

**ACCREDITING COMMISSION FOR SCHOOLS / WASC  
FOCUS ON LEARNING  
INTERNATIONAL VISITING COMMITTEE REPORT**

**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
FOR  
International School EASTERN SEABOARD  
P.O Box 6,  
Banglemung  
Chonburi 20150  
THAILAND  
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WASC *Focus on Learning* 2014 International Edition**

**Visiting Committee Members**

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## Chapter I: Student/Community Profile

The International School Eastern Seaboard (ISE) is an English language, coeducational, nonsectarian, college-preparatory day school, enrolling students from pre-kindergarten (3 and 4 year old students) through grade 12. The school provides a comprehensive academic program, including the core subject areas of math, science, social studies/history, and language arts/English, as well as foreign language study, English as an additional language (EAL), physical education, fine arts and an array of co-curricular activities. ISE strives to be a model of an American-style school. All school programs are designed to accommodate students from many nations who come with a variety of educational needs. The addition of the IB Diploma program to curricular offerings is a great benefit to students who enroll in the program. Students who elect not to enroll in the IB program are still able to enroll in regular high school courses and graduate with an ISE diploma. The school has full accreditation by the U.S. based Western Association of Schools and College (WASC).

ISE was established and registered under Thai Commercial Law as a “For Profit and Privately-Owned School” and operates under Thailand’s Private School Regulations. It is funded through shareholders capital investments and tuition and fees. There are two major shareholders and other business associates that own interest in ISE.

Present ownership is: 67% by RedBull/BPG, 25% by Finansa Financial Services, and 8% by other business associates.

ISE currently enrolls 283 students.

Distribution of ISE students in the first semester of the 2015-2016 school year:

Preschool (7.1%); Elementary School (27.9%); Intermediate School (14.8%); Middle School (15.5%); High School (34.6%).

ISE is organized into an Elementary School (ES) for Pre-kindergarten to Grade 4, Intermediate School (IS) for Grades 5 and 6, Middle School (MS) for Grades 7 and 8, and High School (HS) for Grades 9 to 12. Class sizes are purposely set to accommodate between 18 - 25 students in order to provide adequate time for teachers to work individually with each student. The visiting committee observed that many classes had much lower teacher/student ratios.

A major change in the distribution pattern is that ISE created an intermediate division for grades five and six. Previously, grade five was categorized as elementary and grade six was middle school.

ISE teachers are western trained and are recruited from abroad and locally. All of them are certified and experienced in their respective field and have taught in other international settings. For the 2015-2016 school year, ISE employs 36 faculty; 43 support staff and 3 administrators. 64% of current teaching staff were recruited from overseas and 36% are local hires. 56.4% are

female teachers; 43.6% are male teachers. The nationalities of ISE teachers are : American: 21, Canadian: 6, Japanese: 1, Filipino: 1, Korean: 1.2, British: 5, Thai: 4.

2.6 % Doctorate level degree  
 53.8% Master's level degrees  
 41 % Bachelor's level degrees

The nationality composition of the current ISE student body is: Thai (32%), Korean (26%), Japanese (11%), American (9%), Australian (2%), British (2%), Canadian (1%) Indian (1%), Taiwanese, (2%), Chinese (1%), German (1%), Turkish, (1%) Polish (.5%), Russian (.5%), Venezuelan (1%) and Others (8%)

The Asian first language group predominates, specifically Thai students. Asian first language students now constitute 71.5% of ISE's student body with Thai students comprising 42.9% of the total population.

Students with learning needs receive support from teachers (through accommodations and/or modified programming) tutors, volunteers, counseling, and from smaller class sizes. There is one Learning Support Teacher who supports students in grades 1 – 12 identified as requiring learning support services.

ISE has a high EAL population. To assist these students, ISE has an EAL program for students in grade one through ten. This program is staffed with three EAL teachers in the elementary school (supporting grades 1 - 6) and one EAL teacher in the Secondary School (supporting grades 7 - 10).

ISE uses a third-party provider, "The Village", to provide 1 day/week of speech therapy.

ISE does not employ a counselor or psychologist on staff. At this time teachers, teaching assistants and administration support students who require social-emotional support. For students who have unique needs, the administration contacts outside mental health specialists.

### **Student Learning Results**

The visiting committee found that the school uses multiple measures to assess student academic achievement over time.

Students in grades one through ten take the Measures of Academic Progress (MAP) standardized tests in the areas of language skills, math, and reading. Since MAP assessments are given twice each year, growth can be calculated. For comparison purposes, average grade-level scores and growth rates are calculated.

ISE teachers report using the fall MAP scores to help decide on small-group composition and focus. The school acknowledges that MAP scores tend to be slightly below the EARCOS average.

The SAT assesses how well students analyze and solve problems. The majority of students sitting for the SATs are in grades 11 and 12. The SAT includes critical reading, mathematics, and writing sections. Each section of the SAT is scored on a scale of 200 to 800. A perfect total score is 2400.

At ISE, the SAT mean score has stayed rather consistent, with the majority of students scoring slightly below the US Mean on Reading and Writing, but scoring above the US Mean in Math.

Students in kindergarten through grade eight are scored on a reading running record at least twice a year. Teachers have release days in the fall and spring to administer these assessments. The purpose of these assessments is to help teachers identify each student's independent and instructional reading level.

The ISE kindergarten class undergoes *Rigby Reads* online test in the fall and spring. The kindergarten teacher uses the results to help determine small-group composition and focus as well as identify any key students who may require immediate intervention or enrichment.

The classroom and EAL teachers for Grades 1 through 12 also use this assessment on admission for new EAL students and as needed throughout the year to determine grade level proficiency. Grades 4, 5 and 6 EAL students usually take the Rigby test twice a year to show growth as well as areas of strength and weakness. The Rigby also provides data to help determine which level of DRA 2 the students should be given in the spring.

