

SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

NAKORNPAYAP INTERNATIONAL SCHOOL

240 Moo 6

Tambon San-Phi-Sua, Amphur Muang

Chiang Mai, Thailand 50300

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ACS WASC FOL 2017 International Edition

Visiting Committee Members

Mr. Robert L. Hulbert, Chairman
Principal (Retired), Woodland, California, USA

Ms. Tessa Augustyniak
HS Chair and WASC Coordinator, Berkeley International School
Bangkok, Thailand

Ms. Megan Kuemmerlin
Upper Primary Assistant Principal, Shekou International School
Shenzen, PRC

Dr. George (Rick) Odum
Director of Teaching and Learning, Korea International School
Jeju-do, South Korea

ACS WASC FOCUS ON LEARNING INTERNATIONAL VISITING COMMITTEE REPORT

Preface

- Include a copy of the schoolwide learner outcomes.
- Comment on the school's self-study process with respect to the expectations of the self study.
 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.

Nakornpayap International School has in place four overarching Student Learner Outcomes which serve as the basis for its educational program(s) and guide decision-making relative to instruction and operations schoolwide. These include the following:

Expected Student Learning Outcomes (ESLOs)

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. This task also forms an essential part of our Schoolwide Action Plan (NIS Focus on Learning Self-Study Report, Chapter 5).

- ❖ **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.

Nakornpayap International School is a privately owned K-12 college preparatory school which opened in Chiang Mai, Thailand in 1993-94. NIS follows a US Common Core standards-based curriculum, and was first accredited by the Western Association of Schools and Colleges (WASC) in 2001. With the goal to “promote passionate, life-long learners who strive for academic excellence”, NIS uses data from a variety of assessments to analyze student achievement in meeting standards and mastering subject matter. These include Measure Academic Progress (MAP) standardized tests, the Scholastic Aptitude Test (SAT and PSAT), Advanced Placement (AP) tests, curricular specific formative and summative assessments, Mangahigh mathematics assessments, RAZ Kids/Reading A-Z literacy assessments, student grades and grade point averages (GPA), and graduation rates.

Having been accredited for 12 years prior to the 2013 full-self study visit, there were findings at that time of significant deficiencies and “confusion” at the school which resulted in accreditation probation. Subsequently, there were changes in leadership, reorganization and restructuring to address 14 critical areas and, as of 2018, NIS received non-probationary accreditation status through June, 2020.

The school reports that during the past two years, in conjunction with the current self-study, all teachers and administrators have participated in focus group meetings once per month and were engaged in two WASC work days each academic year. An outcome of initial work undertaken at the start of school year (SY) 2017-18 was the adoption of five Focus on Learning Goals and Priorities, identified by the NIS administration team. These include:

1. *Embrace and Enhance Academic Rigor and High Standards*
2. *Build an Inclusive, Transparent, Appreciative, and Collaborative School Culture*
3. *Provide a Safe, Secure, Socially and Emotionally Supportive Learning Environment*
4. *Improve Student Enrollment, Retention, and Diversity*
5. *Establish a WASC Culture*

As NIS completed its most recent self-study, faculty and the administration team collaboratively revised its Action Plan to address the following five goals aligning with findings and the previously identified *FOL Goals and Priorities*. Specified for attaining each goal were the tasks needing to be completed, person(s) responsible, targeted completion dates, and assessment evidence required.

Goal 1: Safe School Environment To ensure that all students are provided with a safe school environment so student learning can be maximized, child protection policies and practices will be formalized and implemented schoolwide.

Goal 2: ESLOs Review Expected Schoolwide Learning Outcomes (ESLOs), expand understanding for all stakeholders, and provide training on how teachers can embed them into their teaching and assessment.

Goal 3: Technology Enhance learning experiences for students by increasing access to technology in the classroom. In addition, teach students how to be competent digital citizens.

Goal 4: Curriculum Establish the vertical alignment of the schoolwide curriculum via Rubicon Atlas curriculum mapping software and formalize the curriculum review processes to improve student learning.

Goal 5: Assessment Increase teacher understanding to facilitate effective and authentic student assessment by providing opportunities for collaboration and professional development.

Chapter I: Progress Report

Since the last self-study:

- **Comment on the school's major changes and follow-up process**
- **Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.**

Since the last full self-study, there have been three Probationary visits in 2014, 2016 and 2018. Each of the corresponding Visiting Committee reports documents the progress made to date which ultimately resulted in Probationary status being rescinded in 2018 and non-Probationary accreditation confirmed through 2020. Therefore, the progress and changes that have occurred since 2018 are the most current and are summarized below.

In its 2018 Probationary Report the Visiting Committee made four recommendations based on their findings.

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.

In response: NIS continues to embrace the ethos of the WASC Focus on Learning approach. The school also adheres to its own identity and ethos of 'Education Through Diversity'. The school maintains high expectations by creating a safe and orderly environment allowing students to focus on their academics, as well as take part in extracurricular activities. All of these aspects result in the school living up to its mission of embracing diverse cultures and allowing collaboration between students, teachers and parents. This approach helps to develop students who are able to think critically, and are active and caring people.

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.

In response: Teachers were surveyed in the 2018-19 academic year regarding the appropriacy of the school's vision, mission, and ESLOs. In addition, time was allocated during staff and department meetings to examine the mission, vision, and ESLOs. The result of this process was that staff ultimately felt that these were current and reflected global competencies. However, in the findings of focus groups, the following areas for growth were identified:

Focus Group A:

- *(The need to) Align the Expected Schoolwide Learning Outcomes (ESLOs) with the Global Competencies.*
- *(The need to) Develop and implement an ongoing process for an annual review and refinement of the NIS vision and the vision and mission statements as well as the ESLOs.*

Focus Group B

- *The area of global competencies (or ESLOs) is not formally assessed and therefore not formally tracked. (There is a need to determine if) some sort of formal tracking system for ESLOs is required.*
- *(There is a need for) Increased awareness of the school ESLOs, mission and vision in teaching.*

As a result of these Focus Group recommendations, a full review of the school's vision, mission, and ESLOs is being included in 2019-21 Schoolwide Action Plan.

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.

In response: The adoption of curriculum mapping software in January 2019 is the first step to ensure explicit connection of ESLOs to student learning. This process will continue throughout the 2019-20 academic year with a full review of the school's mission, vision, ESLOs, (and) guiding statements being composed.

4. Enhance the school's Action Plan by adding target achievement dates for some items and the identification of steps towards achievement if appropriate.

In response: The 2018-20 draft Schoolwide Action Plan included in Chapter 5 of the school's current self-study is the culmination of work accomplished since the Probationary visit in 2018. Target dates have been added as recommended and a sample school report identified to observe common practice.

With regard to progress made on its 2018-20 Schoolwide Action Plan, there were five Priorities to be addressed, each containing specific Goals and Tasks to be attained.

Priority 1. Embrace and Enhance Academic Rigor and High Standards contained 8 Goals and 26 Tasks. The goals ranged from expanding the school's data reporting systems, developing a systematic curriculum document K-12, offering additional Honors and AP courses, improving AP exam scores, and developing an accelerated academic program at the Elementary level to promoting a "reading culture", expanding academic events, and increasing the use of achievement data to improve programs. With 13 of the 26 goal-aligned Tasks *Completed* and 13 *Ongoing*, satisfactory progress has been made.

Priority 2. Build an Inclusive, Transparent, Appreciative, and Collaborative School Culture encompassed 5 goals and 18 specified Tasks: Building a collaborative, collegial environment; recognizing stakeholder committed efforts; improving communication; upgrading the school's website; and promoting an English Only Policy with cultural sensitivity each aimed at addressing the second Priority. With 16 of the aligned Tasks *Completed* and 2 *Ongoing*, Priority 2 also is being met.

Priority 3. Provide a Safe, Secure, Socially and Emotionally Supportive Learning Environment. To achieve Priority 3, NIS set three goals. These included researching and developing a campus security plan to include digital ID cards and perimeter fencing; ensuring appropriate student behavior and mutual respect with adherence to rules and boundaries; and developing and implementing the use of a Student Protection Handbook to help ensure the well-being and safety of all students. With 9 of the 12 goals-aligned Tasks *Completed* and 3 *Ongoing*, Priority 3 is being appropriately addressed.

Priority 4. *Improve Student Enrollment, Retention, and Diversity* called for two goals to be attained: creating a marketing brand that promotes the school's academic excellence and student support; and developing and implementing a digital and print advertising plan for target growth to increase enrollment to 600 within 5 years. Of the 9 Tasks specified, with 6 *Completed* and 3 *Ongoing*, significant progress is well underway.

Priority 5. *Establish a WASC Culture*, the school identified three goals: maintaining the momentum and teamwork generated through WASC training in 2018 and the successful results of the school's interim report; striving to collaboratively produce a comprehensive FOL Probationary Report in 2018; and instilling in all stakeholders the understanding of data driven decisions and practices being essential to school improvement and student success. With 7 of the 11 Tasks aligned having been *Completed* and 4 *Ongoing*, as with Priorities 1-4, this Priority too is being achieved.

In summary, the 2018 Visiting Committee's recommendations, based on the findings of its Probationary visit, and school's five identified Priorities, on which its 2018 Schoolwide Action Plan was structured have been taken seriously and addressed appropriately. As evidenced with 51 of 76 goal-aligned Tasks now *Completed* and the remaining 25 *Ongoing* having been incorporated into the 2019-21 draft Schoolwide Action Plan, proper attention has been paid to the school's identified growth and critical student learner needs.

Chapter II: Student/Community Profile

Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:

- **Brief description of the students and community served by the school**
- **School's analysis of student achievement data**
- **Other pertinent data (e.g., size of English learner population, teacher credentialing, class size, programs for students)**
- **Appropriateness of identified critical learner needs and their linkage to schoolwide learner outcomes**
- **Note: Show data in chart format and comment. Include sections of the profile that show student achievement findings and interpretations.**
- **Comment on significant findings revealed by the profile and/or pertinent items that were not included in the profile.**

Nakornpayap International School (NIS) is a privately-owned, college preparatory school, offering an American curriculum for Early Childhood Center (ECC) through Grade 12. The school currently enrolls 523 students (October 2019), and has 72 full-time teaching staff. Demographically, the student population represents 21 nationalities, ages 3 to 18 years old, with Thai, Korean, Chinese, and Japanese comprising the majority. The most significant growth during the past 5 years has been in Chinese students from 3% in 2014-15 to 30% in 2018-19.

School Description:

Type of School

NIS offers an American curriculum, for ECC through Grade 12, with a global perspective. All classes are taught in English, with the exception of Thai and World Language courses, with emphasis on academic and personal development. High School classes are primarily college preparatory based, with an expanding Advanced Placement (AP) program. A High School diploma, aligned with California State high school graduation requirements, the University of California and California State University Admission Requirements, is awarded to students upon completion of all NIS graduation requirements.

Curricular Program

All courses in ECC, Elementary, AAP, Middle, and High School use a combination of Common Core Standards and other international curriculum standards. In addition to core subjects, students study Music, Art, Computer Science & Digital Literacy, and Physical Education. NIS's academic program is moving towards a standards-based approach in its assessment. Students in grade 6 also have an advisory period of study designed to assist students in adjusting to Middle School life. World Language electives are also introduced in grade 7 and 8. High School runs from grades 9 to 12, with most course progressions culminating in Advanced Placement or Honors level.

School Purpose

The NIS vision and mission statements clearly define its purpose. In preparation for the 2019 Focus On Learning accreditation visit, the Organization for Student Learning Focus Group review possible revisions and modifications which was shared with the Governing Board. This review process determined that a continual review process will continue.

Vision

Education Through Diversity: Promote passionate, life-long learners who strive for academic excellence through a well-balanced and relevant curriculum

Mission

Nakornpayap International School will embrace diverse cultures and effectively collaborate with all stakeholders and the local community. NIS will respect the importance of inclusive relationships built from mutual support, while nurturing engaged, confident, and empathetic students. Our goal is to develop critical thinkers who are active, caring members of the global community.

Expected Student Learning Outcomes (ESLOs)

NIS understands the educational significance of the ESLOs and their importance in the development of the whole child.

Teachers are beginning to connect the ESLOs to their classroom lessons and develop instructional strategies and hands-on learning activities that encourage their application. This task also forms an essential part of NIS's Schoolwide Action Plan (Chapter 5).

- **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.

School's analysis of student achievement data:

MAP Data Summary - Student Achievement & Growth:

The end of year 2018-19, NIS's average RIT scores exceeded the average US RIT scores in all content areas. Schoolwide MAP data shows significant improvement in all content areas across the grade levels and is comparable to US normative growth.

MAP Data Summary - Student Proficiency:

The end of year student proficiency percentages are above the US scores in all content areas. The majority of NIS students are meeting or exceeding expectations.

MAP Critical Learner Needs:

The following critical learner needs were identified in the 2018 Probationary Report derived from the Fall 2017 MAP data:

1. With the exception of grade 1 students, Reading growth is low.
2. There is a slight drop for students moving from grade 10 to 11.
3. Grade 10 and 11 students' growth percentages are higher than US growth norms.

