

NAKORNPAYAP INTERNATIONAL SCHOOL

PROBATIONARY PROGRESS REPORT

240 Moo 6

Tam bon San-Phi-Sua, Amphur Muang

Chiang Mai, 50300, Thailand

February 25 - 27, 2018

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

Stephen Massiah - Chair - WASC International Consultant

Catherine Parent - Curriculum Coordinator - Raffles American School - Johor, Malaysia

CONTENTS

I: Student/Community Profile Data

School Description

Nakornpayap International School (NIS) is a preparatory school, offering a program for Early Learners (3 year olds) through Grade 12 based on American Common Core Standards with an international perspective. All classes are taught in English, with emphasis on both academic and personal development. High School classes are primarily college preparatory based, with an expanding Advanced Placement (AP) program. A High School diploma is awarded to students upon completion of all requirements for graduation.

Organization, governing structure

Dr. Piti Yimprasert is the school owner and the NIS operational budget is derived from tuition fees which sustains the school annual cost plus. Audits for the past three years indicate the school meeting its financial requirements as well as maintaining a consistent profit margin.

Board of Directors

• <u>Dr. Pisarn Soydhurum.</u>	<u>Chairman</u>
○ <u>Dr. Anon Sirisaengtaksin</u>	<u>Honorary Advisor</u>
• <u>Ms. Krishya Yimprasert</u>	<u>School Licensee</u>
• <u>Ms. Narvinder Ahuja</u>	<u>School Director</u>
• <u>Ms. Sakaewan Muangsaen</u>	<u>School Manager</u>
• <u>Mr. Stephen Roderick</u>	<u>School Principal</u>
• <u>Mr. Thomas Bell</u>	<u>Teacher Representative</u>
• <u>Ms. Melody Chu</u>	<u>Parent Representative</u>

School Administration	
Narvinder Ahuja	School Director
Stephen Roderick	School Principal
Sakaewan Muangsaen	School Manager
Benjamin Devere White	Head of Academic Affairs
Carole J. Ketnourath	Head of Student Affairs

NIS currently has 453 students enrolled, which includes the students in a recently added Academic Access Program. Students represent over 30 nationalities, from ages 3 to 18 years old.

The following table shows nationality percentages for current NIS student enrollment:

Nationality	Thai	Chinese	Korean	American	British	Other
Percentage	32%	20%	13%	10%	3%	22%

- **Faculty/Staff Demographics**

The following table shows the percentage of nationality of NIS 65 faculty members:

Nationality (number)	American	Thai	Canadian	British	Australian	Filipino	Other
2017/18 (65)	41%	19%	10%	17%	3%	3%	7%
2016/17 (64)	37%	17%	15%	12%	5%	5%	9%
2015/16 (65)	40%	21%	11%	11%	5%	3%	9%

The following table shows the qualifications of current NIS teaching faculty:

Qualification	Doctorate	Masters	B.Ed/Teaching Certification	Bachelors of Arts/Science	Other Certification
Percentage	6%	23%	28%	32%	11%

• Curricular program

NIS has a three-year Early Childhood program from Nursery to K2 which uses a standards-based report card. The Elementary School spans grades 1-5. All courses adhere to Common Core State Standards. In addition to core-subjects, students study Music, Art, Computer Science, Physical Education, and Thai Language & Culture.

The Middle School program (grades 6-8) offers core units of study adhering to Common-Core State Standards. In addition to core-subjects, students study Music, Art, Computer Science, Physical Education, Thai Language & Culture. Students in grade 6 also have an advisory period of study designed to assist students in adjusting to middle school life. Language electives are also introduced in grade 7 and 8.

The college-preparatory High School runs from grades 9 to 12. Students are required to satisfy California-State graduation requirements in order to be eligible for the NIS High School Diploma. All courses offered adhere to various international curriculum standards, with most study pathways culminating in Advanced Placement or Honors level courses.

School Purpose/Guiding Statements

The NIS vision and mission statements define its purpose, while the ESLOs form the foundation of the educational program.