In the years 2010 through spring 2015, students in Kindergarten through Grade 6 sit for the All School Write in the fall and spring of each school year. Pods (K-2, 3-4, 5-6) would pre-determine a writing prompt and would moderate the scoring.

Thai language teachers administer benchmark-reading assessments to verify that students know the letter, vowels and sounds and to determine if extra support is needed.

### **International Baccalaureate**

	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Total Registered	19	6	13	18	18	23
Total Full Diploma	9	5	11	11	17	16
Earned Diploma	7	4	10	9	15	16

Average Points	4.55	4.42	5.15	4.83	4.81	4.8
Average Total Points	28	27	32	30	30	30
Highest Total Points	32	33	41	38	36	37

For May 2015, ISE IB Diploma students achieved a 100% pass rate with 16 diplomas awarded. The world average pass rate for the IB Diploma was 80%. Total ISE Diploma scores range from 24-37 points and the average diploma score is 30. The world average diploma score for 2015 is 30.2.

Subjects	2014			2015		
	# CAN	ISE AVG	WW AVG	# CAN	ISE AVG	WW AVG
English A1 HL	7	4.43	4.78	9	5.11	4.74
English A1 SL				1	5	5.06
Korean A1 HL	3	6	5.81	2	4.5	5.74
Thai A1 HL	2	4	4.08	4	5	5.42
Thai A1 SL	5	4.6	4.96	2	4	5.29
English B HL	8	5.38	5.7	9	5.33	5.72
English B SL	2	7	5.86	3	6	5.88
German B HL	1	6	5.8			
Japanese AB SL	2	5.5	4.96	2	5	4.94
Japanese B HL				1	4	6.13
Japanese B SL				3	5.33	5.07
Spanish AB HL	4	5.75	5.07			
Spanish AB SL	1	7	5.42	2	6	5.06
Spanish B SL				3	6	5.03
ITGS HL (in English)	4	4.75	4.26			

ITGS SL (in English)	5	4.8	4.3	3	5	4.44
Psychology HL (in English)	4	5.25	4.64	9	5	4.67
Psychology SL (in English)	4	5.25	4.4	4	5	4.36
Biology HL (in English)	4	4.5	4.31	6	4.5	4.34
Biology SL (in English)	5	4	4.26	5	4	4.24
Chemistry HL (in English)	5	4.2	4.52	4	4.5	4.49
Chemistry SL (in English)	2	3	4.01	7	4.43	4.05
Physics HL (in English)	1	4	4.64	2	5.5	4.68
Physics SL (in English)	8	3.38	4.16	5	3.6	4.19
Math Studies SL (in English)	8	4.63	4.51	3	4.33	4.48
Mathematics HL (in English)	4	3.25	4.41	2	4	4.43
Mathematics SL (in English)	5	5.2	4.48	14	4.93	4.43
Music HL (in English)	1	5	4.37	2	4.5	4.45
Music So.Perf SL (in English)				2	3.5	4.43
Visual Arts A HL (in English)	6	4.33	4.87	2	4	4.84
Visual Arts A SL (in English)	2	5	4.62	1	4	4.58

Scores that are above the world wide average	Scores that are below the worldwide average
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The visiting committee observed that the results of diagnostic assessments are used to determine next steps in instruction and inform pathways for students.

## **Chapter II: Progress Report**

- **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.**

In the 2011 WASC Visiting Committee report, the team identified the following areas for growth:

### **Assessment**

**Recommendation:** “ISE will establish high standards of consistent practice to ensure that assessment accurately reflects learning and is in support of learning. Faculty will demonstrate evidence of pursuit of growth with regards to assessment.”

### **Progress**

- UbD Unit plan expectations, collaborative time built into the schedule, professional development through EARCOS Weekend Workshops and an internal capacity to store plans has been developed
- An active and visible schoolwide Assessment Team meets every three weeks to research and implement research-proven best practices related to assessment, grading and reporting. In addition, they created a comprehensive assessment policy and teacher guidelines that clarify the role of assessment at ISE
- Since 2014-2015 ISE has been using standards-based Grading Pre-K – Grade 12 in order to align with the standards-based report cards that have been used for years in the elementary school
- The superintendent has facilitated parent workshops about best-practices in assessment and has led professional development sessions on weekends and during Wednesday afternoon staff in-service sessions

### **Alignment**

**Recommendation:** “ISE will establish structures, procedures, policies and methods of accountability (teacher evaluation) to unify the implementation of initiatives that will positively impact student learning.”

### **Progress**

- Over the past five years different PLC models have been tried and refined in order to increase focus on student learning
- Restructuring of the Leadership Team to include a new position of K-12 Coordinator.
- Creation of teacher standards rubrics and goal setting protocols (2013-2015)
- Continued use of whole-staff sessions during early release Wednesday afternoons to unify initiatives and provide a venue for follow-up of initiatives
- Currently developing an internal system of teacher mentoring and observation that will include student learning as an indicator of effective instruction
- Clear outline for schoolwide assessment dates has been established.

### **Differentiation**

**Recommendation:** “ISE will establish high standards of consistent practice and resources available to ensure that each student is appropriately challenged and supported.”

### **Progress**

- The EAL department has increased in size and has spent time adopting clear EAL entrance, servicing, and exit criteria based on the WIDA standards
- A full-time Learning Support teacher position has been filled each year since the last report
- New role of K-12 Coordinator has been created in order to streamline the screening, acceptance and orientation of new students
- Professional development through an EARCOS Weekend Workshop resulted in the development of an ISE “Differentiation Toolkit”
- A shift towards a greater number of EAL teachers to utilize co-teaching and co-planning in both elementary and secondary school has positively impacted student success.
- Clear Student Study Team (SST) guidelines were written and are being used in both the elementary and secondary school
- Administration is trying various models of EAL support (use of TAs, EAL Academy ‘pull-out’ model, leveling classes, and increased staffing for push-in support)
- Time and space has been set aside in both the elementary and secondary schedules to have common planning time within grade levels and subject areas
- Resources have been purchased to support students learning needs (online subscriptions, Guided Reading libraries etc.