Rationale/ Next Steps:

1. The hiring of a Learning Support Specialist to identify and target at-risk students with the implementation of Response to Intervention (RTI) at the elementary level. By the end of 2018/19 school year, the same group of students who had received intervention and remediation services were tested again. The scores, reflected below, indicate that the students who scored low decreased from 80% to 47%, average increased from 20% to 32%, and high increased from 0% to 21%.
2. Middle School Language Arts teachers will focus on improving Language Usage scores in the 2019/20 academic year.

Data suggests that streaming in grade 3, 4, and 5 has increased growth in reading. Moreover, NIS growth in both reading and mathematics exceeds US growth norms. However, results in growth has remained insignificant in mathematics. The school will continue to measure the effectiveness of streaming in elementary by comparing data in consecutive academic years.

Data suggests that NIS growth in language exceeds US growth norms. The impact on student growth in language of the 'Words Their Way' curriculum will continue to be measured in consecutive academic years.

SAT (Scholarship Aptitude Test) Data:

NIS is an SAT testing center. Our students have an equal opportunity to register for the SAT at our school. The December 2018 and March 2019 SAT administration shows that NIS has a higher mean score than the US (December: 1159 to 1092 and March: 1178 to 1174). NIS students gained higher percentages in all of their benchmarks in comparison to the US.

PSAT 8/9 & PSAT 10 DATA (PRACTICE SCHOLARSHIP APTITUDE TEST);

Since 2016, NIS provides students opportunities to take the PSAT 8/9 twice a year and the PSAT 10 once a year. Approximately 15-20 students take the PSATs, and the results are distributed and discussed with students individually and in a group setting. Reviewing the raw scores from the College Board illustrates that our students are meeting the Evidence-Based Reading & Writing (ERW) US norms and that Mathematics standards are exceeding US norms.

Graduation Rates, University Acceptance & Scholarship Data

In the Class of 2015, out of twenty-three senior students, one student did not graduate due to the violation of a behavior contract. Two students delayed university attendance for one year. There were eleven students who went abroad for university education. Nine students elected to stay in Thailand for university studies.

All of the students in the Class of 2016 graduated from NIS. Three students delayed university attendance for one year. Twelve students moved abroad for university and eight students elected to stay in Thailand. One student took an internship at a BMW factory in Rayong, Thailand and at the Merck Group in Germany. In December 2017, this student applied to Erasmus University Rotterdam in the Netherlands.

In 2017 all of NIS's seniors successfully graduated. Three students delayed university attendance for one year. Fifteen students went abroad for university and eleven elected to study in Thailand.

The Class of 2018 had 20 graduates. Students were accepted to a variety of universities around the world, some with large scholarship offers.

28 seniors graduated in 2019 with 2 students taking a gap year. Once again, students were accepted to universities all over the world with a full scholarship offered from University of North Dakota for women's golf.

Advanced Placement (AP) Data

In the 2016-17 academic year, 24 NIS students took 9 different Advanced Placement Examinations in a wide variety of subjects. There were 24 passing scores of 3 or better, with five perfect scores of 5.

In the 2017-18 academic year, 28 NIS Students took 66 AP exams. NIS students who scored 3+ is a higher percentage than students in Thailand and globally.

In the 2018-19 academic year, 37 NIS Students took 71 AP exams. In general, while the total number of AP students and number of exams taken has increased each academic year, the percentage total of students achieving a score of 3+ was below the US national average in the 2016-17 academic year (45.8% vs. 60.3%).

In order to improve AP scores in future academic years, NIS increased contact time in all High School classes in 2017-18 by moving to a 4-day rotation schedule. This new schedule saw students see each class for three 55-minute periods over four days. In addition, a study hall policy, entrance requirements (such as prerequisite grades/minimum MAP scores), and an AP course limit policy has been implemented with the publication of the High School Course Catalog in April 2019.

Other Data Sources

NIS uses several other programs to track student achievement including Mangahigh, Reading A-Z, RAZ Kids, and Words their Way.

GPA and Honors Data

GPA data suggests that the percentage of students achieving Distinguished Honors (GPA 3.7+) tends to increase as students move up the High School grade levels. Moreover, students on Academic Probation tends to decrease.

Other pertinent data (e.g., size of English learner population, teacher credentialing, class size, programs for students):

Teacher Demographics/Turnover

At the end of the 2014-15 academic year there was a major staffing turnover with 40% of the faculty leaving NIS, including the Principal. Upon conclusion of the 2015-16 academic year all eligible faculty members renewed their contracts and returned, in sharp contrast to the previous year, with only a 6% teacher turnover. For the next three years, faculty turnover was closer to 25%, 32%, and 20% respectively.

Perception Data Summary

The 2019 Parent/Guardian perception survey showed that all parents feel welcome at the school, with 44.4% strongly agreeing they feel welcomed. 90% of parents feel that administration is active and visible in the school, the school supports academic achievement, provides high quality assessment tasks, effectively communicates student progress, provides a high quality education, and provides a safe environment. Over 90% of parents feel that teachers value students as part of the school family and that leadership is approachable and responsive.

Some areas of growth identified from the 2019 parent survey showed that 27.8% of parents feel that the school needs to do more to meet the needs of all students, and needs to communicate more effectively with parents. 22.2% of parents feel that the school needs to deal with allegations of bullying more effectively, and should better communicate information regarding its ESLOs, Mission, and Vision.

NIS identified several areas of strength according to teacher surveys conducted in 2019. These areas included: teachers feeling welcomed, valued, and enjoying the work at NIS; feeling like they work in a collaborative environment; feeling like the administration is active and visible in the school; feeling that there is an opportunity to provide input in the decision making process; feeling that the school supports academic achievement and allows enough time for assessment tasks; believing that the school maintains standards of behavior to promote a safe learning environment; feeling that the school is well managed; feeling that administration communicates effectively with them; and feeling that their complaints are dealt with in an effective and timely manner.

Some areas of growth from the 2019 teacher survey include the need to provide more professional development opportunities, to monitor teacher performance more effectively, recruit and retain high quality teachers, develop protocols to better support teacher welfare and reward and recognize teachers for their service.

Student perception surveys were administered on a per-teacher basis in the 2018-19 academic year. This data was shared with individual teachers upon the conclusion of administration.

ESL population

Given the demographics of NIS as an international school, most students are English Learners, with the exception of native English speakers from the US, UK and Canada. Therefore, across the curriculum students receive EL support in varying degrees. For students needing intense EL support prior to entering the mainstream international program, the parallel Academic Access Program (AAP) is provided for their initial placement upon enrollment at NIS.

Appropriateness of identified critical learner needs and their linkage to schoolwide learner outcomes:

From its self-study, NIS identified as its **Critical Student Learning Needs** the following:

1. **Safe School Environment** - The need to ensure that all students are provided with a safe school environment so student learning can be maximized, child protection policies and practices will be formalized and implemented schoolwide.

2. **ESLOs** - The need to review Expected Schoolwide Learning Outcomes (ESLOs), expand understanding for all stakeholders, and provide training on how teachers can embed them into their teaching and assessment.
3. **Technology** - The need to enhance learning experiences for students by increasing access to technology in the classroom. In addition, teach students how to be competent digital citizens.
4. **Curriculum** - The need to establish the vertical alignment of the schoolwide curriculum via Rubicon Atlas curriculum mapping software and formalize the curriculum review processes to improve student learning.
5. **Assessment** - The need to increase teacher understanding to facilitate effective and authentic student assessment by providing opportunities for collaboration and professional development.

The appropriateness of these and linkage to the school's **Expected Schoolwide Learner Outcomes** is found primarily in that each serves to facilitate, support and/or foster acquisition of the following knowledge, abilities and skills:

- ❖ **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.

Chapter III: Quality of the School’s Program

What Currently Exists

Based on the self-study and visiting committee findings, for each criterion in the following categories:

- A. Organization for Student Learning
- B. Curriculum, Instruction, and Assessment
- C. Support for Student Personal and Academic Growth
- D. School Culture and Environment
- E. ONESQA Standards (for ACS WASC/ONESQA schools) - NA
- F. Boarding Program, if applicable
 - Summarize an analysis of what currently exists and its impact on student learning.
 - Highlight areas of strength (if any)
 - Highlight the key issues (if any)
 - List important evidence about student learning from the self-study and the visit that supports these strengths and key issues.
 - **Note:** When writing the analytical summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the *ACS WASC Accreditation Status Determination Worksheet*).

CATEGORY A. ORGANIZATION FOR STUDENT LEARNING

A1. School Purpose

To what extent has the school established a clear vision and mission (purpose) that reflects the beliefs and philosophy of the institution?

To what extent is the purpose further defined by adopted schoolwide learner outcomes that reflect defined global competencies and form the basis of the educational program for every student?

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: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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

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

Consistency of Purpose, Schoolwide Learner Outcomes, and Program: There is a strong degree of consistency between the school core values, vision, mission, the schoolwide learner outcomes, and the school program that reflects the school’s explanation of global competencies.

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

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

NIS has in place a clearly stated vision, mission and ESLOs which stakeholders have supported and staff have found to be relevant, though an outcome of the current self-study calls for the review of each and possible revisions, should updating be indicated. Congruence between the school's philosophy and belief components is found with its vision being ***Education Through Diversity*** by providing a *well-balanced, academically challenging curriculum taught in a rich, multicultural learning environment*; its mission, *to develop students who are critical thinkers, informed, active, and caring members of the global community*; and ESLOs specifying that NIS graduates will be *knowledgeable and creative problem solvers; independent and collaborative learners; empathetic and cooperative communicators; and confident, self-reflective, and respectful adults.*

With NIS holding to its original vision since the school was founded, there has been an increased emphasis on global competencies as of the 2015 mission statement and learner outcome revisions which also reflect changes evidenced in school profile data. Cited by NIS, the global competencies targeted 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.*

Historically, stakeholder input has been sought and utilized when the NIS mission statement and ESLOs were addressed in 2013, again in 2016 when changes were proposed to the Governing Board but not adopted, in 2018 when stakeholder surveys were conducted, and most recently in conjunction with the 2019 self-study. Although this year the majority of the faculty indicated that no additional revisions were necessary, Goal 2 of the 2019-21 Schoolwide Action Plan is *to Review Expected Schoolwide Learning Outcomes (ESLOs), expand understanding for all stakeholders, and provide training on how teachers can embed them into their teaching and assessment*; and Task 2.2 to *Develop and implement an ongoing process for annual review and refinement of the NIS ESLOs, Vision and Mission Statements.*

Through a wide variety of programs and events the school's valuing of cultural diversity and community is promoted, demonstrated, and communicated. Examples include: International Day and Loy Krathong observances, Wai Kru ceremony, Songkran festival, Model United Nations, Peace Day, the United Nations Sustainability Goals, support for local orphanages, class presentations, Science Fair projects, and a variety of Fine Arts performances and art exhibits.

The means by which NIS informs stakeholders about progress made in attaining its vision, mission and learning outcomes are numerous: the school website, the Student and Parent Handbook, Weekly Bulletins going to all stakeholders, *Voices* monthly newsletter, recruitment brochures/advertising materials, social media, competitions, performances, school wide academic and co-curricular events, staff and school presentations, poster displays, and PTSA meetings with the school principal.

In conclusion, even though NIS vision, mission, and schoolwide learner outcomes have been reviewed and revised, and are found to be acceptable by the majority of stakeholders, with the school's anticipated growth and ongoing changes, a review/revision cycle is being planned to *ensure the current and future learner needs as well as other local and global trends and conditions are being addressed.*

A2. Governance

To what extent does the governing authority adopt policies which are consistent with the school's mission and vision and support the achievement of the schoolwide learner outcomes, i.e., global competencies?

To what extent does the governing authority delegate implementation of these policies to the professional staff and monitor results?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

(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.

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

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

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

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

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

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

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

Board's Evaluation/Monitoring Procedures: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance, overall school programs and operations, and the fiscal health of the school.

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

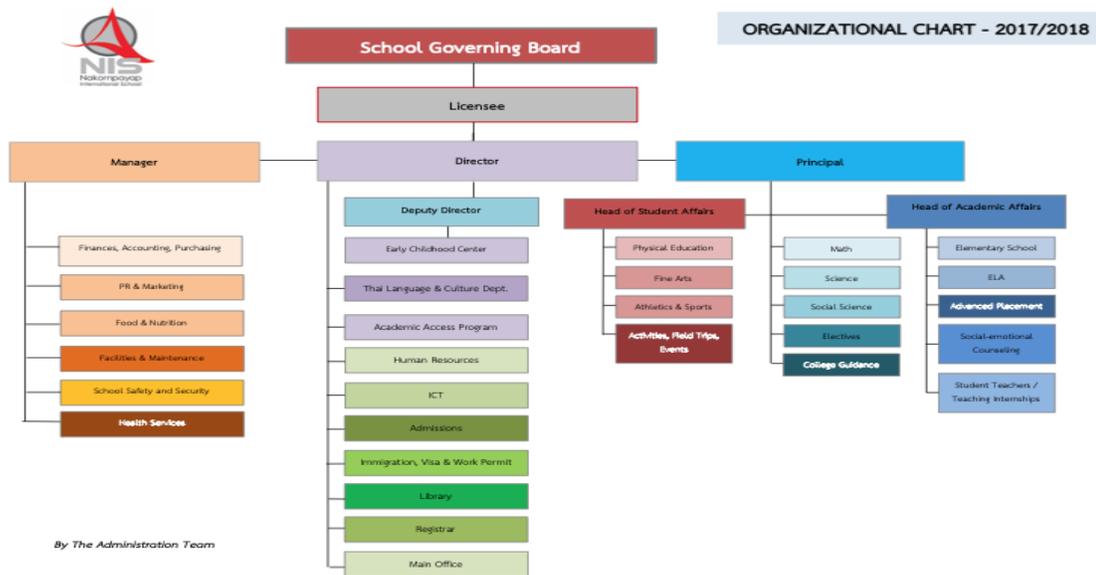
Evaluation Procedures: The governing authority has clearly defined procedures for the evaluation of the school leadership, i.e., Head of School.