• Vision

Education Through Diversity

• Mission

❖ To promote compassionate, life-long learners who strive for academic excellence through a well-balanced and relevant curriculum.

- ❖ **As a community, our aim is to embrace diverse cultures and collaborate effectively within the school and wider community.**
- ❖ **We will respect the importance of inclusive relationships built from mutual support.**
 - ❖ **We will nurture engaged, confident and empathetic students.**
- ❖ **We share a common goal to foster critical thinkers who are active, caring members of the global community.**

- **Philosophy and Expected Student Learning Outcomes**

NIS understands the educational significance of the ESLOs and their importance in the development of the whole child. NIS and its teachers realize that rote learning of the ESLOs is not sufficient and have developed a variety of means of instilling the ESLOs into students' daily lives. Teachers are beginning to connect the ESLOs to their classroom lessons and develop instructional strategies and hands-on learning activities that encourage their application.

- ❖ **Knowledge**

We apply acquired knowledge to explore and create solutions to problems in a changing global community.

- ❖ **Process of Learning**

We are creative, engaged, independent and collaborative learners and critical thinkers.

- ❖ **Communication**

We are empathetic and cooperative communicators within our school and the world around us.

- ❖ **Self-Understanding**

We are confident, self-reflective and respectful learners within a diverse community.

Student Data

The data from student grade reports shows that GPA level displays no particular trend from year-to-year. However, policies put in place from the 2016/17 academic year regarding academic mentoring and the academic referral process have seen just three students referred for Academic Probation in the most recent reporting period. Future aims regarding High School GPA are as follows:

- Ensure the number of students achieving Distinguished Honors increase year-on-year.
- Reduce the number of students on Academic Probation as a result of low GPA to 0%.

Steps taken in 2016/17 and continued in 2017/18 to fulfill these aims in relation to Priority 1 (Embrace and Enhance Academic Rigor and High Standards) are as follows:

- Formalize the collation of a schoolwide Syllabus Catalog to ensure appropriate coverage of the curriculum.
- Expand standards-based reporting in Middle School to give prospective High School students the necessary foundations for High School academic success.
- Compose a High School Course Catalog which details all courses for students, pathways, and prerequisites.
- GPA data will continue to be evaluated with regards to the impact of these initiatives on the above aims.

As well the school uses Measures of Academic Progress (MAP) to compare student performance from grades one through eleven.

READING				
Grade	US Average	NIS (Fall 2016)	NIS (Fall 2017)	Fall-Fall % Growth
1	161	157	160	-
2	175	178	178	+13%
3	188	190	190	+7%
4	198	195	199	+5%
5	206	203	204	+5%
6	211	208	206	+1%
7	214	213	214	+3%
8	217	216	216	+1%
9	220	223	219	+1%
10	220	223	227	+2%
11	223	227	222	-0.004%

MATHEMATICS				
Grade	US Average	NIS (Fall 2016)	NIS (Fall 2017)	Fall-Fall % Growth
1	162	162	165	-
2	177	191	188	+16%
3	190	194	196	+4%
4	202	203	210	+8%
5	211	214	215	+6%
6	218	221	222	+4%
7	223	224	230	+4%
8	226	234	235	+5%

9	230	247	243	+4%
10	230	252	253	+2%
11	233	259	257	+2%

LANGUAGE USAGE				
Grade	US Average	NIS (Fall 2016)	NIS (Fall 2017)	Fall-Fall % Growth
3	189	194	195	-
4	199	199	200	+3%
5	206	208	208	+5%
6	211	212	211	+1%
7	214	213	218	+3%
8	216	215	217	+2%
9	218	225	223	+4%
10	219	222	225	0%
11	222	227	223	+0.005%

Schoolwide MAP scores show improvement across grade levels. The following are some student achievement highlights:

Critical learner needs derived from the Fall 2017 MAP data are as follows:

- With the exception of grade 1 students, Reading growth is low. There is a slight drop for students moving from grade 10 to 11.
- Despite NIS students outperforming all US average grade levels in Language Usage, growth is low schoolwide from grade-to-grade.
- Students classified as not being proficient (%tile <21) in Reading is high for the following grade levels:
 - Grade 1: 25%
 - Grade 6: 26%
 - Grade 7: 18%

