment Process

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

Prompt: Evaluate the effectiveness of the assessment processes.

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

**Indicator**: 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.

**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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Modifications based on Assessment Results

Indicator: 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.

Prompt: *Comment on how assessment results have caused modifications 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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**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** |
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**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, schoolwide learner outcomes, i.e., global competencies.

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| **Findings** | **Supporting Evidence** |
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Security Systems

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

Prompt: *Evaluate the selection of and the use of proctors, the security systems for text documents, and the means to maintain the integrity of the assessments.*

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| **Findings** | **Supporting Evidence** |
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B4. How Assessment is Used Criterion — Classroom Assessment Strategies

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.

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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**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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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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**Teacher Feedback to Students**

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

**Prompt**: How effective is teacher feedback in supporting students in achieving learning targets, academic standards, and schoolwide learner outcomes?

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified critical student learning needs.

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| **Summary (including comments about the critical student learning needs)** |

Prioritize the areas of strength and growth for Category B.

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| **Category B: Standards-based Student Learning: Areas of Strength** |

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| **Category B: Standards-based Student Learning: Areas of Growth** |

**Category C: Support for Student Personal and Academic Growth**

## C1. Student Connectedness Criterion — Personal and Academic

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.

**Online Programs: iNACOL Standard N: Organizational Support**: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student’s success. [iNACOL Standard N, 2009]

**Online Programs: iNACOL Standard O: Guidance Services**: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

**Online Programs: iNACOL Standard P: Organizational Support**: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

Indicators with Prompts

**Adequate Personalized Support**

**Indicator**: 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.

**Prompt**: Evaluate the availability and the adequacy of services, including intervention and referral services, to support students in such areas as health, career and personal counseling, and academic assistance. Determine if there is appropriate application of assessment tools and processes for determining interventions.

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| **Findings** | **Supporting Evidence** |
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**Additional Online Instruction Prompt**: Comment on the availability, adequacy, and appropriateness 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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**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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**ACS WASC Category C. Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified critical student learning needs.

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| **Summary (including comments about the critical student learning needs)** |

Prioritize the areas of strength and growth for Category C.

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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** |

**Category D: School Culture and Environment**

D1. School Environment and Child Protection 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.

**Online Programs: iNACOL Standard G: Financial and Material Resources**: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G, 2009]

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** |
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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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Collaborative Culture of Mutual Respect, Inquiry, and Communication

**Indicator**: 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.

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

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| **Findings** | **Supporting Evidence** |
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Teacher Support and Encouragement

**Indicator**: There is a culture that provides 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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**Child Protection**

**Indicator**: 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.

**Prompt**:*Evaluate the developed and adopted definition of child abuse to ensure it is appropriate.*

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| **Findings** | **Supporting Evidence** |
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**Indicator**: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.

**Prompt***: Evaluate the effectiveness of the 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. Determine if these policies and practices are reviewed regularly.*

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| **Findings** | **Supporting Evidence** |
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**Indicator**: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.

**Prompt**: *Evaluate the effectiveness of the scheduled program of regular, systematic professional training for volunteers, contractors, faculty and staff on student safeguarding, child abuse prevention, recognition, intervention and reporting.*

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| **Findings** | **Supporting Evidence** |
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**Indicator**:The school has in place formal learning programs through the school experience related to child protection.

**Prompt**: *Review and evaluate the formal learning programs through the school experience related to child protection.*

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| **Findings** | **Supporting Evidence** |
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**Indicator**: 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.

**Prompt**:*Evaluate the effectiveness of the structured procedures for reporting suspected or disclosed maltreatment or abuse and formal policies identifying actions to be taken, including informing appropriate authorities.*

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| **Findings** | **Supporting Evidence** |
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**Indicator**: 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.

**Prompt**:*Evaluate if 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.*

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| **Findings** | **Supporting Evidence** |
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D2. 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.

**Online Programs: iNACOL Standard Q: Parents/Guardians**: In a quality online program, parents and guardians play an integral part in their students’ educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Indicators with Prompts

**Long-Range Resource Plan**

**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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**ACS WASC Category D. School Culture and Environment: Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified critical student learning needs.

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| **Summary (including comments about the critical student learning needs)** |

Prioritize the areas of strength and growth for Category D.

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| **Category D: School Culture and Environment: Areas of Strength** |

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| **Category D: School Culture and Environment: Areas of Growth** |

**Boarding Program**

## School Boarding Program

**Indicator**: 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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**Boarding Program:
Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria are being met.

Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified critical student learning needs.

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| **Summary (including comments about the critical student learning needs)** |

Prioritize the areas of strength and growth.

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| **Boarding Program: Areas of Strength** |

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| **Boarding Program: Areas of Growth** |

**Prioritized Areas of Growth Needs from Categories A through** **D**

Prioritize the growth areas from the categories.

# Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

* **Summarize the identified critical student learning needs based on profile, progress, and Focus Group findings.**

# 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.**

1. Global competencies include 1) the use of concepts, knowledge, skills and languages of various disciplines to research current global issues; 2) the understanding of the interdependence of economic, political, technological, environmental, and social systems worldwide; 3) the understanding of multiple perspectives; 4) the valuing of diversity; 5) the ability to communicate with multilingual skills, through fluency in reading, writing, speaking, and listening and through the use of technologies; 6) engaging responsibly in action and service to improve conditions both locally and globally; and 7) the ability to function effectively in an interdependent world. [↑](#footnote-ref-1)