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

The NIS Governing Board consists of 6 representative members (Chairman, Honorary Advisor/Member, School Principal, School Director/Licensee, School Manager, Teacher Representative and Parent Representative). With meetings held three times each year, the Board's primary responsibilities are reviewing and approving policies, the school plan, the budget, and personnel evaluations. General school management is the responsibility of the Administration Team, and daily school operations are overseen by the Principal, Director, and Manager.

The Board is comprised both of members selected to serve and members elected by their constituents. Those selected by the School Owner and the School Licensee are pre-qualified and must meet and comply with the Thailand Ministry of Education Rules and Regulations and the Private School Act. Parent and Teacher Representatives are elected by their peers. Once chosen, all new members receive training specific to their responsibilities. Within the Governing Board there are three sub-groups: (1) the School Principal, School Director/Licensee, and School Manager; (2) the Board Chair, appointed by the owner, and an Educational Specialist in administration and school management; and (3) the teachers' representative and the parents' representative.

The current Administration Team was organized in summer, 2016 at the direction of the Governing Board and under the leadership of the Principal, new at that time, to include also the School Director, School Manager, Head of Academic Affairs, and the Head of Student Affairs. An Administrative Responsibilities Plan and Administrative Organizational Chart were created subsequently and approved by the Board, with a Deputy Director position added to the Administration Team in 2017, and Dean of Students in 2018. This structure can be seen in the chart below which also is prominently displayed in the NIS Administration Building with the names of all individuals holding positions of responsibility.



Governing Board policies support the school’s Vision, Mission, and ESLOs and adhere to School Quality Standards: program, curriculum, assessment, teacher, facility, management, governance, student, time management, educational objectives, and campus life. Should any changes to the school’s belief, philosophy or student expectation statements be sought, they are brought forward by the Principal and Administration Team for Governing Board approval. To keep Board members current on educational matters, they are informed by the Principal of Professional Development opportunities available to them, and specific to NIS, he and the School Manager report on student progress, school programs, budgetary, business and accounting matters.

Complaints and conflicts are handled primarily at the site level, with the Principal maintaining an Open-Door Policy. Matters deemed to be of greater concern are referred to the Board. As an outcome of the current self-study, even though conflict resolution practices are in place, *the school recognizes that a formal and specific Conflict Resolution Policy needs to be developed and implemented.*

Annual evaluations of the Administration Team and other site level personnel are conducted by the Principal. The Principal, in turn, submits an annual self-evaluation to the School Owner and Governing Board Chair who assess his performance based on achievement of Schoolwide Goals and Priorities set at the beginning of each school year. At the direction of the School Owner, the Board then reflects on and evaluates its own performance with regard to academic, fiscal, enrollment, facilities, and marketing accomplishments for the school year and determines areas for growth.

A3. School Leadership

To what extent does the school leadership make decisions to facilitate actions that focus the energies of the school on student achievement of the schoolwide learner outcomes, i.e., global competencies?

To what extent does the school leadership empower the staff?

To what extent does the school leadership encourage commitment, participation, and shared accountability for student learning in a global environment?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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

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

Evaluation of Existing Processes: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning and global citizenship.

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

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

Defined responsibilities, policies and practices relative to leadership are clearly in place at NIS and documented within the *Staff Handbook, School Organizational Chart, Administration Duties and Responsibilities Plan, Employment Contracts, teachers' job descriptions, Teacher Performance Plan, Observation templates and written Evaluation Procedures and Rubrics*. Documents are used at the time of employment, during orientation and staff development, and as needed, with periodic review and updating.

Existing structures provide for effective internal communication, planning, and conflict resolution. As detailed in A2 above, the Governing Board provides overarching supervision and decision-making in such areas as budget approval, review of operational plans, improvement projects, and matters regarding personnel and facilities referred to them. Board meetings held three times per year are transparent with the inclusion of both teacher and parent representation. The Administration team responsible for site operations meets weekly. Monthly meetings are held by Leadership Team/Department Leaders, Staff, and Parent-Teacher-Student Association (PTSA). In addition to his PTSA participation, the Principal conducts quarterly Parent Support Group meetings in one of the five major home languages. The Student Support Team meets weekly to address student referrals and interventions which pertain to well being, academic, behavioral, and/or social-emotional issues. Additional forms of communication with leadership include surveys, the Principal's quarterly *Timely Matters Memorandum*, the use of staff Google accounts, and ClassDojo.

Co-Curricular structures and offerings for stakeholders to extend and support student learning cover a wide range from sports, music, art, and clubs, to such schoolwide events such as Winter Carnival, International Day, Young Scientists Series/Science Fair, PTSA Family Fun Day, Spring Musical, art shows, exhibits and concerts, to staff participation through Leadership Team, WASC Focus Groups, and Schoolwide Committees.

Academic progress is monitored with the use of Measure of Academic Progress (MAP) assessment data grades K-12; Manga High, Reading A to Z, and 6+1 Writing Traits learning platforms for students in the AAP; and the review of summative and formative assessments by the Administration Team, Department Leaders, and the Learning Support Specialist at all levels.

Leadership's attention to child safety is evident through its 2019-20 Child Protection and Safeguarding Policy Handbook. With the Counseling team having updated definitions of abuse, and recommended a child safety team be established and staff trained in best practices for Child Protection, a staff survey was conducted in 2018, four staff were sent to a Jane Larrson Child Protection Workshop, a Counseling and Safety Committee was formed, policies were updated and the above cited handbook compiled. However, regardless of these steps taken, leadership still finds further staff in-service training and full policy implementation to be a major growth area.

Finally, to promote a globally minded culture, the administration and staff work together with students and parents to plan and celebrate numerous events and activities. Included are such examples as UN International Peace Day; classroom activities and lessons relative to Thai religious and cultural holidays specific to other countries; the school's 60 hours of community service requirement for graduation; fundraisers to support local orphanages, dog rescue groups, and other needy causes; and cultural field trips to provide an insight into Thai agriculture and tribal customs.

A4. Staff

To what extent are the school leadership and staff qualified for their assigned responsibilities?

To what extent are the school leadership and staff committed to the school's purpose?

To what extent do the school leadership and staff engage in ongoing professional development that promotes student learning in a global society?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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

Child Protection: The school has recruitment policies and executes rigorous recruitment procedures that ensure all employees and volunteers are of sound moral character and are suitable people to work with

children and young adults. These procedures may include criminal records/background checks, training, and/or other such means as may be suitable.

The school has developed and adopted a code of conduct and written guidelines for appropriate behavior of adults towards children and children towards other children. All faculty, staff, volunteers and contractors agree to abide by this code of conduct.

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

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

Defining and Understanding Practices/Relationships: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

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

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

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

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

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

Defining and Understanding Practices/Relationships: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

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

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

The NIS Governing Board and Administration have developed and implemented clear employment policies and practices which comply with the Teachers Council of Thailand (aka Kurusapa) guidelines to ensure all instructional and support staff are qualified for their assigned positions.

Hiring procedures include position posting, applicant screening by the School Director and/or the Principal, Selection Committee documentation review and in person or Skype interview(s), and top candidates' reference checks made by the Principal. Background checks through law enforcement agencies of the applicant's home country and Thai Police Department (fingerprint checks) are conducted next and candidates' professional documents are authenticated by the NIS HR Department (teaching license, certificates, credentials, degrees, professional certification). In addition, the school is in the process of developing hiring policies and procedures applicable to all employees, volunteers, and contractors who work with children.

To further ensure child safety, a Teacher's Code of Conduct and written guidelines for appropriate behavior of adults towards children are included in the Staff Handbook and Child Protection and Safeguarding Policy Handbook, and children's behavior toward other children in the Student Handbook. Any incidents of inappropriate behavior – initiated by adults or children - are investigated by the Administration with appropriate actions taken.

Additional safety training and measures taken include:

- Individuals attending Jane Larsson Child Safety Workshop, November, 2018.
- Training by Child Protection Advocate and HUG Project Founder Wirawan Mosby.
- All Thai staff attending a Thai Government/ISCN mandated Child Safeguarding Workshop in May, 2019.
- Contracted services of an independent child protection consultant as part of NIS annual staff development, August, 2019.
- Providing first aid, Cardiopulmonary Resuscitation (CPR), and Automated External Defibrillator (AED) training to staff.
- Installing two AED units in key locations on the campus.
- Updating of the school's emergency procedures by the Safety, Security, and Student Welfare Committee.
- Conducting annual fire drills and scheduling a lockdown drill in March 2019, though cancelled due to air pollution and rescheduled.

Once hired, new teachers are supported with appropriate orientation including HR, Immigration, and Finance Department information; use of PowerSchool; lesson planning/UBD development; classroom management; academic and student support and emergency procedures; peer mentoring; and informal administrator conferencing and formal planning (including Teacher Performance Plan development with the Principal), in addition to working closely with grade level or subject area colleagues.

As noted previously, there were significant leadership changes in 2016 and the subsequent establishment of an Administration Team to include School Director, School Manager, Head of Academics, Head of Student Affairs, Deputy Director (2017), Dean of Students (2018) and redesignating the Head of Student Affairs role as Activities Director. With roles clearly delineated on the NIS Organizational Chart and in the Administration Responsibilities Plan, the leadership structure is reviewed annually and Department Leaders selected to serve as (communication) links between the teachers and Administration.

Other specialist positions which support student learning and well being include: School Counselor, Learning Support Specialist, AAP Teachers, a Middle School Support Teacher and Teaching Assistants.

Professional development for all staff is funded with an annual budget of 400,000 baht (\$13,072. USD) and managed by a Professional Development Committee which processes requests based on teaching and learning needs, NIS Goals and Priorities, individual Teacher Performance Plans and Professional Development Plans. In addition schoolwide professional development is provided as needed to support educational programs and initiatives such as MAP Data Analysis and WASC Training. As noted previously, NIS values professional development essential to the skills and abilities which foster *global competencies - collaboration, communication, creativity, and problem-solving - for all students*

With regard to professional compensation and evaluation, the Governing Board adopted in 2018 a Merit-Based Salary Schedule including six domains within a Teacher Evaluation Rubric: (1) planning; (2) classroom culture; (3) teaching; (4) assessing; (5) quality of student learning; and (6) professional responsibilities. Relative procedures require all teachers submitting a Teacher Performance Plan (TPP) at the beginning of each academic year, a meeting with the Principal to discuss and review TPP goals, and both formal and informal observations throughout the year conducted by the Principal or other Administration Team member(s). Teachers are given written feedback including commendations and recommendations following each formal observation.

Professional Development during the past three years which has most effectively enhanced classroom instruction and student learning includes: 3-day MAP Assessment Training in 2016 which impacted teachers' understanding and use of data analysis for the purposes of class placement, class groupings, instruction, and school strategic plan development; Northwest Evaluation Association (NWEA) advanced MAP training on assessment and data analysis practices attended by the Head of Academics; Improving Everyone's WASC IQ training conducted Dr. Marilyn George and Barbara Parker; the 2016 and 2017 EARCOS Conferences attended by the Head of Academics and the Principal who shared relevant information on a variety of topics; and most recently workshops, seminars and conferences on Google Classroom, Google Forms, Maker/STEM, Child Protection, and Effective Classroom Support for Teaching Assistants, with attendees sharing information acquired with teachers and staff.

A5. School Improvement Process

To what extent does the school leadership facilitate school improvement which is driven by plans of action that enhance quality learning for all students?

To what extent does the school leadership facilitate school improvement which has school community support and involvement?

To what extent does the school leadership facilitate school improvement which effectively guides the work of the school?

To what extent does the school leadership facilitate school improvement which provides for accountability through monitoring of the schoolwide action plan?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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

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

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

NIS demonstrates caring, concern, and high expectations for students through an atmosphere of respect for individual differences, an environment conducive to learning, and specially designed programs to meet the needs of learners. Examples of such programs and resources include the AAP created to support new elementary and middle school students who are not able to immediately enroll into the mainstream educational program due to language and literacy deficiencies; the Learning Support Specialist who works largely with students reading below grade-level; and "push-in and pull-out" instruction, modified curriculum and instructional differentiation. A full-time ELA Support teacher collaborates with subject area faculty to help make content more accessible to students; Honors, College Prep, and Sheltered classes are offered at the high school level; tier MAP test scores and teacher recommendations are used to help ensure students are properly placed; and students seeking to challenge themselves are permitted to enroll in advanced classes with parent permission if prerequisites have not been met. In addition, care and concern are demonstrated through grade level recognition assemblies, International Day, PTSA Family Fun Day, and a Study Buddy program.