SAT Data

The SAT administration in October 2017 shows NIS students achieving a mean score of 1190. This is in comparison to the US national average of 1119. NIS students met standardized benchmarks ranked above the US national average in Math at 92% as opposed to the US national average of 61%. Evidence-Based Reading and Writing (ERW) for NIS students was at 67%, below the US national average of 79%. NIS students met both ERW and Math benchmarks at 67% as opposed to the US national average at 57%. NIS students also achieved a higher percentage of not meeting any benchmarks at 8% compared to the US national average of 17%.

PSAT 8/9 and PSAT 10 Data

2016/2017

The mean score in 2016/17 was 955 in comparison to the US national average mean score of 870. Additionally, students who met standardized benchmarks ranked above the US national average in all areas tested including:

- Evidence-Based Reading and Writing (ERW): 71%
- Math: 88%
- Met Both Benchmarks: 65%

NIS students were also below the US national average for meeting no benchmarks (6%).

Breaking down results by grade level, the mean score for grade 10 students is 969 in comparison to the US national average mean score of 941. The mean score for grade 11 students is 1146 for NIS students in comparison to 904 for the US national average. Additionally, students who met standardized benchmarks ranked above the US national average in the following areas tested on the PSAT 10 including:

- Math: 80%
- Met both benchmarks: 53%

Again, grade 10 students not meeting any benchmarks was below the US national average (13%).

Grade 11 students ranked above the US national average in all areas tested on the PSAT 10 including:

- Evidence-Based Reading and Writing (ERW): 95%
- Math: 95%
- Met Both Benchmarks: 95%

Moreover, 0% of students meet no benchmarks at all.

2017/2018

With regards to grade 9 students, the mean score was 914 in comparison to the US national average mean score of 860. Additionally, students who met standardized benchmarks also ranked above the US national average in the following areas tested on the PSAT 8/9 including:

- Math: 62%
- Met Both Benchmarks: 38%

Grade 9 students failing to meet any benchmarks (23%) was also below the US national average. One area that NIS students' percentage was only 3% lower than the US average was Evidence-Based Reading and Writing (ERW), with NIS at 54% compared to the US national average of 57%.

With regards to grade 8 students, the mean score was 851 in comparison to the US national average mean score of 805. Data shows that students who met both benchmarks were lower than the US national average by 9% (NIS 23% vs. US 32%). NIS students Math benchmarks were higher than the US national average by 9% (NIS 23% vs. US 32%). NIS students Math benchmarks were higher than the US national average by 9% (NIS 46% vs. US 37%). NIS data shows that NIS has a lower percentage of students who do not meet any benchmarks than that of the US average (NIS 31% vs. US 42%).

In conclusion, both SAT and PSAT data is evidence of the quality of education and evidence of student proficiency at NIS. Students at almost every grade level outperform the US average.

Each of the previous identified learner needs are addressed in the school's updated Schoolwide Action Plan.

II: Significant Changes and Developments

Administration & Departments

The first major change at Nakornpayap International School since the last visit in 2016 was the establishment of a new five-person Administration Team. In June of 2016, NIS hired Mr. Stephen Roderick for the position of Principal. Mr. Roderick possesses over forty years of experience serving in administrative positions in both American and Southeast Asia schools.

The former Vice Principal, Ms. Narvinder Ahuja, was promoted to School Director and Ms. Sakaewan Muangsaen, who worked at NIS for thirteen years as the School Secretary and Registrar, was appointed as School Manager. Two new full-time administrative positions were created: Mr. Benjamin Devere White, the former Head of Middle School, was hired as the Head of Academic Affairs (HAA) and Ms. Carole Ketnourath, a teacher at NIS for the past eight years, was hired as the Head of Student Affairs (HSA).