## **Marketing**

**Recommendation:** “Facing significant changes in demographics and competition from neighboring schools, the ISE board and administration will actively develop and aggressively pursue a marketing strategy, along with a plan to upgrade school facilities that will keep the current students at the school while attracting new families to enroll their children at ISE. Consideration should be given to contracting the services of an outside consultant who will be able to develop plans for these programs as well as contribute to the implementation of the plans.”

## **Progress**

- Our new Fine Arts Center was completed in April 2014. This state of the art facility includes a 306 seat theatre as well as a conference room, art exhibition space and a music classroom
- ISE hired “Inspire Media” group to create promotional videos and raise the profile of ISE in the Chonburi community and a new promotional video is being created by students
- A new social media campaign (Facebook - [www.facebook.com/iseinternationalschool](http://www.facebook.com/iseinternationalschool) , Twitter @ISEThailand, Youtube Channel *ISE Thailand*) and revamped website ([www.ise.ac.th](http://www.ise.ac.th)) have been launched in the last two years
- New logos have been developed and a branding strategy has been implemented at ISE
- New billboards have been created and a school beautification project was funded in order to attract new families to ISE
- Data is now collected from all visitors to ISE in order to ascertain how they found out about our school
- ISE has held an EARCOS Weekend Workshop for the last five years and will continue to do so in order to raise our international profile among visiting teachers
- Annual Family Fun Fair (FFF) welcomes students from other schools to attend on a Saturday and see what great things we are doing
- *ISE Express* has evolved into a semester glossy magazine publication
- *ISE This Week*, a student run TV show, has been producing episodes for several months in order to augment our web presence and help with recruiting efforts.

### Chapter III: Self-Study Process

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

Over a period of eighteen months, all teaching faculty participated in the self-study process through membership on one of six schoolwide teams. In addition to routine monthly meetings during early-release Wednesday afternoon sessions, full-faculty WASC sessions were held regularly as well as break-out work sessions outside of the daily academic schedule. Staff members helped to write sections of the report as members of both Home Groups and Focus Groups, collect evidence and gathered input from the greater community. In addition, each chapter was made available for staff to revise, comment on or ask questions about. The WASC leadership team took suggestions under advisement and compiled the final draft. The “Strategic Learning Plan” was also shared at the November 2015 PTA Annual General meeting in order to provide parents with the opportunity to provide input into the direction of the school’s self-identified areas of strength and growth. Finally, the adoption of “Google Apps for Education” during the 2015-2016 academic year provided a new forum for collaboration as WASC documents, action plans, and evidence began to populate Google Drive.

#### **ESLRs**

At ISE, students’ behavior and learning progress is measured through the Expected School Learning Results (ESLRs). These were edited in 2014-2015.

All ISE students should strive to be:

Self-Directed Thinkers who:

- Collect, evaluate and use information from varied sources
- Demonstrate higher order critical thinking skills
- Apply learning to real-life situations
- Have a willingness to self-correct

Empowered Lifelong Learners who:

- Develop a growth mindset through persistence and mindfulness
- Exhibit curiosity with an open mind to new experiences
- Demonstrate willingness to plan and be responsible for learning
- Balance social, emotional, and physical wellness

Effective Communicators who:

- Express ideas creatively through various mediums
- Use language effectively and compassionately
- Listen and value others' opinions
- Innovatively incorporate technological skills

Responsible Global Citizens who:

- Foster and maintain respect within diverse cultural relationships
- Understand and participate in local and global issues
- Collaborate effectively
- Demonstrate empathetic global stewardship

### Student Learning Data

Areas of Strength	Areas for Growth
On standardized tests math scores are consistently equal to or higher than the norms.	On standardized tests reading scores are lower due to high EAL population.
In May 2015 100% of IB diploma students received their full diploma	

- All ISE students, including learning support and EAL students, take standardized tests; our results reflect the low level of English from our EAL students.
- The EAL co-teaching model has led to consistent improvement in the learning for the EAL population.

### Critical Learner Needs Based on Data

After analysis of the data and consideration of the demographics of the school, it was apparent to the ISE faculty that the EAL population required greater support. As a result, ISE hired four EAL specialists with additional EAL time allocated for 2016-17 and continues to dedicate professional development to this area. The reading results indicated that English language acquisition

continues to be an area of concern for ISE. The needs of the EAL population are most closely linked to the schoolwide ESLR, Effective Communicators.

ISE is committed to enriching extra curricular activities and continuing to support the ESLR ‘Empowered Lifelong Learners’. By offering more choices for ASAs and weekend tournaments and events rich English language opportunities are provided outside the classroom.

### **Questions Raised By Data**

The ISE faculty and administration are actively participating in discussion around the following questions. These questions are addressed in the strategic learning plan.

- How does professional development support our high percentage of Asian first language students?
- To what degree do students participate in activities outside the classroom?
- How can ISE support a richer co-curricular program?
- How can ISE monitor student growth throughout the school, specifically with reading and writing?
- How can ISE ensure maximum use of teacher collaborative time to support student learning?
- How will ISE monitor and support teacher growth?
- How can ISE monitor and encourage the use metacognitive strategies within their classrooms?