As noted above, a culture of openness and transparency is promoted and exhibited through shared-decision making processes and planning, the Principal's Open-Door Policy, Parent and Teacher representation on the Governing Board, and the (Department) Leadership team which serves as a conduit between the Administration and teachers.

Staff Meetings provide a mechanism for two way communication of information and concerns, quarterly Grade Level Parent Support Groups offer a forum for parents, and Student Council (Grades 9-12) frequently serves as a "sounding board" regarding decisions that affect student academics, behavior, activities and special events.

Most recently, WASC Focus Groups and Schoolwide Committees have furthered collaboration and shared-decision making through the self-study process and restructuring of the Schoolwide Action Plan.

Updated in 2016, 2017 and 2019 to reflect and address WASC Probationary Progress reporting and the current full self-study, the Schoolwide Action Plan pays particular attention to student achievement data, critical learner needs, schoolwide learner outcomes, and achievement of academic standards. Measures

relied upon include: Grade Point Averages (GPAs), grade level achievement, MAP testing data, SAT and PSAT results, Advanced Placement (AP) test data, Reading A-Z/Raz-Kids reading assessments, MangaHigh math performance, and Words Their Way spelling assessments.

Since 2016, the Administration and Leadership Team have developed annual goals and priorities aligned with the Schoolwide Action Plan, resulting in continuous improvement in instruction, curriculum, student support, school safety, facilities, finances, and communication. In 2017 a 5-year Curriculum Review Cycle was established incorporating each subject area: Science, Mathematics, Social Science, English Language Arts and Electives. Other examples of changes resulting from the self-study process include the adoption of an A-B-C Rotating Block Schedule in 2016 and revised A-B-C-D to increase instructional time in grades 6-12; the addition of a five-minute Homeroom Period each morning (extended to 10 minutes in 2018); construction of a Design and Technology facility, playground improvements and expansion of ECC classrooms in 2017, and a new Art Studio in 2018; relocation of the Elementary Computer and IT Labs; first aid, CPR and AED training; and updating of the school's emergency procedures, after-school pick-up procedures; and an after-school tutoring matrix.

As previously stated, the NIS budget development process is collaborative between the Governing Board, Administration Team, and Department Leaders with input from teachers. With 70% of operational funds directed at supporting personnel, a new budget allocation formula was introduced for SY 2019-20 based on per student funding for the ECC, Elementary, Middle and High Schools, as well as K-12 Fine Arts and PE/Athletic funding. This new model also funds Professional Development using the same formula. As reported by the school, *this cooperative and transparent process ensures adequate allocation of time, fiscal, personnel, and material resources to support the implementation, monitoring, and accomplishment of the schoolwide action plan.*

A6. Resources

To what extent are the resources available to the school 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: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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

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

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

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

Well-Qualified Staff: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs including online instruction and college/career.

The NIS annual budget is developed collaboratively between the Governing Board, Administration, and Leadership Teams. This approach has been found to support the school vision and mission as well as academic achievement. Budgetary issues are frequently included on meeting agendas in order to obtain

input from across the school community. A budget review conducted by the Principal in 2016 concluded that the school has a strong financial foundation capable of sustaining the school for many further years. With this knowledge the school felt able to develop longer term plans with greater confidence such as a 5-year curriculum review cycle and the establishment of new academic programs such as the AAP and Design & Technology programs. Further investment in facilities has also taken place including the modernization of the Early Childhood Center classrooms and construction of an Art Studio. During the visit, teachers reported general satisfaction with the current resource allocation procedures and stated it was a significant improvement on previous years with increased teacher involvement and transparency with the decision making process.

The school's annual budget and funding allocations are established on quality business and accounting practices, with protections against mishandling of instructional funds built in as well as an annual audit. The budget process ensures fixed costs are covered (70%) before further allocations are made. A new allocation formula was adopted by the school in 2019, based on per student funding for the ECC, Elementary, Middle and High Schools, as well as K-12 Fine Arts and PE/Athletic funding. The same model will also fund Professional Development. This process is yet to be reviewed but initial reports are positive and in meetings with staff it was identified as supporting longer term financial and resource planning.

Departments submit budgets during the spring for the following academic year. These are then reviewed by the Principal and School Manager, who then develop a preliminary budget for review and modification (if needed) by the Governing Board. Once the budget has been approved, purchases are made using a requisition and approval process involving Department Leaders, the Principal, and the School Manager. These procedures ensure accountability, protect against the mishandling of school funds, and serve as a means to internally audit the budget regularly. The Principal, School Manager and Governing Board work together to ensure that business and accounting practices comply with Board policy and the Thai Government Private Schools Act.

The school established a Schoolwide Safety Committee in 2017 to monitor and review existing policies and conduct periodic inspections. As a result various safety measures have been put in place in recent years including additional exterior and interior fencing, the purchase of air purifiers and the installation of air conditioner filters. Although recommended procedures and protocols have been established by the committee, further work is needed in establishing these as part of regular school routines.

During the visit it was evident that the school is well maintained and safe. Those areas of the school which had received recent investments such as the Design & Technology workshop, the Art Studio and the ECC are high quality, purpose designed spaces that support student learning. There are plans already in place to provide a cover for the outdoor basketball court. However other areas of the school, while generally in a fair condition, may benefit from some attention in the near future. In particular it was observed that the library, the play facilities and some of the older secondary classrooms were in need of modernization. Parents and students also expressed a particular desire to improve the library facilities for students as well as the auditorium.

School buildings and facilities have been designed and constructed in compliance with the Thai government building regulations and building codes. There is a published duty roster for recess and lunch times and during the visit this seemed to be effective.

Emergency and Fire Drill information as well as Evacuation Route Maps are displayed in all offices and classrooms, while all classroom and building entrances and exits are unobstructed. Issues have been raised by staff in post fire drill surveys regarding the evacuation route and this has been addressed by the school.

The school has developed and implemented appropriate purchasing policies and procedures for

acquiring and maintaining adequate instructional materials and equipment. Teachers report they have access to necessary instructional materials and the procedures for acquiring these items is effective.

The school allocates sufficient resources to the hiring process and ongoing professional development of its staff and makes use of TieOnline and its social media avenues to advertise vacancies. During the visit the school confirmed that this approach has fulfilled their needs.

The recently established professional development committee has responsibility for approving teacher requests to attend training, and initial reports suggest this is a welcome improvement. In an effort to retain experienced teachers performance-related pay has also been introduced. Due to the clarity and transparency of the process, there appears to be general support for this development. Teachers are also given access to educational loans at 0% interest that is repaid in installments through their salary. Teachers report finding this service valuable to them and supports them in their professional growth.

During meetings with parents and teachers, the retention of the best teachers is a cause of concern for many and the school is considering how best to address this going forward. In particular teachers expressed some discontent with compensation and the lack of retirement plan.

A7. Resource Planning

To what extent do the governing authority and the school leadership execute responsible current and future resource planning?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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

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

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

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

The school has developed a long-range resource plan that is reviewed annually and aligned with the school's vision, mission, schoolwide learner outcomes and which supports academic standards. Since 2017, a three year budget plan has also been in place to provide funding for four key areas; (1) academic; (2) financial; (3) facilities; and (4) marketing. School administrators report that the owner, is very willing to invest in personnel and programs and that there are sufficient financial reserves to account for economic fluctuations. The school is in the process of developing a new plan for 2019-22 and during the visit this was still in the drafting stage.

The school administrative team are tasked with the development of the master resource plan and before significant investments are made research is conducted into possible 'best practice' solutions. For example research was conducted at other schools regarding admissions assessment processes and how best to introduce standards based reporting to the school community. The school also conducts in-house research to identify needs as with the technology development plan.

All school staff are involved in the planning process and school leaders welcome feedback. All stakeholders are kept informed of developments and future plans however the school may wish to explore ways in which to involve students and parents in the planning process. During the visit, parents did not seem fully aware of the school's future plans and expressed a desire to be better informed about the process. The school reported they hold regular meetings and send home communications regarding future plans for the school, however they feel there is further work needed to better engage parents.

As a privately owned school, NIS complies with the Thailand Private Schools Act and the Thai Director is responsible for ensuring compliance with these requirements. The school is in good standing with all official offices and related educational entities.

In 2016, the school implemented an effective 3-year marketing plan which is credited with increasing student enrollment. The school has a positive social media presence across a range of platforms appropriate for the community. In discussion with the business and marketing team, the Visiting Committee established that constructive conversations are already taking place regarding the next phase of the marketing strategy and will be focusing on solidifying the foundations and further enhancing their community connections.

CATEGORY A: ORGANIZATION FOR STUDENT LEARNING

Areas of Strength for Organization for Student Learning (if any):

- NIS has a clear, overarching vision and mission in place which define and shape its purpose and programs.
- ESLOs, which are maintained for all students and revised to be current, drive teaching and learning.
- The NIS Governing Board effectively represents stakeholders, is compliant with the Thai Ministry of Education guidelines and policies, and through its tri-annual meeting structure responsibly oversee policy changes, the school plan, the budget, and personnel evaluations.
- The effectiveness of school leadership is seen through a clearly defined structure with specified roles and responsibilities, shared decision making, extensive communication systems in place, and the school community's global minded culture.
- Recruitment and hiring policies are efficacious in attracting qualified faculty and staff to NIS; employee support, professional development, and evaluation practices work toward maximizing employee effectiveness and retention.
- The school's use of data has expanded student support programs, increased academic rigor, and improved learner performance.
- Cultural differences are recognized and celebrated through schoolwide assemblies, activities, events and the increased global mindedness of stakeholders.
- The NIS Schoolwide Action Plan is a driving force in planning, promoting, and accomplishing ongoing school improvement.
- NIS has a strong financial foundation; sound, collaborative budgeting processes; and a demonstrated commitment to invest in students and their safe well being, personnel, facilities, equipment, technology, and curriculum resources.
- Resource accountability and proper planning are found in the school's financial records, its 3-year Financial Plan process, its 3-year Marketing Plan (resulting in increased enrollment) and its newly implemented 5-year Curriculum Review Cycle.

Key Issues for Organization for Student Learning (if any):

NIS has identified the following Areas for Growth with which the VC concurs. The need to/for:

- Align the ESLOs with the Global Competencies.
- Develop and implement an ongoing process for an annual review and refinement of the NIS vision and mission statements as well as the ESLOs.
- Identify and offer professional development opportunities for Governing Board members.
- Clearly communicate and publicize to all stakeholders the names, positions, and responsibilities of the School Board Members.
- Develop and implement a Conflict Resolution Policy which will assist in resolving issues concerning personnel, personal, and/or professional matters.
- Annually review, update, revise, and distribute the NIS Staff Handbook to ensure all policies, rules, and regulations are clearly communicated and transparent for all personnel.
- Develop and administer an annual Teacher and Staff Survey, using the data to drive school improvement.

- Provide ongoing Child Protection professional development and training for all personnel and ensure the Child Protection Handbook is followed by all staff members.
- Maintain a shared decision making process which provides all stakeholders with a “voice” regarding school improvement.
- Develop, augment, and enrich the breadth and depth of the Teacher Orientation Week for all new and returning staff.
- Develop and implement a long range Professional Development Plan that is congruent with the NIS Strategic Plan.
- Identify and align the systems, structures, and methods that facilitate school improvement focused on the quality of learning for all students.
- Ensure the budget process – including the annual school budget and long term financial plans – are transparent and shared with all stakeholders.
- Ongoing development and implementation of “short term” marketing strategies and a long-term plan (2019-22) to promote increased enrollment and a balanced diversity.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

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| <ul style="list-style-type: none"> ● Admin and Department Leaders (List) ● Administrative Organizational Chart ● Administrative Responsibilities Plan ● Admission Records ● Annual Goals and Priorities (2018/19) ● Annual Professional Development Report (2017/2018) ● Various Syllabi ● Teacher Employment Contract - Blank ● Budget Allocation Formula 2019 (available upon request) ● Budget for Schools Sections 2019-2020 ● Child Protection and Safeguarding Policy Handbook 2019/2020 ● Curriculum Review Cycle 5-year ● Education Technology Plan ● Elementary Post Fire Drill Teacher Survey ● Enrollment Records ● External Assessment Data (AP, MAP, SAT, PSAT, Magna High, etc) ● High School Course Catalog ● Job Description for the Governing Board ● Leadership Team Agendas and Meeting Minutes ● Marketing Action Plan and Brochures ● Ministry of Education Rules and Regulations (available upon request) | <ul style="list-style-type: none"> ● NIS Job Descriptions ● NIS Mission Statement, Philosophies and Beliefs (2018 Staff Survey Results) ● NIS Probationary Progress Report ● PTSA Meeting Agendas (available upon request) ● School Organization Chart ● School Website (Mission & Vision) ● Schoolwide Goals and Priorities ● Schoolwide Action Plan 2018 ● Staff Handbook ● Student and Parent Handbook ● Student, Parent, Teacher, Staff, and Guest Acceptable Use of Technology (2013) ● Study Buddy Program 2016-17 ● Teacher Evaluation Procedures, Rubrics, Samples and Scoring Guidelines. ● NIS Probationary Progress Report ● Teacher Performance Plan Samples ● Teacher Survey Results ● Thailand Private School Act (English) ● Three-Year Financial Plan ● Vision & Mission of NIS ● WASC Focus Group L |
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CATEGORY B. CURRICULUM, INSTRUCTION, AND ASSESSMENT

B1. What Students Learn

To what extent does the school provide a challenging, coherent and relevant 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?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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

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

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

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

Accessibility of All Students to Curriculum: A rigorous, relevant, and coherent curriculum that prepares students to be global citizens is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for all students toward achieving the standards.