Classes and teachers are now organized under departments for the Early Childhood Center (ECC), Elementary, English Language Arts (ELA), Science, Mathematics, Fine Arts, Social Science, Electives, Physical Education, Thai Language, and Counseling. Each department has its own designated teacher serving as the Department Leader (DL). DLs facilitate communication between the Administration Team and teachers and work to enhance collaboration between teachers, as well as aid the Administration Team in their goal of a vertical and horizontal curriculum alignment for all subjects.

Academic

NIS moved to a four-day rotation schedule for Middle and High School courses in 2016/17. Lessons were previously 45 minutes long during a set weekly schedule. This schedule assisted in some subjects regularly losing lessons due to holidays and school events on Monday's and Friday's. In 2017/18, the rotation schedule was expanded to A-B-C-D day. Classes are now 55 minutes long with a six-period day. A five-minute Homeroom Period was also added to the beginning of the each day.

Academic Access Program

The Academic Access Program (AAP) commenced in January 2017, building on the success of a Prep Program. It is a course for children aged 5 to 11 requiring literacy support who are hoping to be admitted to the mainstream programs at NIS. The AAP works to improve students' English abilities in order for them to be integrated into the mainstream international program at NIS. The AAP also offers a free after-school program from 3pm to 5pm in where students can get extra help in reading, writing, speaking or other subjects such as math or science. Currently, there are 27 students in the program.

Addition of Advanced Placement Courses

Four new AP courses have been added to the NIS curriculum for the 2017/18 academic year: AP Principles of Computer Science, AP Environmental Science, AP Physics 1, and AP Statistics. With the addition of these new AP courses, total enrollment in the AP courses at NIS has increased by 27 students.

NIS has also been approved by the College Board to implement the AP Capstone Diploma Program in the 2018/19 academic year. The AP Capstone Diploma Program consists of two courses: AP Seminar and AP Research. The addition of the AP Capstone Diploma Program will give our students the opportunity to further challenge and develop skills in critical thinking, analysis, writing, research, and presentation.

Facilities & Classroom Changes

Middle School and High School students are now consolidated in building C in order to reduce the amount of time students spend travelling between classes. Previously, NIS had 4 IT labs; this has now changed to 2.5 IT Labs in the combined Middle and High School building. To meet the requirements of AP Physics 1, a new data acquisition system was purchased for the science laboratory.

Admissions

Admissions is now piloting the Open Apply system, an online application platform which allows parents to send inquiries, submit an application, or schedule a tour. Minimum test scores from Measures of Academic Progress (MAP) scores for Reading and Mathematics are also used as part of the admissions process, in addition to oral interviews, essay writing, and further literacy assessments depending on the grade level applied for. Final decisions for admission are made by school administrators.

Structure of School Review Team

The Home Groups represent the 15 academic and elective departments while the Focus groups are a cross section of teachers, support staff, and administrators. The Leadership Team are the respective Department Leaders. The Schoolwide Committees also represent the various departments and programs. They were developed and aligned with the 2017 Goals and Priorities as well as the “refined” 2018 Action Plan.

Impact of Changes

The school, through the above changes, has demonstrated clearly to the VC that it is committed to a “Focus on Learning” approach to school improvement. Many of the changes above are “system” changes which have brought clarity to roles and function. This has added clarity and stability to the day to day operation of the school. In each of the VC meetings with focus groups and administration, it was evident that these changes also had a positive impact on addressing the recommendations from the previous visiting committee. Further details of the impact are outlined in the “Progress on Critical Areas for Follow-up / Schoolwide Action Plan” section of this report.

III: Ongoing School Improvement

All teachers and staff were involved in the implementation, monitoring, and revision of the Schoolwide Action Plan. As outlined, one data point for measuring student achievement was the use of the Measures of Academic Progress (MAP) testing. MAP training that the staff received at the beginning of the 2016/17 academic year has actively engaged teachers to utilize MAP data. Data is made available to all stakeholders and is monitored and used as a reference on an individual basis by teachers. The latest comparison data available shows a favorable growth trend across all grade levels. The school's work with educating the stakeholders on MAP has enabled teachers and parents to gain easier access to student achievement data. As a result, an expansion of MAP training is planned in the future to incorporate science. AAP and Elementary Teachers continue to review and analyze data from Raz-Kids, Mangahigh and MAP testing scores. The Elementary Department reviews data in developing revisions to the Schoolwide Action Plan and uses the action plan to develop department budgets. Middle School and High School teachers use the achievement data of PSAT 8/9 and PSAT 10 scores to compare these with standardized benchmarks scores from the US national average in Evidence-Based Reading and Writing, and Math. In semester 2 of 2017/18, the Data and School Profile Committee will work on a report putting together PSAT, SAT and AP scores into an illustrative and more usable form.