## **Chapter IV: Quality of the School’s Program**

### **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 defined further by adopted schoolwide learner outcomes that reflect defined global competencies and form the basis of the educational program for every student?*

Measuring the effectiveness of the Expected Schoolwide Learning Results (ESLRs) is an ongoing process. The revision of the ESLR posters was intended to provide meaning to all members of the community. Translating into multiple languages, making them more child-

friendly, and displaying the posters all over the school are all communication strategies. Beginning with a common language, workshops for parents, and Professional Development for teachers, an intentional implementation of the ESLRs was desired. ESLR language is found in classroom instruction, embedded in assessments and used in reporting student progress. This is evidenced throughout the school hallways, classrooms, student portfolios and report cards. ISE has established a clear mission and vision that reflects the beliefs and philosophy of the school. The ESLRs are intended to form the foundation of the program for all students. The self study noted an area of strength is the continued focus on meaningful implementation of the ESLRs. The visiting team supports the ongoing reflection around student evidence in meeting the school's expectations of the ESLRs. Continued support in the collection and calibration of student evidence and expectations regarding the ESLRs is warranted. In addition, it is suggested that the school periodically checks in with the school community regarding the understanding of the ESLRs.

Focus groups with all stakeholders were formed in 2014-2015 in order to review and update, if warranted, the Mission, Vision, Philosophy and ESLRs. It was decided to leave the Vision from 2010 unchanged, due to the desire to highlight the small family-like environment at ISE. The decision was made to remove the Philosophy due to the redundancy in the presence of the Mission, Vision and ESLRs.

Regarding the ESLRs, the decision was made to remove the "21 Century Learners" ESLR and instead, integrate technology into the remaining ESLRs.

This process involved regular meetings of the representatives of the stakeholder groups. From there, the expectation was for the stakeholders to gather feedback from their committees through emails, surveys and discussions where comments and suggestions were recorded and brought back to the representative meetings.

Due to the small size of the school, combined with the inclusion of the Mission, Vision and ESLRs in every publication and their use in guiding decision making at ISE, the committee feels the review cycle is sufficient to meet the needs of the school community.

In discussion with the Visiting Committee, teachers felt the shift from "academic rigor" to "caring community" was positive and reflective of beliefs and classroom environments. The school is indeed a caring community, examples being it is inclusive of English language learners, students with personalized learning needs and the program is not limited to IBDP in the secondary school. Teachers shared that they felt the focus was on the whole child, where individual success, positive growth and the pacing was personalized, valued and supported. When children come to ISE from other schools, often times families will share that they felt so welcomed, comfortable and cared for more so than in previous schools. Parents shared with the Visiting Committee that the school was welcoming and felt like a home to their families. One parent described teachers at ISE as, "willing to step outside of the box in order to take children from where they are and personalize their learning."

## 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?*

*To what extent does the governing authority monitor results?*

The Board of Directors consists of representatives of the shareholders in the company that owns the school, *ISE Limited*. The Board has assigned the CFO and Superintendent with overseeing the financial and educational direction of ISE. The Board of Directors holds the financial responsibility for the school's operations, buildings and facilities. The Board also reviews programming, initiates and approves policy, and oversees the fiscal management of the school. All members of the Board hold permanent status connected to their dual role as initial investors.

The Board gives authority to the school administration on all educational decisions concerning Professional Development and school resources. Focus group members discussed some confusion over procurement and communication. More communication for teachers around what they will receive from orders submitted was suggested.

Board meetings are held once a year and are closed to the public. Staff have expressed a desire to see the minutes from the annual meeting. It is noted that the Board of Directors entrusts the administration and faculty with the day-to-day operation of the school and relies upon their expertise when supporting the Mission, Vision and ESLRs.

There is clear understanding and expectation between the Board of Directors and ISE faculty and staff. There were updates in 2015-2016 included in the teaching staff and support staff policy manuals in order to increase awareness and clarity.

Currently, there is no set protocol for evaluating Board members. Additionally, there is no clearly stated evaluation procedure for the evaluation of the administration. Teacher evaluation is based on a goal setting protocol that includes observations. Accountability for student learning is increasing through the existing process. Teaching Assistants are evaluated by administrators with the supervising faculty as support. The ISE Policy Manual (5.101), states that personnel are evaluated at least once a year by their immediate supervisors.

ISE attempts to make all school policy transparent and involve all relevant stakeholders in the development and revision of school policies. The Faculty Handbook and School Policy Manual included some revisions as of August 2015. The revised policy manual was approved by the Board in December 2015. Policy revisions include: *Sexual Harassment, Teacher Complaints and Anti-Bullying*. The Superintendent and CFO are responsible for conflict resolution at ISE. The visiting team recommends continued efforts in creating documents that reflect beliefs, practices, policies, goals, and expectations in order to foster transparency and clarity for stakeholders.

### **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 make decisions that encourage commitment, participation, and shared accountability for student learning in a global environment?*

ISE Leadership changes have occurred over the last five years due to the recommendations of previous WASC study. The elementary principal has a leadership team that includes three grade level learning pod leaders and an EAL pod leader. The secondary principal's leadership team includes coordinators to make up the Secondary School Leadership Team (SSLT). The elementary school learning pod leaders and the secondary school coordinators meet weekly to provide feedback to the administration team and support decision-making. These leadership team meetings have agendas and norms that are used to facilitate learning-focused conversations. The new K-12 Coordinator role this year was created to support K-12 alignment and the new senior leadership team. The secondary school principal facilitates stand up meetings on Monday mornings before school. This is designed to communicate to faculty key reflections and takeaways for the week ahead. In the elementary school, there is a Friday morning meeting to share weekly events and discuss students of concern. In addition, the elementary school uses calendars and a "Daily Bulletin" to communicate with faculty. Wednesday afternoon early release days are used for faculty professional development and serve as opportunities for collaboration between leadership and faculty.

Focus group members shared with the Visiting Committee that due to the recent changes in structures with leaders and leadership teams, there is a need for greater clarity and communication around roles and responsibilities, and updates on current tasks and priorities. The self-study indicated that job descriptions are outlined for specialized roles and are available upon request, as stated in the ISE Policy Manual (5.103). The process for selecting members of the leadership teams is an area that continues to be reviewed. The elementary school pod leaders meet twice a week and share the agenda with all teachers in Google Drive, where anyone can add to the agenda. The focus group members suggested to the Visiting Committee that the schoolwide assessment team follow a similar model for clarity and transparency. Weekly divisional leadership meetings and quarterly whole-school leadership meetings try to create more buy-in and open communication for all faculty at ISE. Additionally, each year the Faculty Handbook is updated with faculty input prior to printing. Furthermore, outlines of the benefits are attached to each contract for the following school year.