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

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

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

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

Policies — Rigorous, Relevant, Coherent Curriculum: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, use of technology, etc.

Articulation and Follow-up Studies: The school conducts student follow-up studies that provide insight to the effectiveness of the instruction to prepare students for pursuing further education, entering the workforce, or meeting their personal goals.

According to a staff perception survey the faculty keeps up to date on current educational research and methods through various face to face (staff collaboration, internal professional development), online (Youtube/ webinars, online courses) and other sources (printed professional resources, independent research, pursuing further education). Teachers apply for professional development, after which the applications are reviewed by the professional development committee, which then approves or denies the request. The requests are reviewed on a “first come, first served” basis, and teachers are expected to share their learning with the school community. There does not seem to be an established structure for the institutionalization of this communication. Equity in professional development requests has been discussed, but no decisions on how to ensure equity have been made.

According to survey data, all teachers adapt their curriculum and unit planning to meet student needs, and base these instructional decisions on formative assessments, MAP data and feedback from students’ former teachers. Teachers have been trained in MAP data analysis either by the NWEA rep, or, for newer teachers, by the Head of Academic Affairs during orientation. The adjustments to instruction according to assessment data is done on a teacher by teacher basis. There does not appear to be an institutionalized structure of data analysis and targeted adjustments to curriculum and instruction. With the implementation of Rubicon Atlas as a curriculum mapping tool, it is hoped that this process will become more structured and routine.

The development of the AAP, implemented in January 2017, is in response to needs identified through admissions testing. The AAP conditionally accepts students who did not qualify for regular admissions and is designed to scaffold them into readiness for the mainstream elementary program at NIS. This program was expanded to include grade 6 students in 2018-19. The process by which students are exited from the program has yet to be fully finalized.

The school also uses MAP data to group students by RIT scores. MAP Science was adopted by NIS in May 2018. This data will be used to measure the effectiveness of the 2018-19 adoption of the Next Generation Science Standards (NGSS) in school year 2019-20.

The standards which NIS’s teachers use to plan their courses are based on the US Common Core Standards as well as other international curriculum frameworks.

The school utilizes standards-based reporting in the ECC and MS. These teachers drafted subject-specific grade level benchmarks for reporting purposes.

The elementary school began research on standards-based reporting in 2017-18, continuing through 2018-19, with an aim to begin implementation on a trial basis in the latter part of 2018-19 or the beginning of 2019-20.

Administration began the curriculum alignment process in the 2017-18 school year with the collection of curriculum documents from teachers. This process continued through the 2018-19 school year.

Additionally, Rubicon Atlas was approved for purchase in January 2019 and the school has begun implementation of the program. This process is taking hold slowly to allow for incremental training and attention to the curriculum mapping process. A set timeline for full implementation has yet to be established.

NIS requires that teachers embed the ESLOs in each unit of study, as a part of the UbD process. Each form of assessment has to be linked in the unit plan, to one or more of the ESLOs. Teachers collect representative samples of student work each quarter. The school focus on the ESLOs does not include reporting on student achievement in this area.

Department leaders reviewed curriculum documents in 2018-19 to determine the level of alignment between the curriculum and ESLOs. A majority of teachers report that the ESLOs are embedded in their assessment practice.

The school provided examples of global mindedness include their participation in the UN International Day of Peace, the grade 8 research project, and the school's International Day.

The school reports that there is congruence between targeted standards, ESLOs, mission and vision and classroom instruction. Teachers maintain records of their standards, and the ESLOs are clearly posted throughout the school. Because the curriculum has not been fully recorded, there are not identified structures for identifying essential standards with an aim towards vertical alignment, and there is not a schoolwide practice of posting standards-aligned objectives, it is difficult to determine the true level of congruence between what is planned, what is taught and what is assessed.

According to classroom observations, there are varying degrees of student engagement. Some classes demonstrate engagement at high levels of Bloom's taxonomy, others still have more traditional, teacher-centered pedagogy. Teachers appear to care about their students, and in conversations with the students it is clear that this is recognized and reciprocated. The degree to which the standards are covered is indeterminate due to the aforementioned factors concerning curricular congruence.

NIS has small class sizes, which is claimed to aid in student accessibility. Students are streamed according to language and math ability. NIS offers rigorous course offerings and college readiness exams.

NIS appears to lack well defined expectations in terms of differentiation in classroom instruction.

NIS measures student achievement through class-specific formative and summative assessments, quarterly report cards, parent-teacher conferences, MAP, other standardized exams (PSAT, SAT), and university matriculation.

NIS reports on student achievement, as described in the school profile, but lacks time-bound targeted measure of success in this regard.

Teachers in different disciplines coordinate to connect cross-curricularly. Different departments also plan collaborative activities which allow for integration and teamwork. Examples include: Arts students creating paintings and artwork for music performances; environmental science students partnering with vocational training to build a hydroponic system and utilizing the facilities for growing plants; GeoGebra assignments (CS & DL department) were shared with the math department for suggestions and comments.

The curriculum is reviewed according to a 5-year review cycle. The design for the review cycle is refined by administration and department leaders with specific curriculum needs in mind. For example, due to the lack of a formal science curriculum, science was brought forward to be reviewed in 2017-18.

Rubicon Atlas was approved and adopted as a curriculum mapping tool in January 2019. As of the time of the WASC visit the school reported implementation of curriculum recording on Rubicon Atlas at a rate of roughly 35%. There is as of now no clear timeframe for full implementation.

Following the adoption of the Rubicon Atlas platform, the leadership team is now more able to assess curricular gaps and modify scope and sequences accordingly. Prior to this, the curriculum mapping process was carried out via unit plan reading and professional dialog. The use of reporting data via curriculum mapping software has resulted in this process becoming more efficient and effective.

In the 2018-19 school year, the Elementary division and Science department reviewed possible science curricula. Elementary is adopting Inspire by McGraw Hill as a science curriculum in grades 1-5 and in the AAP for 2019-20. The Elementary will formally adopt the NGSS standards alongside this new curriculum for the 2019-20 school year. A standardized testing package (MAP Science) was implemented in Spring 2018.

Elementary utilizes the Reading A-Z program's differentiated curricular resources for instruction and leveled texts to provide students with appropriately challenging reading materials and activities. Teachers keep records of all students' reading levels so that activities and resources being used and assigned are appropriate for each student and meets their learning needs.

In 2018-19 the curriculum review was for mathematics. The middle school is in the process of reviewing possible curricula. The ECC, Elementary, and High school will stay with the programs that they have currently.

The ECC has developed a curriculum guide to ensure not only that students are learning skills to prepare for grade 1, but also that they are engaging in developmentally appropriate tasks.

NIS's Learning Support Specialist provides interventions and targeted instruction to students who require these services in Elementary. The Learning Support Specialist also meets regularly with homeroom teachers and the Student Support Team to discuss students who are receiving these services. Homeroom teachers also collaborate with parents to set manageable goals for these students.

AAP teachers work closely with Admissions and homeroom teachers to ensure that specific student needs are being met when students transfer to NIS or transfer from AAP to Elementary. In addition, in October 2018, AAP was expanded to provide services to middle school. The findings showed that many new ESL students in Middle School needed support before entering mainstream classrooms.

The curriculum review year for social studies is 2019-20. As the department works towards creating the report card, teachers will adapt standards to reflect current practice.

There are varying levels of structures for collaboration at NIS. ECC and Elementary have collaborative planning time with their grade level in their schedules. However, Middle School and High School teachers currently do not have a regularly scheduled time to collaborate in planning and assessments with their colleagues. Teachers are proud of the culture of collaboration at NIS, but expressed having meetings with the sole purpose of collaboration would be beneficial to curriculum alignment and student learning. Currently, teacher collaborate informally and meet on a needs basis. Feedback can be disseminated at

the Leadership team level via each Department Leader, and subsequently at administration level if necessary.

NIS has clear graduation requirements and grade reporting procedures. NIS does not yet have an established assessment or grading policy. School effectiveness against global norms is measured by student achievement data, including college acceptance data. Curriculum is adapted for local context. The school states that the curriculum review cycle ensures the regular review of the curriculum and its relationship to current practice. The school hopes that the use of Rubicon Atlas will provide more structure for future curriculum review.

The structure for communicating with alumni is stated to be informal, with the chief avenue being visits from graduates. The school does not have a clear and routine structure for gathering data on their graduates as they navigate university and/or careers.

B2. How Students Learn

To what extent does the professional staff use research-based knowledge about teaching and learning?

To what extent does the professional staff design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and schoolwide learner outcomes?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Research-based Knowledge: The administrators and teachers use a variety of strategies 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 based on the schoolwide learner outcomes and academic standards.

Planning Processes: The planning processes, including the use of formative assessment results, focus on the engagement of all student activity at a high level of learning consistent with the academic standards and schoolwide learner outcomes, i.e., global competencies.

Professional Collaboration: Administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem-solving, knowledge, and application. This would include examples of the selection of the instructional approaches based on the learning purpose(s) desired.

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

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

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

Evidence of Results based upon Challenging Learning Experiences: Students working and their work demonstrate critical and creative thinking, problem solving, knowledge attainment, and application skills. **Student Understanding of Learning Expectations:** The students know the standards/expected performance levels for each area of study.

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

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

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

Teachers attempt to remain up to date on their professional knowledge and provide all students with a high-quality education in accordance with NIS's ESLOs and academic standards. Surveys indicated that teachers feel they always or often use research-based learning theories and current educational trends with particular reference to the ESLOs and their alignment to the curriculum to design instructional units.

During the FOL self-study, NIS identified the need to refine and document the planning process. A Curriculum Mapping committee was formed in 2018-19 to pilot Rubicon Atlas Rubicon. Teachers are in the initial stages of inputting their previous UbD into Rubicon Atlas. The schedule allows for collaborative planning within a grade and in divisional subjects. Teachers in the Category B meeting explained that Rubicon Atlas will create alignment and identify gaps in their curriculum planning.

NIS uses external assessments such as MAP, RAZ-Kids, Prodigy, and MangaHigh to inform and modify their instruction. This data is also shared with parents to show a child's progress and growth. The informal formative assessment and anecdotal observations were not mentioned in depth in the report nor the interviews.

At the beginning of the year, teachers complete a Teacher Performance Plan and meet with the principal to create goals. Teachers are formally observed twice a year. The Principal evaluates all teachers based on the Teacher Evaluation rubric which includes the following criterion: (1) planning; (2) classroom culture; (3) teaching; (4) assessing; (5) quality of student learning; and (6) professional responsibilities. Teachers who are not proficient are mentored by the Principal and given explicit feedback in areas to improve.

Collaboration in planning occurs with grade-level teams during common planning time and informally amongst staff when there is a connection across subjects or grades. It was evident that this culture of collaboration has led to effective cross-curricular and grade-level projects, as well as co-curricular activities and school events. Students at NIS connect and collaborate on a variety of projects. The Reading Buddies program in which High School students read with and to Elementary students weekly. Another example of student collaboration is the Scientist Series in which older students teach science content to younger students. High School and Middle School students volunteer to coach JR sports and tutor students who are struggling in academics.

Students in the CS & DL classes in Middle and High School create ePortfolios to document their progress and share their reflections on the Process of Learning. In the Elementary assemblies discuss the ESLOs. In many of the learning environments, student reflections on the ESLOs were displayed.

Professional Development is encouraged and the school is proud of the budget for professional growth. A professional development committee of teachers reviews and approves teachers' professional development requests. On the application form, teachers need to link the PD opportunity to a WASC goal, it also includes a section for teachers to fill in how they will share their new learning. In interviews, teachers expressed their contentment with the new referral procedure. NIS has a budget of 4,000 Baht for professional development, of which they used 71% in 2017-18. NIS does not yet have a system in place that measures how the implementation of teachers' professional development impacts student

learning. Another area of growth the Leadership Team and Administration noted was ensuring equity in accessing PD funds. Schoolwide initiatives to support the development of writing, AP, and empowering Teaching Assistants have occurred in the past two years.

Student assemblies are a conduit for sharing learning and developing skills in communication and caring as well as celebrating student achievements both academically and athletically. The topics for presentations are chosen by the teachers and scheduled throughout the year. There are many fundraisers during the year to raise awareness of community and global issues (ie. Rice Wars, orphanages, dog rescue, etc). The assemblies include Mindfulness presentations, readers' theater, health and nutrition, and other activities.

Teachers incorporate research and reflection tasks, hands-on experience, fieldwork, Socratic methods, scaffolding, and differentiation in order to engage students at higher levels of learning. Additional support is offered for students below proficiency via targeted learning support in ECC and elementary and streamed classes in Middle (three sections) and High School (two sections in grade 9 and 10). More clarity with regards to systems, protocols, and procedures would be beneficial to measure the effectiveness of these approaches.