- **Describe the process used to prepare the progress report.**

All teachers contributed to the development of the school's progress report and the revised Schoolwide Action Plan. The ACS WASC writing team was developed in January 2017 in order to collect school data and write the ACS WASC Interim Progress report. The six-member team consisted of three Department Leaders and three Administrators, including the School Principal. A file folder titled ACS WASC 2018 was created in Google drive and shared with all Department Leaders and Administration. The ACS WASC 2018 folder contains additional folders for each department, Focus Groups, and archived documents. Each department was given a list of prompts taken from the ACS WASC Progress Report template. Department Leaders shared these prompts with the members of their departments and worked collaboratively to answer each prompt thoroughly. All answers for each department were submitted into their appropriate folders. The writing team read through the responses for each prompt and synthesized the collection of answers into the report. Team members worked in pairs to complete each section of the report. Finally, the editing of the report took place over several meetings with members of the writing team.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

The following *recommendations* are from the April 2016 Visiting Team Probationary report submitted to WASC.

1a. The Visiting Committee recommends that NIS continue to collect, disaggregate, and analyze student assessment data to be included in the school's profile to guide curriculum development and improve instructional practices to support student achievement.

1b. The school also needs to show how the analysis of the disaggregated assessment

data has impacted curriculum development and instructional practices. If NIS is going to research Standards-Based reporting then they must first research Standards-Based assessments.

There is strong evidence throughout the report submitted to WASC and evidenced by the VC that the collection of data has become and will continue to be collected, disaggregated, analyzed and be a significant part of driving school improvement. In multiple meetings with Administration, Focus groups, Home groups and the Department Leaders Group it was evident to the VC that this process has become embedded in the school. Each team demonstrated how they collected, shared and used data to focus on student learning adding it to their understanding of their students as well as the school profile.

In addition, the Visiting Committee recommends that the School Board attends to the following critical areas:

2. There must be a leadership structure in place by August 2016 that included three certified credentialed administrators with experience.

The school has addressed this recommendation as identified in the “Significant Change Area” of the report. The restructuring of administration with qualified, dedicated educators has been a significant part of the positive change process at NIS.

3. Leadership and selected staff members, or members who request, receive WASC training during EARCOS conferences, and volunteer to be members on a visiting team.

In March 2017, WASC Vice President, Dr. Marilyn George, was invited to NIS and provided training to the Administration and instructional staff. The school principal has served already on a number of WASC visits and some faculty have already been or will shortly be, serving on a WASC Visiting Committee.

4. Fall 2016 Home Groups and Focus Groups begin formation according to the WASC Focus on Learning Manual

NIS has established WASC Home Groups and Focus Groups aligned with the WASC Focus on Learning criteria that are effectively driving the positive use of “Focus on Learning”. These groups have met regularly since October 2016 in preparation for the 2019 Self-Study. In meetings with Focus Groups it was evident to the VC that they new their roles and were moving forward as they work towards a full self-study.

5. Spring 2017 the full self study process is to be started with a Fall 2018 full self study visit.

Given the significant amount of change required to address the WASC April 2016 recommendations, the school is behind meeting the original target dates for its next self-study. The VC supports strongly the school’s decision to take the time to first accomplish the work it has as it has allowed them to put in place and use effective governance and school data collection process that will hopefully lead to a more meaningful self-study.

6. For the Spring 2017 inauguration of the full self study, it would be helpful to clarify the roles: Of a governing board where there are clear policies and procedures with regard to the selection and composition with specific duties of the governing authorities.