#### **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?*

ISE has clear policies, as outlined in the ISE Policy Manual, to ensure administrators, faculty and support staff are qualified for their roles and responsibilities. ISE has work permits for all teachers and teaching assistants, and follows all Thai government labor laws.

Faculty hiring is the responsibility of the elementary and secondary school principals. The school has been strategic in its hiring of qualified local and overseas faculty members. New teachers are required to attend a Thai culture course overseen by International Schools Association Thailand (ISAT), as well as attend a required orientation prior to the arrival of returning faculty.

In order to continue the support of student learning, a leadership team has been formed, consisting of faculty and administrators from both the elementary and secondary schools. The curriculum and assessment teams meet with regularity to support best practices. Grade level teams meet regularly, as well as secondary school teams who meet on Mondays for professional development. Wednesday afternoons are used routinely to review, discuss and study the ESLRs and learning goals.

ISE values professional development as evidenced by the early dismissal Wednesdays and professional development days built into the yearly calendar. Faculty members are encouraged to attend workshops and receive 20,000 baht annually and may accrue up to 80,000 baht for professional growth. ISE has hosted EARCOS weekend workshops for the last four years. The goal of these mandatory workshops is to support teachers with best practices on topics including: differentiation, writer's workshop, common assessments and standards based assessments. For the upcoming 2016-2017 school year, the EARCOS weekend workshop is planned to explore Reader's Workshop. Teachers are asked to share new learnings during Teachers Teaching Teacher (TTT) in-service days after attending workshops that are approved by the superintendent.

The role of Professional Development Coordinator has been transferred to the K-12 Coordinator in order to foster collaboration among the staff regarding professional development opportunities and the alignment to prioritized short and long term goals. Currently, the leadership team is evaluating the method of professional development allocation and may be proposing some reforms for the 2016-2017 school year. The visiting team suggests that both a short and long term professional development plan is created and shared with faculty in order to provide additional guidance and focus schoolwide. Writing workshop this year and reading workshop next year is a focus in the elementary school. Focus group members shared with the Visiting



Committee that workshop support should be implemented effectively before moving on to another action plan item or initiative. A member of the focus group suggested a two tier funding system where there is a larger, schoolwide pot, in addition to individual professional development funds. For example, there are funds earmarked for IB professional development. The visiting team suggests clarity regarding the expectations around professional development. When teachers were asked, there were varying understandings around workshop expectations and accountability in classrooms.

ISE has identified five teaching standards that are embedded throughout the teacher's job description as well as the teacher evaluation protocol. Both the elementary and secondary school principals meet with each teacher at the onset of the school year in order to reflect on practice and set goals. Teachers are required to complete a self-assessment based on the standards rubric. At the end of the year, teachers meet with their administrator for an end of the year summary and review of the rubric, and beginning of the year self- assessment. A narrative is written for each teacher and placed in his or her file. Teachers shared with the Visiting Committee that there were walk-throughs intermittently throughout the year conducted by the Administrative Team. The current professional growth and development program is under review for the 2015-2016 school year and will be updated for the 2016-2017 school year as referenced in the ISE Policy Manual (4.302). The review this year is directly aligned with the WASC self study Strategic Learning Plan goal of accountability for learning.

Focus group members expressed to the Visiting Committee the desire for a peer coaching component, peer across school visits and observations and equity across the system. There was a preference for growth and professional learning over evaluation. One member suggested that everyone is on the growth plan but a separate plan for those who have different needs or goals. The focus group suggested timely feedback and collaborative discussions. A professional growth model similar to the assessment beliefs for students reflected in the policy manual could be a part of the current review.

Currently, all professional development opportunities must aligned with the ESLRs and approved by the appropriate administrator. The visiting team recommends the use of student learning data to measure the effects of professional development.

#### **A5. School Environment**

*To what extent does the school have a safe, healthy, nurturing environment that reflects the school's purpose?*

*To what extent is the school environment characterized by a respect for differences, trust, caring, professionalism, support, and high expectations for each student?*

In talking with various stakeholders around the school community, the Visiting Committee heard that students, faculty, support staff and families feel safe, welcomed and happy at ISE.

ISE incorporates multiple strategies and systems to foster a safe and nurturing environment for the learning community. CCTV security cameras are throughout the hallways on campus as well as security guards patrolling the campus 24 hours a day. All visitors to campus must have passes to enter. There are bus monitors on each van for student supervision both to and from campus. There are procedures for fire drills and crisis response in place. As indicated in the 2015-2016 Faculty Handbook, the school aims to have evacuation drills throughout the school year. The Visiting Committee strongly recommends the scheduling of schoolwide drills in the calendar each year.

Students are supervised adequately during recess and lunches and playground equipment is maintained for safety.

ISE employs a full-time nurse, but there is no counselor to assist with social/emotional needs or college counseling. The school leadership team helps with college counseling and provides social-emotional support. Other support includes: classroom meetings, social-emotional curriculum, life-skills classes and homebase groupings. ISE uses *The Stop & Think Social Skills Program and Health and Fitness* in grades 1-5 to support topics including safety and emotions. Currently, the K-12 Coordinator, the superintendent and the secondary school principal support secondary students in social-emotional health and college counseling. The Visiting Committee suggests that discussions around the existing homebase groupings take place in order to further support pastoral care.