With the exception of CS & DL program and the Design & Technology class, technology at NIS is mostly a substitution or modification of traditional approaches. In the Schoolwide Action Plan Goal #3 was Technology: *Enhance learning experiences for students by increasing access to technology in the classroom. In addition, teach students how to be competent digital citizens.* The Technology Committee completed and shared an "Educational Technology Plan" in May 2019. The plan includes Vision and Guiding Principles, Current Facilities, Teacher Survey, Professional Development Needs, and Goals. The Visiting Committee concurs with NIS that this plan is a start, but needs to be more forward-thinking and connected to the long term Educational Plan.

Google Suite for Education or Edmodo is used in the Middle and High School and is integral in all subjects. In 2018, the school implemented a Computer Science and Digital Literacy curriculum, which is taught separately as referenced in the syllabi documents. Elementary students use a variety of online resources to support their language and math development. There is little evidence of digital literacy integrated within other subjects and technology use is skill-based as opposed to integrated into content.

NIS surveyed their students for their understanding and awareness of the ESLO at NIS. There was no information on how aware students are of the learning standards. In a College Prep Survey, almost 90 percent of students feel NIS prepares them for the college application process. Through student meetings and interviews a majority of students expressed they feel academically and emotionally supported at NIS.

NIS teachers rely heavily on MAP data to inform instruction and measure students' growth over time. Teachers use a variety of methods to help all students learn, such as; songs, games, hands-on experiences, group discussions, videos, and websites.

In 2018-19 a learning support specialist was hired to support students in Elementary. Students identified as Tier 2 students receive support from the learning specialist in either a "push in" or "pull out" model. There is also a Student Support committee to review referrals for student support. Teachers felt strongly that the committee was responsive and supported teachers in supporting students and families.

NIS students participate in field trips in and around the community. Field trips are requested and must be approved by the administration. AP Capstone students have access to EBSCO and Questia databases. The school has two libraries, for Middle/High and Elementary. NIS teachers expressed that the libraries

are inadequate to support all students' learning, the VC concurs with the teachers' observations. In particular teachers voiced concern about the low number of books as well as an outdated selection. There are plans to expand the library catalog, in addition to further digital learning resources.

B3. How Assessment Is Used Criterion — Reporting and Accountability Processes

To what extent do the school leadership and staff use effective assessment processes to collect, disaggregate, analyze, and report school performance data to all stakeholders about student progress toward accomplishing the schoolwide learner outcomes and academic standards?

To what extent does the analysis of the data guide the school's programs and processes, the allocation and usage of sources, and form the basis for the development of the action plan?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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

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

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

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

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

NIS began the process of developing an Assessment Policy in August of 2018. The aim of developing the policy is to clearly define the philosophy of assessment at NIS and provide clarity on the expectations for stakeholders regarding assessments.

This group met twice in 2018-19 and is continuing throughout 2019-20, with a projected publishing date of May 2020, and implementation to follow in 2020-21.

NIS has collected data on what assessment processes are employed at the school, with departments self-assessing their assessments by perceived effectiveness. All departments rated their assessments as "very effective" or "effective" with the exception of the Thai department who rated their assessments as "not effective".

Efforts have been made to better align the curriculum in order to better align assessment. These efforts include the adoption of the 6-Traits writing framework, and a purchased elementary science textbook. NIS has also adopted the MAP test for science.

NIS also has provided data on the use of formative and summative assessments in classroom practice. The survey data indicates that 95.2% of teachers surveyed expressed that they are using formative assessments daily or weekly, and 100% of teachers find formative assessments to be useful in guiding their instruction.

Additionally, 90.5% of teachers surveyed used summative assessments either weekly or monthly, and 97% of teachers reported incorporating ESLOs into their assessments with a moderate to high regularity. MAP testing in ELA and Math is used to track annual progress, with science being initiated in 2019-20.

A majority (63%) of teachers surveyed believe that MAP testing takes away instructional time in a moderate or excessive level. As a result of this data, administration moved MAP testing to Saturdays. Also, 63% of teachers surveyed report never or rarely using MAP data to guide their instruction.

A majority of teachers surveyed (59%) do indicate that they have been trained on the interpretation of MAP data.

NIS began researching standards-based reporting since 2016. This reporting structure is now implemented in the ECC and the Middle School. A high majority of students (83%) in Middle School report having a good understanding of the reporting system. 80% of teachers have a non-negative (neutral to positive) impression of the success of standards-based reporting.

Parent understanding of standards-based reporting is positive, as is their understanding of their students' progress through MAP and Powerschool.

Parent utilization of Powerschool on a daily or weekly basis is at 90%. Expansion of the standards-based grading/ reporting structure will progress from the present MS courses (core subjects and fine arts) to include PE, Thai, and World Languages.

The 2018 teacher survey indicated that formative and summative assessments allowed students to demonstrate achievement of academic standards and ESLOs. All teachers agreed that their assessments helped them evaluate the effectiveness of their curriculum. Teachers used several different inputs to adapt instructional plans to meet student needs. 90% of teachers used formative assessments, 87% used "in-class behavior", 75% used summative assessments.

In response to identified needs, the Words Their Way (spelling) and 6-Traits Writing curriculums have been adopted.

In order to provide support to an increasing student body NIS established the AAP, designed to grant probational admission to students who do not meet admissions criteria but who "show potential".

Beginning in 2016-17, NIS reformed the PD structure to streamline the process of requesting PD and to emphasize PD offerings that supported the strategic plan, and WASC recommendations.

67% of NIS teachers surveyed take measures to ensure the security of their assessments. The necessity of these measures is more evident to the Upper Elementary and Secondary teachers, with the ECC and Lower Elementary teachers seeing this as less of a need. Teachers indicated that they used the following security measures: using strategic placement of students in the classroom, not allowing electronic devices in class during testing, changing their assessments annually, and providing electronic assessments which are password protected.

B4. How Assessment Is Used Criterion — Classroom Assessment Strategies

To what extent is the teacher and student use of assessment are frequent and integrated into the learning/teaching process?

To what extent are the assessment results the basis for (a) the 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: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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

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

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

NIS teachers reported that they most commonly used: tests, projects, classwork, and presentations. Teachers report they use ESLOs frequently in the classroom.

In 2018, NIS sent out an email seeking feedback from teachers on how the school could improve the collection of student work. This resulted in the creation of a digital evidence collection template intended to define how archive student achievement evidence, provide a more user-friendly interface, provide a platform for training on policy and protocols, and improve monitoring. Teachers have a broadly positive view of the utility of this data collection. Teachers report that the MAP data is either somewhat or very effective at tracking student progress across several years.

NIS collects assessment data from in-class exemplars and standardized and exam scores (PSAT, SAT, AP). This data is analyzed by teachers and administrators to identify areas of curriculum development. This is then used to inform the curriculum review cycle and resource allocation.

Timely feedback was observed in many classrooms throughout the visit. Open questioning and written feedback on students' work was also noted.

CATEGORY B: CURRICULUM, INSTRUCTION, AND ASSESSMENT

Areas of Strength for Curriculum, Instruction, and Assessment (if any):

B1. Current Educational Research and Thinking

- The school introduced the AAP to address learner needs based on data
- There is a variety of co-curricular events which support student awareness of global concepts, perspectives, and issues
- There is congruence between the actual concepts and skills taught, academic standards, ESLOs, and the school's vision and mission
- Students are given opportunities to take ownership of their learning through project based learning
- Due to the small class size, students have access to their teachers
- Teachers and students collaborate to develop interdisciplinary projects

B2. How Students Learn Criterion

- Teachers demonstrate dedication to remaining current in their teaching practice
- Teachers encourage collaboration schoolwide. Students from different grades work together in a variety of ways including buddy programs, peer tutoring, and events like the Inspiring Scientist Series. Younger students learn through the modeling of their older counterparts while older students are challenged to find new and inventive ways to pass their knowledge on to the younger students.
- Students indicate they go through learning experiences that prepare them for college, career, and life.

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

- Stakeholders (parents, students, teachers) report a clear understanding of assessment feedback (PowerSchool, standards based reporting, MAP)
- NIS uses a variety of assessments to help them evaluate the effectiveness of the curriculum

B4. How Assessment is Used Criterion — Classroom Assessment Strategies

- School staff collect and analyze data from a variety of summative & formative assessments
- The more frequent use of MAP data, as well as the inclusion of science MAP testing at the elementary level, has enabled more detailed tracking of student growth throughout the school year

Key Issues for Curriculum, Instruction, and Assessment (if any):

B1. Current Educational Research and Thinking

There is a need for/to:

- More data to be collected in other core-subject areas beyond English Language Arts and Mathematics
- Vertical alignment of the curriculum
- Increase awareness of the school ESLOs, mission & vision in teaching and assessment practice
- Create a structure to allow for formalized collaboration
- Monitor the implementation and assessment of standards school wide

B2. How Students Learn Criterion

There is a need for/to:

- Develop students' understanding of MAP scores and use it to set goals
- Ongoing MAP training for new and returning teachers to inform instructional methods
- Integrate technology to further develop students' global competencies skills

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

There is a need for/to:

- Develop, revise, and implement an assessment policy
- Align assessments vertically and horizontally
- Ongoing training required to access historical student assessment data (including PowerSchool and MAP tests)
- Track individual students' development of writing skills as they progress at NIS
- Formally assess ESLOs

B4. How Assessment is Used Criterion — Classroom Assessment Strategies

There is a need for/to:

- A comprehensive assessment policy
- Professional development on formative and summative assessments
- Analyze and act on data to guide instruction
- Develop the ELA curriculum for ESL students K-5
- Formal teacher collaboration in the curriculum review process

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- AAP Elementary and Middle School Records
- Academic Access Program Curriculum
- Admin and Department Leaders (List)
- Administrative Organizational Chart
- Administrative Responsibilities Plan
- Annual Professional Development Report (2017/2018)
- AP Capstone Syllabus
- AP Testing Results
- Chats with the Principal Note
- Curriculum Review Cycle 5-year
- Data-Reading A to Z Assessment Data
- Formal and Informal Teacher Observation Samples (available upon request)
- GPA and Grade Level Data
- High School Course Catalog
- Individual, Grade Level, and Schoolwide MAP Assessment Data
- Learning Support Specialists Records (available upon request)
- Mainstream Middle School Support Program Records (available upon request)
- Manga High Assessment

- MAP Comparison Data
- Powerpoint Presentations referencing the ESLOs:
- Professional Development Drive
- Professional Development Workshops, Seminars, and Conferences Attended (2018/19)
- PSAT Testing Results
- Raz-Kids Data and Records for AAP
- Reading A-Z Testing Results
- SAT Testing Results
- Teacher Evaluation Procedures
- Teacher Evaluation Rubrics and Scoring Guidelines
- Teacher Evaluation Samples
- Teacher Observation Rubrics
- Words Their Way Data and Records (Available upon Request)

C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

C1. Student Connectedness Criterion — Personal and Academic

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

Strategies Used for Student Growth/Development: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

Support Services and Learning: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students.

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

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

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

In the past three years, NIS focused on improving its student support through the hiring of qualified personnel and creating a Student Support Committee. Currently, to support students, NIS employs three school nurses, a whole school counselor, a college guidance counselor, an Elementary Learning Support specialist, and a Head of Academics and a Dean of Students.

Three highly qualified nurses provide healthcare for the entire school. The nurses respond to health issues for all students and staff. Their other responsibilities include record keeping, communicating health concerns to the community, and creating display boards on health concerns in Chiang Mai. The nurses are present for on-campus athletic events. All nurses are trained in child safety and protection.

The counselors, Learning Support specialist, Head of Academics, and Dean of Students comprise the Student Support Team. In 2018-19 the team created a process for teachers to refer a student for learning or emotional support. Recommendations for student support services can be submitted verbally or online via a Google Doc. In addition, parents have the opportunity to request support for their children. In interviews with teachers, it is evident they feel supported and greatly appreciate the responsiveness of the

Student Support Team. Students overwhelmingly shared they feel supported academically, socially, and emotionally at NIS.

NIS has a college guidance counselor who also serves as the College Board test coordinator. Students in grades 8 and 9 have time to practice taking the PSAT and have two opportunities per year to take the PSAT. The college guidance counselor hosts a variety of activities and events to inform the community of education beyond NIS. She also organizes college visits, research scholarship opportunities and assists students in applying to university. NIS has a *Career Week* across the school to encourage students to think about their future and possible careers. Activities include parent speakers, a future career costume contest, and a CIS university visit. High school students stated they feel very prepared for university, though they would like more options for AP courses.

The Athletics program instituted eligibility requirements. Teachers shared how this has increased student motivation and participation in classes, as well as boosted the community of NIS.

Teachers use a variety of tools to monitor student progress, but the effectiveness and how the results inform instruction is not consistent across the school. There is little documentation or evidence of an inclusive curriculum, which is confirmed by a separate parallel program and streamed classes based on language and math levels in Grades 3-8. The Learning Support Specialist works with students in both a *push-in* and *pull-out* model.

To support ESL students NIS created the Academic Access Program (AAP), a parallel program to the mainstream international program. In October 2018, the AAP expanded to include Middle School students. Students are enrolled in the AAP if their MAP score is more than 6 months below the average RIT score for their age-appropriate grade. AAP students are grouped by ability, therefore teachers have a variety of ages and Common Core standards to teach in their each of their classes. The teacher-student ratio is capped at 1:15. Students can transfer into the mainstream program at the end of reporting periods based on criteria such as MAP scores, reading level, writing rubrics, speaking score, and behavior. . The AAP report card is a narrative on students' performances in each subject. In an effort to smooth transitions into the mainstream program students in the AAP share a common recess & lunch and are able to join clubs. There is no data on the average length a student stays in the AAP.