It was obvious to the VC in our initial meeting with Board members and Administration there had been clear, established roles and responsibilities for both the Board and Administration. The Chair of the Board spoke about clear boundaries they adhered to which they did not get involved for example of the day-to-day operation of the school.

7. For the Spring 2017 inauguration of the full self study, it would be helpful to clarify the roles of a governing authority where policies are directly connected to the school's vision, mission and schoolwide learner outcomes that focus on student achievement on global competencies.

The VC believes based on interviews with all stakeholders that the school has begun to put policies in place which are connected to the school's vision, mission and ESLO's. As they move forward in their full self-study, the school is encouraged to continue to ensure that policies are written, which capture the system changes put in place and directly connected them to the school's guiding statements. E.g. the school's Vision is "Education through Diversity" - how is this reflected in the school's Admission Policy, how is this reflected in the school's Assessment Policy, how is it reflected in the school's Inclusion Policy. The same should be true of the other guiding statements - Mission - ESLO's.

As well part of the next step for the school is articulate and put in place how the school will assess student achievement in meeting the Mission and ESLO's

8. For the Spring 2017 inauguration of the full self study, it would be helpful to clarify the roles of the governing authorities involvement in the regular review and refinement of the school's vision, mission and schoolwide learner outcomes. The governing authority uses various strategies of current and research-based knowledge about effective schools.

The school has, for the most part, put in place programs that are based on current and research-based knowledge about effective schools. It will be important for the school as it completes its' full self study to ensure that all programs e.g. ECC and the new Design Technology program are also founded on current research and best practice.

9. For the Spring 2017 inauguration of the full self study, it would be helpful to clarify the roles of the governing body's actions to policy making and strategic planning

The visiting committee, both in the school report and in conversations with administration and faculty, have seen that the school has in place systems that are appropriate and helpful for policy making and strategic planning. There are weekly admin team meetings, bi-monthly department meetings, monthly department leader meetings, monthly focus group meetings and monthly school-wide committee meetings.

V: Schoolwide Action Plan Refinements

- **Comment on the refinements made to the single schoolwide action plan since the last self study visit to reflect schoolwide progress and/or newly identified issues.**
- **Include a copy of the school's latest updated schoolwide action plan.**

The drafting of the 2017/18 Action Plan was the result of unfinished tasks, as well as new goals and priorities drafted by the new Administration Team. The school has updated their Action Plan to address issues raised by data collection and student performance.

Commendations

1. The school's thoroughness, care and openness in the preparation for the visit as well as the support and welcomeness shown by all to the visiting committee
2. The use of data by the school to provide both a picture of student performance as well as information that was used in implementing approaches to growing student achievement as well as changes to their school Action Plan.
3. The implementation and use of a consistent structure that is aligned with its' self study process and allows for the ongoing review of the school in multiple areas.
4. The restructuring of the administration in such a manner that faculty, parents and students are clear on the roles and responsibilities of each person. This has resulted in a clarity amongst stakeholders allowing them to know who is in charge of what and who they need to see with concerns.
5. The willingness of all faculty to embrace feedback from the VC and an obvious commitment to the Focus on Learning review process.

Recommendations:

Many of the recommendations are meant to be guides as the school continues its Self-Study.

1. Continue to see themselves as NIS, developing their identity as a school that is working in partnership with WASC. The goal is not to become a WASC school but to be Nakornpayap International School that uses the Focus on Learning framework as means to ensure excellence in their program.

2. During the full Self-Study, as planned, review the school's guiding statements (Vision, Mission, ESLOs) to ensure they have captured what NIS is about and that these statements are understood by the NIS community.

3. With clarity and understanding of the guiding statements in place, the next step then is to articulate and put in place how the school will measure the attainment of these by the school and students.

4. Enhance the school's Action Plan by adding target achievement dates for some items and the identification of steps towards achievement if appropriate. E.g. - some items are large and will happen over time, in stages. Identify those stages with target dates and put in place a process for monitoring progress to achieving them.