The ISE community comes together in both informal and formal settings through the Parent Teacher Association (PTA), Thai Assemblies, International Day and Family Fun Day. Perception data is reflective of parents and students viewing the school as an inclusive and central “hub” in the community. Parents provide a “snack shack” on Wednesdays in order to share foods from all over the world with students and one another. A PTA member shared that the primary purpose of the PTA at ISE was to integrate families and students through interactive events and fundraising.

ISE has teachers in Korean, Thai and Japanese for students with various language and cultural backgrounds. ISE maintains high standards in all content areas; there is a full time Learning Support Teacher to provide scaffolding for students who have been identified as needing extra support. In the elementary school, EAL teachers use WIDA and A to Z English Proficiency assessments to screen and monitor student progress. In addition, EAL students have a DRA2 administered three times a year and Rigby Reads as an additional layer of resources. EAL teachers push into classrooms during readers and writers workshop in the elementary and pull out during other classroom times. In the secondary school, the EAL teacher pulls students out of the general classroom for support.

The Visiting Committee heard that focus group members felt as though specialist teachers, such as an EAL teacher or a learning support teacher, are allocated additional courses to teach. This can undermine their primary purpose and ability to support students and faculty. As such, maintaining high expectations can be difficult with a wide range of learning needs presented in each class. Focus group members would like to see a commitment to ensuring the specialist is working as the specialist and not having to teach additional classes. It is critical that the school can adequately meet the needs of the students who are being admitted.

Focus group members shared with the Visiting Committee that there have been great improvements in technology, however, there was still a great deal of work to do. Internet access at times, continues to be a struggle. Suggestions centered around the development of strategic short and long term plans and the creation of a technology budget. This way planning could be transparent and provide the flexibility to be both proactive and responsive to the learning needs of students.

There are external measures that are integrated into the high standards and expectations at ISE. National Honor Society recognizes students who achieve high academic standards, demonstrated leadership and offer service in the local community. Recently, the elementary school students worked collaboratively with the secondary student council in order to adopt an elephant named Jokia. Students sold bracelets and raised enough money to feed Jokia for three years. The Honor Roll system is utilized to acknowledge those high achieving students academically, however, the assemblies and purpose are being reviewed this year to examine the alignment with ISE values and standards-based assessment. The After School Activities program has offerings in both the elementary and secondary schools. There are a variety of programming for students to explore their varying interests and talents.

The school communicates with families in a variety of ways. Social media is used in both divisions and can include the school website, blogs, Facebook pages and Edmodo. In the elementary school, students share Friday Folders with parents each week. Parents are encouraged to visit the parent room on campus where they can build relationships with teachers and learn about volunteer opportunities. The PTA meets monthly with administrators and two teacher representatives, in order to communicate decisions or processes involving school programs.

Google Classroom is a tool used to foster communication between teachers and students. Teachers typically have the opportunity to connect with students individually each day both formally and informally. ISE uses *commonsense.org* to support faculty and students in common language and understandings around Internet safety and expectations. Students and parents sign an online wifi agreement that clearly states expectations and responsibilities.

ISE participates in two local networks that host workshops and job-alikes for all staff. The superintendent initiates job-alikes with area schools in order for faculty to see a new program or

technology in practice, before implementing in ISE classrooms. Opportunities to observe colleagues are encouraged both within ISE and in other schools.

#### **A6. Reporting Student Progress**

*To what extent do the school leadership and staff regularly assess student progress toward accomplishing the schoolwide learner outcomes?*

*To what extent does the school leadership and staff report students' progress to the rest of the school community?*

ISE incorporates a combination of AERO, Common Core, IB and state generated standards as a set of learning expectations for all students. Standards based report cards are used K-12 and reporting includes the use of the ESLRs. Students are expected to evaluate themselves throughout the year and describe the progress they have made in attaining the ESLRs they have chosen to work on during the quarter. During student-led conferences (SLC) which occur twice a year, students K-12 report their progress to their parents. Progress reports are used to set and create student goals and teachers work with students to set goals prior to student-led conferences. In the ISE Policy Manual (7.204), student portfolios and e-portfolios through grade 6 are shared with parents. Teachers do not meet with parents privately at these times; they may set up another time to meet with parents outside of the student-led conference time. The secondary school leadership team is currently discussing ways to improve the student-led conferences in order to increase parent participation. Student assessment binders contain external assessment data such as *MAP* and *DRA2*, in addition to internal student evidence including writing rubrics and report cards. Assessment team members shared that the assessments binders are intended for internal use and are currently in place through grade 6. The Visiting Committee heard that the assessment team will continue to discuss the purpose and expectations around the assessment binders and student portfolios as sources of evidence for student learning.

In order to make the connections between what is taught and what is assessed, ISE uses a five-year curriculum review cycle where standards and procedures to assess student progress are developed and updated. Unit plans continue to be developed and revised in order to reflect learning targets, essential questions and enduring understandings. During the WASC team visit, a Wednesday afternoon session was facilitated by the secondary school principal that focused on unit planning. The Visiting Committee recommends continuing efforts to document schoolwide curriculum maps and unit plans.

Elementary school students receive semester reports that include indicators on identified learner outcomes and narrative comments. Secondary school reporting consists of academic grades, narrative comments and indicators for assessing learner outcomes. In addition, student progress reports are created by teachers with student input twice a year in October and March.

Secondary school student council members shared that they felt well supported by teachers and the Administrative Team. In classes, students felt comfortable with their understanding of the purposes of formative and summative assessments. They collectively suggested more frequent check ins with teachers so that they had a regular feedback system in each of their classes. The Visiting Committee suggests that a process be identified schoolwide and systematically, where students are conferencing with teachers and receiving comprehensive feedback routinely throughout classes. Students should have a clear picture of their progress throughout each semester. In addition, students shared that there was inconsistency in grading. End of semester grades are letter grades, and tests in class use point systems that translate into the indicators, (EX, PR, AP, CO). Students asked that feedback be consistent in class and on semester reports. For example, tests and other assessments could reflect the 1-7 rubric scale as used in the IB program. In secondary school, students are placed in classes when possible, according to their level of achievement on standardized tests including: MAP, WIDA, DRA2 and Rigby Reads. Math classes in the secondary school have been organized so that students are placed in classes according to their math competency.