With the creation of the Student Support Team, there is a comprehensive document of students who receive support. The Dean of Students is responsible for student discipline, school climate, and environment, and to enhance the student support system. Teachers can submit referrals for academic and behavioral concerns. As a member of the Student Support Team, she is able to use pertinent information when working with students who have behavioral needs and discipline issues.

NIS provides a wide variety of clubs and opportunities that connect to the mission to be *caring members of the global community*. Events such as UN Peace Day, music festivals and concerts, Model United Nations, Songkran Festival, and International Day foster a community of learners and help students develop self-understanding. There is little evidence linking the co-curricular activities to the standards or ESLOs, this was confirmed in the Focus Group C meeting.

Students at NIS extend their learning through field trips in which teachers create clear educational goals and prepare students prior to the learning experience. Students expressed they would like more field trips.

The community is well informed of opportunities for co-curricular activities and events through the NIS calendar, newsletter, website, and Facebook page. Some examples of said events and activities are the Annual Art Show, Elementary supporting a local orphanage, Animal Ambassadors Club, and MUN.

The sports program was revamped to include student input in sports offerings. Students can participate in seasonal sports--swimming, soccer, volleyball, futsal, basketball, and badminton. In addition, students from high school can coach the JR sports teams as community service.

NIS gives a multitude of surveys for the students to give feedback. There is not a consistent format nor expectation for surveys. Teachers are perceptive and when they see a need for improvement they often send a survey. From the results of surveys teachers can take action based on the results.

CATEGORY C: SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of Strength for Support for Student Personal and Academic Growth (if any):

- NIS offers many co-curricular and extra-curricular opportunities on and off-campus for students to participate in and maximize their potential.
- NIS offers many community service opportunities for students to engage in the community.
- NIS provides many opportunities for parent and community involvement and exposure such as sporting events, International Day, and Career Week.
- NIS has improved the communication and referral process for student support and discipline.
- NIS created the AAP for students needing intense English support prior to entering the mainstream international program.
- NIS employed more qualified staff and created a strong Student Support Team to broaden their support of students.

Key Issues for Support for Student Personal and Academic Growth (if any):

The need to/for:

- Extend student support into Middle and High School, currently the Learning Support teacher works in Elementary.
- Calibration and consistency in the administering running records
- Consider other campsites/activities for ECC, ES, AAP, and Middle School field trips.
- More comprehensive systems or procedures for analyzing data to create action steps
- Develop explicit programmatic connections between co-curricular activities and events to standards and/or ESLOs
- Build teachers understanding of how to support ESL students in both the AAP and international program.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- AAP Program Data 2017-18
- PSAT Data
- Student Referral Process
- Learning Support Specialist Qualifications
- Dean of Students Job Description
- Changes in Middle School ELA Document
- Athletics Permission and Eligibility Form
- Athletics Website
- Sports Program Schedule
- Discipline Data
- School Nurse Records
- Career Week Photos and Facebook Video
- MAP Data

- Running Records
- Words Their Way Assessment Data
- Counseling referral
- Student Observation Form
- NIS College Counseling Website
- Events and Athletics Calendar (2017-18)
- Various Field Trip Information
- Various Schoolwide Events Evidence
- Various Surveys

D. SCHOOL CULTURE AND ENVIRONMENT

D1. School Environment and Child Protection

To what extent does the school have a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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

Collaborative Culture of Mutual Respect, Inquiry and Communication: A collaborative culture of mutual respect, inquiry and effective communication among and between staff, students, and parents is evident. There is understanding of the importance of cross-cultural communication in improving teaching, learning, and management

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

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

Child Protection: The school has developed and adopted an appropriate definition of child abuse including physical, emotional or sexual abuse, sexual exploitation, neglect and commercial exploitation and inappropriate behavior of children towards other children.

NIS makes every effort to foster a caring and supportive environment that celebrates individuals and diversity and the sense of pride in the school was apparent to the VC during the visit. The school offers numerous activities and events throughout the year to cater for all interests such as music performances, sports teams and arts events, the school Science Fair, Model UN and Mock Stock Market club, there is also an annual International Day. While talking with students and parents, it was clear that the school valued students' academic and personal growth. There is an emphasis on college preparation throughout high school and college acceptances are recognized and celebrated in the community.

The school have in place various initiatives and programmes to foster student self-esteem. In the ECC they have Star of the Week, Show and Tell with Bobby Bear, Behavior Bucks and Classroom Rewards and Bucket Fillers. Elementary student achievement is recognized in weekly assemblies and the Bucket Filler and ClassDojo are also employed.

Secondary students have quarterly assemblies to recognise achievement and at graduation, senior awards such as Valedictorian, Salutatorian, Sports Achievement, Commitment Award, and the All-Around Excellence Award are presented.

Across the school there are displays of student art work and social media such as Facebook and the NIS YouTube channel is used to celebrate student success more widely. Other avenues for celebration of student achievement include the Weekly Bulletins, Yearbook, school website. The NIS Athletics Department also hosts a banquet for all participating athletes during that season with coaches providing a variety of awards to their teams.

The school has an extensive calendar of events that helps to build strong community relationships support cultural exchange, and celebrate school diversity. These events include International Day, Winter Carnival, Career Week, Halloween, and Valentine's Day. In addition, NIS celebrates numerous Thai Cultural events. The PTSA organizes a 'Family Day' event to support cross-cultural communication and the Social Committee organizes events throughout the year to draw people together and create a social community within the school.

The school makes efforts to provide communications translated into multiple languages to better reach the entire NIS community and student volunteers regularly assist as in-house translators for parents and visitors. Monthly PTSA meetings and semesterly 'Talks with the Principal' provide everyone with an opportunity to express their opinions. Parent teacher conferences each semester provide parents with feedback about their children.

Teacher meetings regularly feature a "Good Things are Happening" item in which teachers are celebrated for modelling innovative approaches in their classrooms. Department meetings similarly discuss successful teaching strategies. School administrators have historically supported teacher requests for curriculum innovations and educational activities and the school supports professional development requests. In meetings with the teachers they expressed that they feel encouraged and supported to innovate in their classrooms. In particular, they identified the Teacher Performance Plan process as being an example of how all teachers are supported to improve their teaching practice and innovate.

The school established a Safety Committee in 2017-18 and they have since been working to improve the safety of the school community. In 2018-19 the main focus was the development of fire and lock down procedures. Policies have been developed for Emergency Evacuation, supervision and student sign out, and efforts have been made to ensure all teachers are trained in first aid and the use of the AED. Now that the committee has established these expectations there is need for the school to ensure they are incorporated into regular school life and become the norm. Regular emergency drills should be conducted, evaluated and improved in line with the school's established protocols.

Northern Thailand often has issues with air quality during the annual 'smokey season' and the school has recently purchased air purifiers and filters for all classrooms. NIS also made the decision to adjust the school calendar so that the Songkran holiday was extended enabling the community to leave the area during the worst of the smoke. The school also has suitable plans in place on how to manage outdoor activities while school is in session.

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, International Residence and residential arrangements and on excursions, trips and student exchanges. These policies and practices are reviewed regularly.

The school has a scheduled program of regular, systematic professional training for volunteers, contractors, faculty and staff on student safeguarding, child abuse prevention, recognition, intervention and reporting.

The school has in place formal learning programs through the school experience related to child protection.

The school has developed structured procedures for reporting suspected or disclosed maltreatment or abuse and adopts a formal policy identifying actions to be taken, including informing appropriate authorities.

The school is cognizant of cultural expectations and complies with the legal and ethical expectations and requirements regarding child abuse within the country in which it operates.

The school has adopted the definitions of abuse of the American Academy of Pediatrics and the NIS Child Protection Policy clearly indicates that it is mandatory for all staff to report suspected cases of child abuse or neglect. The formation of the Child Protection Team in 2018 has responsibility for handling referrals. There are articulated process trees in the policy documentation and all staff are made aware of the process through training however the school recognizes that further awareness training is needed for all and will be ongoing.

The Child Protection Policy was revised by the counselling department in January 2018 and is due for further review in 2019. The policy is in line with the Thai Child Protection Act (2003) and the UN Convention on the Rights of the Child (1989). Policies regarding boarding, excursions, community services and all individuals and organisations working with the school are yet to be developed and formalized.

The school is in the process of developing a regular training program for all staff and plans are in place for training to be included within the new staff induction process and the schoolwide professional development program. Since the establishment of the new policy, all school staff have received two training sessions, and Thai staff have received training in their own language. The school Counselor has provided informational sessions to parents and students during the student orientation process in 2019 and there are plans for this to be an annual event.

D2. Parent/Community Involvement

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Regular Parent Involvement: The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the learning/teaching process for all programs. The school involves non-English speaking parents and/or online parents.

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

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

NIS makes appropriate efforts to keep parents informed and involved with their child's education. Regular newsletters are sent out in five community languages, there are semesterly 'Chats with the Principal' with dedicated sessions for five main nationalities and parents receive information through ClassDojo and Line. There is an active PTSA which sponsors academic events and classroom purchases when possible, parents also participate in the recently introduced 'Career Week'. There is also a parent representative

who attends all board meetings. Although parents are involved with the school in many ways, the school has identified increasing parental involvement on a class level as an area for growth. The school makes use of community resources such as using local facilities for field trips and athletic practices. The Thai department organize numerous field trips in the local area for students to learn about and better understand Thai culture and history. Referees from a local university are brought in to support sports events and tournaments and local Thai boxers support a school Thai Boxing Club. The school also partners with the Thai Ministry of Defence to offer an ROTC program for Thai students in grades 10-12. Local professionals and parents are also invited to speak at the annual Career Week event.

NIS communicates regularly with parents through its website, student/parent handbook, weekly email bulletins, and monthly newsletter. Through these outlets, parents are also encouraged to come in and attend monthly PTSA meetings, 'Coffee Morning with Teacher Support Team', and Parent Focus Groups which meet 1-2 times per semester. During the visit the committee met with parent representatives and overall they were highly supportive of the work done by the school and teachers. They feel well-informed about their children's achievement in general and expressed that communication between parents and the school is excellent. The Head of Academics provides training for parents on PowerSchool and MAP but further work can be done engaging parents in this area. Parents have also suggested that the ESLOs be translated into community languages to help them better understand them. The school recognizes the benefit of better communication with parents regarding global competencies and the ESLOs as a growth area and this will ensure they can become a greater part of school life.

CATEGORY D: SCHOOL CULTURE AND ENVIRONMENT

Areas of Strength for School Culture and Environment (if any):

D1. School Culture and Environment

- NIS demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.
- NIS fosters student self-esteem through high expectations for each student and recognition of successes
- NIS supports a collaborative culture of mutual respect, inquiry and effective cross-cultural communication among and between staff, students, and parents
- NIS has developed appropriate policies related to maintaining a safe, clean, and orderly school that nurtures learning.
- Teachers work with students during non-class hours i.e after school sports and clubs in addition to a Saturday Sports Program

D2. Parent Community Involvement Criterion

- NIS effectively uses community resources to support student learning.

Key Issues for School Culture and Environment (if any):

D1. School Culture and Environment

The need to/for:

- Further develop knowledge, awareness, and implementation of child protection policies and practices.
- Review and revise existing policies and procedures to ensure the safety and welfare of all students with particular attention to boarding facilities, International Residence and residential arrangements and on excursions, trips, and student exchanges.
- Establish a formal review process of all policies and procedures.

- Implement policies and procedures consistently.

D2. Parent Community Involvement Criterion

The need to/for:

- NIS to continue to support and encourage teachers to use innovative approaches to enhance student learning.
- NIS to improve the design, collection, analysis and response to survey data from students, staff and leadership.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Extracurricular activities, clubs and sports
- Student performances
- Displays of student work and achievements
- Elementary Assembly
- Photos of school events and field trips
- School documents: Staff handbook, student/parent handbook, Child Protection Handbook and policy, Emergency Drill Procedures, duty rosters,
- Training Documents: Child protection, fire safety, lockdown,
- School Safety Questionnaire and responses
- Fire Evacuation survey and responses
- Home/school communications: community emails, newsletter, social media.
- Meetings with students, teachers and parents.

CHAPTER III: CATEGORY E. ONESQA STANDARDS (FOR ACS WASC/ONESQA SCHOOL ONLY) - N/A

CHAPTER III: CATEGORY F. BOARDING PROGRAM

F1. School Boarding Program

To what extent do the governing authority and the school leadership execute responsible resource planning for the future?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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.

The International Residence, NIS boarding house, is not an official school dormitory, but rather a property owned by the school's owner. The PTSA President volunteers as the Resident Coordinator. Whilst caring for and supervising students she uses NIS student guidelines, rules, and policies. On a visit to the International Residence, the VC noted posted ESLOs and rules on every floor of the house. Student residents confirmed the ESLOs and rules are referenced often.

The Residence Coordinator is not employed by NIS; as a parent in the Chinese community, she volunteers to manage the house and care for students as a service to families not living in Chiang Mai. She communicates often with parents through text messages and phone calls, if needed. Ultimately she is responsible for communication to parents and any issues that may arise. Communication between NIS and the Residence Coordinator occurs constantly and she expressed she feels supported by the school. Because the International Residence is not owned or operated by NIS all financial transactions are managed by the owner's company.

Again, it should be noted that the International Residence is not an official boarding program but it is endorsed by the Governing Board and Administration. Due to the unofficial nature of the International Residence the entire community of NIS is *not completely aware* of the International Residence's existence or purpose, therefore there are no expectations of the program. Parents of students boarding are content with their children's living situation and their children's social growth.

The Residence Coordinator received basic child protection training from NIS and is well informed on medical and safety emergencies. She has the parents' consent to act on their children's behalf if a medical need arises. She communicates regularly with parents on their children's well-being.

The International Residence is a safe and welcoming home in a gated community. It has 14 bedrooms in total and can accommodate up to 20 students. There are five bedrooms on each floor; the boys on the second floor and the girls on the third floor. Each room is shared by two students of the same sex and includes two beds, desks, clothing dressers, and an en-suite bathroom. On the first floor is a large kitchen to prepare meals with a family table to share meals together. The ground floor serves as a game room with musical instruments, a ping pong table, TV, and comfortable seating. There are CCTV cameras in all public areas of the house, as well as motion sensors which signal an alarm to the Residence Coordinator if students are out of their rooms after the 10 PM curfew. Students are able to enjoy the neighborhood and are transported to and from activities by the Residence Coordinator.

NIS stated the Residence Coordinator's reputation in the NIS Chinese community and her Grade 10 son living in The International Residence qualifies her to be in her position. She does not receive a salary, but living expenses for her and her son are covered by the company. In addition to the Residence Coordinator, there is a live-in maid who meets the requirements of NIS and has had a background check in Thailand.

NIS is solely a supportive party to the International Residence; in a meeting with the Focus Group F it was clearly stated the school does not play an active role in the monetary or logistical operations of the International Residence. The Residence Coordinator does receive moral support from the Governing Board and Administration, whereas without local living accommodations these students would not be able to attend NIS. There are no formal evaluations done by the school; however, the Residence Coordinator evaluates the live-in maid.

Currently there are eight Chinese students residing for the entire 2019-20 school year, and several students who live in The International Residence for temporary periods due to family circumstances. The Residence Coordinator is responsive to the students' personal and academic needs. She institutes rules such as no cell phones after 10 PM, homework or tutoring at 3:30 PM, and girls and boys not permitted to be in each other's rooms.

Parents of students who board are informed regularly of their children's academic progress, appropriateness of behavior, and physical, emotional, and psychological well-being. Students are encouraged to reach out to their parents as well, though this is ultimately left up to the individual student. In interviews with the boarding students, they expressed their happiness with the home like living accommodations complete with friends and a pet cat. It is evident to the VC from parents' written statements that they feel an overwhelming sense of security and satisfaction their children living in this "big family environment".

Students have the same opportunities for curricular and co-curricular support as other students at NIS. The Residence Coordinator meets with her students' teachers as academic concerns arise and with the Administration if there are concerns about a child's well being.

Although there is no formal assessment or evaluation of the International Residence program, it is under the purview of the company and the Residence Coordinator, who often asks for input and feedback from parents and students.

NIS is committed to providing an option for parents who want to send their children to NIS but are not able to live in Chiang Mai. The school is open to the possibility of developing a formal school-operated boarding program, but for the time being the International Residence is suffice. A marketing packet was created to expand the program and attract students from foreign countries. There are no formal documentation procedures or reviews yet, as the International Residence has only been open since January 2019.

CATEGORY F: BOARDING PROGRAM

Areas of Strength for Boarding Program:

- The International Residence program provides an international educational alternative for students whose parents' business or professional commitments prevent them from living in Chiang Mai community.
- The International Residence residence is a comfortable, safe, and well-maintained facility which meets the daily and long-term academic and social needs of the students.
- Parents receive ample information concerning their children from the Residence Coordinator, who also keeps teachers up-to-date of any concerns.
- There is a clear division between NIS and the International Residence.

Key Issues for Boarding Program:

NIS sees the need to:

- Market the boarding program internationally to attract a diverse student population.
- Continue to communicate, inform, and advertise the program to all stakeholders.
- Evaluate the International Residence program and examine the possibility of a fully supported NIS on-campus dormitory with an employed Resident Coordinator.
- If NIS decides to proceed with a formal boarding program, create a comprehensive plan and policy with procedures, responsibilities, expectations, child protection, etc.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Resident Coordinator Job Description
- International Marketing Material
- Parent Feedback
- Interviews with Students Residents
- Visit to the International Residence

Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up

- Briefly comment about the previously identified schoolwide strengths and critical areas for follow-up
- Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report*
- Synthesize schoolwide critical areas for follow-up and list numerically. *Be sure that these can be documented by other sections of the report.*
 - ✓ Confirm areas already identified by the school in the action plan sections
 - ✓ Confirm areas to be strengthened within the already identified areas
 - ✓ Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.*

Schoolwide Areas of Strength

The Visiting Committee wishes to acknowledge:

1. **The NIS Administration Team, Leadership Team, and faculty** for their ongoing commitment to NIS, dedication to students, and their diligence in conducting a very thorough 2018-19 self-study.
2. **The NIS Teachers** for the strong teaching and learning relationships they maintain to benefit students, their valuing and celebrating cultural diversity, and for going *above and beyond* in the performance of their professional responsibilities.
3. **The NIS Owner** for his vision, extensive investment in and support of the school, its employees and students.
4. **The Governing Board** for its responsible oversight of NIS, and the expertise and resourcefulness of its members.
5. **The Principal** for his sage leadership and management capabilities demonstrated in unifying stakeholders and together moving NIS forward in the ongoing school improvement process.
6. **The hard-working Support Staff** who take great pride in NIS and their roles to provide essential business operations, admissions, instructional assistance, nursing, clerical and custodial services to ensure student well-being and an efficient, healthy, clean, and attractive environment for teaching and learning.
7. **The Parents** for entrusting NIS with their children's education and the many contributions they make to support the school and its programs.
8. **The Students** for their respectful, caring, and friendly attitudes; and their commitment to achieving academic and personal success.
9. **The Counseling Staff for the extensive academic and personal guidance they provide and college preparation support** they give to help ensure that students have a successful post-secondary experience.
10. **The Student Support Team for the coordinated services, referrals and resources they provide relevant to NIS students' unique needs.**

The VC concurs with the NIS self-study findings that:

9. NIS supports a collaborative culture of inquiry and effective cross-cultural communication among and between staff, students, and parents.
10. NIS demonstrates caring, concern, and high expectations for (all) students, celebrates successes, and fosters self-esteem.
11. Cultural differences are recognized and celebrated through schoolwide assemblies, activities, events and the increased global mindedness of stakeholders.

12. NIS has a strong financial foundation; sound, collaborative budgeting processes; and a demonstrated commitment to invest in students and their safe well being, personnel, facilities, equipment, technology, and curriculum resources.

13. The introduction of the AAP for students requiring intensive English support prior to entering the mainstream international program is helping to address a significant NIS need.

14. There is a (wide) variety of curricular and co-curricular (offerings) which support student awareness of global concepts, perspectives, and issues; (help to) maximize their potential; and prepare them for college, career, and life.

15. Teachers encourage collaboration schoolwide and student (partnering) through interdisciplinary projects, buddy programs, peer tutoring, and such events as the Inspiring Scientist Series and Kindness Matters campaign.

16. NIS provides many opportunities for parent and community involvement through sporting events, International Day, Career Week and numerous other activities.

17. NIS has developed appropriate policies related to maintaining a safe, clean, and orderly school that nurtures learning.

Schoolwide Critical Areas for Follow-Up

Areas for Follow-Up (Include who, what, why, and the impact on student learning)

The Visiting Committee supports the school with its intent to address the following growth areas which also serve as the five goals of its draft 2019-21 Schoolwide Action Plan. These include:

Goal 1: Safe School Environment To ensure that all students are provided with a safe school environment so student learning can be maximized, child protection policies and practices will be formalized and implemented schoolwide.

Goal 2: ESLOs Review Expected Schoolwide Learning Outcomes (ESLOs), expand understanding for all stakeholders, and provide training on how teachers can embed them into their teaching and assessment.

Goal 3: Technology Enhance learning experiences for students by increasing access to technology in the classroom. In addition, teach students how to be competent digital citizens.

Goal 4: Curriculum Establish the vertical alignment of the schoolwide curriculum via Rubicon Atlas curriculum mapping software and formalize the curriculum review processes to improve student learning.

Goal 5: Assessment Increase teacher understanding to facilitate effective and authentic student assessment by providing opportunities for collaboration and professional development.

In addition, the VC concurs with NIS regarding the need to/for:

1. **Align the ESLOs** with the Global Competencies and **assess students' achievement of the ESLOs.**
2. Develop and implement an ongoing process for the **periodic review and refinement of the NIS vision and mission statements as well as the ESLOs.**
3. **Provide ongoing Child Protection professional development** and training for all personnel and ensure the Child Protection Handbook is followed by all staff members.
4. **Develop and implement a long range Professional Development Plan** that is congruent with the NIS Strategic Plan.
5. Identify, align and institutionalize the **systems, structures, and methods that facilitate school improvement** focused on the quality of learning for all students.
6. Complete the **vertical alignment** of the curriculum
7. Create a structure to allow for **formalized collaboration**
8. **Integrate technology** to further develop students' global competencies

9. Identify and/or develop comprehensive **systems and procedures for analyzing data and implement these** to guide teaching and learning.
10. Build teachers' understanding of how to **support ESL students** in both the AAP and international program.
11. Revisit the school's **Teacher Retention** policies and processes to help ensure continuity in staffing, programs and the overall quality of education NIS provides to students.

The VC highly recommends that NIS identifies the correct people to take action in addressing these needs.

Chapter V: Ongoing School Improvement

- **Include a brief summary of the schoolwide action plan**
- **Comment on the following school improvement issues:**
 - **Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up**
 - **Do the action plan sections address the critical areas for follow-up?**
 - **Will the action plan steps enhance student learning?**
 - **Is the action plan a “user-friendly” schoolwide action plan that has integrated all major school initiatives (e.g., technology plan, staff development plan)?**
 - **Is the action plan feasible within existing resources?**
 - **Is there sufficient commitment to the action plan, schoolwide and systemwide?**
 - **Existing factors that support school improvement**
 - **Impediments to improvement that the school will need to overcome**
 - **Soundness of follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.**

The action plan is user friendly, clearly written and addresses the five critical areas for follow up. It provides a basic outline of the steps needed to progress the school in the identified critical areas for follow up and tasks have been identified and assigned to individuals or groups for action with target completion dates also stated. The action plan is detailed and encompasses many appropriate tasks, and references the Technology plan. However, it is unclear how staff development or other relevant plans fit in with this overarching vision for school improvement.

The action plan steps are focused on improving student learning through an increased coordination of systems designed to increase the collection and analysis of data, and the implementation of strategic steps based on that analysis. These steps should be time-bound and manageable, and oriented towards the establishment of sustainable school improvement structures.

Following the visit, the school may wish to review and ensure that all action items are manageable, with individual responsibilities and to whom they are accountable clearly identified. The school may also wish to review what is appropriate evidence for each action and that the ‘Progress Assessment Evidence’ clearly match the stated goals. The plan could also benefit from additional attention being paid to establishing time frames that are both manageable and which include multiple progress checks.

In interviews and group discussions, stakeholders consistently maintain that NIS is a close-knit, supportive community in which administrators, teachers, parents, students and support staff all commit to the school’s progress. The Visiting Committee feel confident that the school community is committed to the success of the action plan. In meetings with the Administration and teachers it was apparent that the school are ready to move on to the next stage of their improvement journey. Other factors which support the school’s improvement include a competent leadership team who have brought much needed stability to the school, ownership which has demonstrated a willingness to provide capital for facilities and other physical improvements, faculty and staff committed to their students, and an involved parent population.

The Visiting Committee did not identify any structural, or fundamental, barriers to improvement. However, in order for improvement to occur, it will be necessary for the school to:

- Maintain their commitment to a continuous school improvement process;
- Establish sustainable structures for collaboration and data analysis with a focus on improving student outcomes;

- Establish clearly identified roles and responsibilities for individuals involved in the implementation of initiatives;
- Provide regular progress checks for each of the initiatives outlined in the action plan;
- Keep a long term focus when planning.

NIS may also wish to consider aligning the action plan timeline with the long term financial and marketing plans.

In discussion with NIS leadership team, the VC were informed of their intended next steps. This will include:

- The integration of the WASC focus groups with schoolwide committees aligned with the schoolwide action plan points.
- Expecting people to remain on committees over a longer period of time to ensure continuity.
- Updating the action plan to improve clarity, ensure regular progress checks and identify responsible individuals.
- Editing and updating the action plan within 4-6 weeks after the visit.
- Reviewing the leadership structure to include coordinator roles and possibly extend formal teacher leadership opportunities to respond to the evolving needs of the school.
- Retaining key individuals in leadership to enable sustainable transitions in the future.

The VC were assured that the school are committed to following through with all of the Visiting Committee recommendations for growth and have the ability to deliver on their updated action,