Learning Support uses both pull-out and push-in options in the secondary school which may include reinforcement of knowledge and skills, the use of adaptive technology and a modified curriculum. If a student receives learning support, it is indicated on the report card.

In the elementary school, every two classrooms benefit from an English as an Additional Language (EAL) teacher to support language acquisition both inside and outside of the classroom. Using both internal and external data, students are given further support in order to set goals towards grade level language expectations. If a student is enrolled in the English as an Additional Language program, (EAL), it is indicated on the report card. In the elementary school, students receive a separate report from the EAL teacher as well as a separate progress report. However, focus group members indicated to the Visiting Committee a need to address EAL student modifications not transferring to the transcript in *JumpRope* in the secondary school. Meeting the needs of the EAL students and reporting on their progress must be a priority.

English classes in the secondary school are more aligned to student needs. All English teachers spend time in meetings discussing instructional strategies that support English language learners. The Visiting Committee recommends that conversations leading to action continue regarding transcripts students receive in order to accurately reflect their coursework, support and learning needs.

ISE has expanded course offerings in the secondary school by offering online courses and independent study projects. The creation of the schoolwide Learning Support position as well as EAL teaching positions demonstrates the intentionality of ISE in supporting student needs and achievement.

The Visiting Committee recommends that there must be a commitment to ensuring support positions are free of any teaching obligations. Additionally, it recommends adequate support and personnel for current student learning and language needs.

#### **A7. School Improvement Process**

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

*To what extent does the school leadership have school community support and involvement?*

*To what extent does the school leadership effectively guide the work of the school?*

*To what extent does the school leadership provide for accountability through monitoring of the schoolwide action plan?*

The superintendent is committed to creating a sustainable and transparent long-term resource plan that will strengthen the capacity of collaborative resource management and allocation. Several projects such as new elementary school furniture, schoolwide painting and new document cameras were purchased this year.

School leadership brought in a data specialist for a two day weekend workshop to support faculty and staff in the use of data to inform decisions, and ways to analyze data.

The self study indicates the need for transparency of the schoolwide strategic learning plan and who is monitoring progress and holding people accountable to move the school forward. The Visiting Committee noted a focus group comment about a need for delicate handling of progress monitoring and accountability. As a result of the last WASC visit, teams were formed based on the strategic plan. These teams discontinued. Focus group members suggested a review of the strategic plan and should teams be created as a result of this WASC visit, they should have a clear purpose and the expectation and authority to meet their objectives.

#### **Areas of Strength for Organization for Student Learning:**

- The creation of the elementary, secondary and schoolwide leadership teams and the development of teacher leaders through the newly added K-12 coordinator position, grade level and department leadership roles fosters the value of collaboration, teacher expertise and the support of student achievement.
- Defining student achievement with the continued focus on and meaningful implementation of the ESLRs.
- The ongoing schoolwide professional development through annual EARCOS Weekend Workshops and the effective use of Wednesday afternoon early-release times is reflective of the school's commitment to improvements in organizational structures that impact student learning.

### **Key Issues for Organization for Student Learning:**

- ISE leadership should consider the exploration of current staffing and expansion of professional development regarding learning support, EAL support and social-emotional health support, in order to effectively meet the needs of all learners, schoolwide.
- In line with the school's mission, work on alignment strategies in order to unify the elementary and secondary schools.
- By creating a transparent system to inventory and replace resources and using data to inform decision making, ISE should be strategic in its communication plan included in the systems that are developed. Currently, a long term resource plan is being drafted and should be based on the analysis of data, including the use of stakeholder surveys.
- In order to foster clarity and transparency surrounding Board structure, budgeting decisions and resource planning, ISE administration should routinely collaborate with the CFO.
- The use of the five standards for teacher growth at ISE must continue to be expanded upon with clear expectations and accountability.

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

Self-study findings  
 Revised Policy Manual  
 Faculty Handbook  
 Professional Handbook  
 Student/Parent Handbook  
 Focus group conversations  
 Student Portfolios  
 Assessment Binders  
 Conversations with students and parents  
 Meetings with administration teams  
 Survey results  
 Annual Board Meeting minutes  
 Draft of resource plan  
 Historical budget data

## **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?*

The Visiting Committee observed that ISE has made commendable progress in curriculum development in recent years. Every department at ISE has begun a thorough curricular review process which has involved adopting internationally recognized standards and benchmarks. Progress has been made in the area of articulation and alignment through regular and common curricular meeting times. Documentation is in progress in the secondary school utilizing Google Drive. The elementary school has thorough hard copy documentation of curriculum. At the unit level, many units of study have been fleshed out using the Understanding by Design (UbD) framework but there are still a large number of incomplete units in the secondary school. All evidence suggests that faculty and administration are serious about and committed to thoroughly and thoughtfully articulating these unit plans.

Curriculum development occurs collaboratively and regularly in grade level department groups. Additionally, members of the leadership team attend these meetings. There are occasional opportunities to meet vertically and in interdisciplinary teams but a difference in elementary and secondary school schedules make this a challenge. ISE teachers are to be commended for the initiative faculty members show in meeting informally with each other to ensure some interdisciplinary work and vertical alignment is occurring.

Although the language of instruction is English, a significant majority of the students are EAL. EAL teachers and a learning support teacher are employed to help differentiate instruction for students.

EAL students in the elementary school are served during Language Arts through an inclusion model. Beginning level EAL students may be pulled out of class to receive direct language instruction and support in the content areas of social studies and science. Classroom teachers and EAL teachers meet regularly to plan for instruction and differentiation based on the content and current student needs. Students in the secondary school in need of English language support are enrolled in one of the three English classes offered in grades 7-10. These classes are based on English language ability and the program is geared to support the needs of the students. EAL work in small groups within the class. In addition to the regular classroom teacher, teacher assistants and a Learning Support teacher work on a "push-in" and "pull-out" basis in each of the classes.



Students with learning needs have some push-in and pull-out instruction. Student Study Team (SST) meetings are held regularly to assess student needs, progress and learning plans. Teacher/parent meetings are held as needed.

Several world languages are taught. All Thai students in grades kindergarten to grade twelve have the opportunity to take Thai for Thai language classes and Thai culture for non-Thai students is also offered. Japanese and Korean are also supported for first language speakers. Beginning in grade nine, students have the opportunity to study Spanish or Japanese as a foreign language.

ISE offers a range of Arts programs. All elementary school students have ninety minutes of Art and Music per week. In middle school students have lessons in music performance (band) for half of a schedule block, and there is a rotation between Art and Drama where students take a full semester of each subject in middle school. In high school students have a range of electives to choose from: Moving Art, Visual Art, Drama, and Concert Band. Each of these electives are available to students in grades nine through twelve. Grade eleven and twelve students can also choose to take IB DP Visual Arts or Music from the IB Group 6 subjects.

In grades 11-12 students have the option completing the IB Diploma Program. This provides opportunities for students seeking to pursue a rigorous university preparation program.

The Visiting Committee observed that the secondary school appears to be in the greatest state of change at the moment. The secondary school has adopted a standards-based approach to assessment this school year (2014-2015). Standards-based curriculum and reporting is well established in the elementary school. Regular curricular planning support in this area will be helpful to better define and bring consistency to standards-based reporting practices schoolwide.

The Visiting Committee noted that across the school, the ESLRs comprise an important and significant piece of ISE's curriculum. They are clearly posted in every room and are regularly incorporated into units, lessons and conversations. Students can easily speak to each ESLR and generally understand when they are practicing one of these skills. Teachers routinely discuss ways to integrate ELSRs into their unit plans during their collaborative planning periods. At the end of each reporting period, teachers report out on individual student progress in each of the ESLR areas.

In terms of student engagement with the curriculum and ESLRs, there is strong evidence that students feel ownership of how they are learning and how they demonstrate their learning. Students and teachers consistently speak to a learning environment where teachers welcome students taking ownership of and individualizing or reflecting on their own learning. Evidence of student work suggests that regardless of individual choice on a particular assignment, the unit standards are consistent, regardless of the learning activity that is chosen.

There has been a clear focus on curriculum and instruction in recent professional development initiatives.

- 2014 and 2015 ISE has a schoolwide focus on differentiation, UbD, data analysis and JumpRope application.
- 2013 ISE was the host for another EARCOS weekend workshop by Bill and Ochan Powell on Metacognition.
- 2010 and 2014 a strong school wide focus was differentiation. ISE adopted a differentiation policy, guidelines and created differentiation toolkits for teachers.
- 2012 Ochan and Bill Powell presented a workshop on Differentiation. Follow up workshops were held to continue to foster a deeper understanding of differentiation and enable teachers to plan differentiation onto their lessons.
- In 2010 and 2011 staff and administration attended differentiation workshops in Bangkok and Manila. Internal PD was held to introduce differentiation and learner profiles. The aim of these workshops was to develop a clear understanding of what “learning” means at ISE.

The Visiting Committee observed that progress has been made in curriculum development in a short period of time and there is a clear commitment to further curricular development. Curriculum information is published on the school’s website so that parents and prospective families can see it.

The curriculum attempts to support a range of learning experiences that accommodate the academic needs, grade level and interests of our students. Student schedules demonstrate how student choice expands as they mature, however there are a few conflicts with some IB Subjects in group 6 and group 4. The current physics teacher is working with the secondary principal in developing some improvements to the schedule to that will allow more access the all the courses currently being offered. The school is also exploring the possibility of offering more options via online courses through providers such as *Pamoja*. *Pamoja*, being the only IB approved provider of IB online courses, would be a good way to provide more options in IB subject groups where the school is currently only offering one course (Group 3).

ISE offers support for both English and mother-tongue language development for the majority of students. The school is to be commended on their language offerings in the secondary school which meets the needs of the larger Thai, Korean, and Japanese native speakers.

Student success is reported via progress reports, report cards, rubrics and portfolios. These are based on curriculum standards and ESLRs appropriate for each subject. ISE has also begun piloting *Jumprope* (<https://www.jumprope.com/>) as their new grading system. Student progress reports and report cards will be developed and saved via Jumprope. The school also initiated new ‘reportables’ schoolwide in 2015.

The *DRA2* is used to adjust and implement literacy instruction. Students are also assessed via the *Measures of Academic Progress (MAP)* tests and that data is shared with parents and students.

Student work, unit plans, and conversations with students and teachers provide evidence of many levels of integration among disciplines. The elementary school demonstrates various examples of cross discipline integration.

Curriculum is reviewed on a 5-year cycle as outlined below:

### Curriculum Review Procedures

Development Year	<ul style="list-style-type: none"> <li>Begin drafting of new curriculum documents</li> <li>Share information with the staff</li> <li>Prepare draft of new/revised curriculum documents</li> <li>Continue to review and field test new materials</li> <li>Select and order instructional materials in accordance with curriculum</li> <li>Present revised and new curriculum and materials proposals to the administration and staff</li> </ul>
Implementation Year	<ul style="list-style-type: none"> <li>Implement new/revised curriculum and resource materials</li> <li>Provide appropriate staff development support</li> <li>Develop schoolwide assessments to show students progress</li> <li>Teachers develop unit planners that are aligned to the new curriculum and resource materials</li> </ul>
Alignment Year	<ul style="list-style-type: none"> <li>Align new/revised curriculum and resource materials</li> <li>Align written-taught-assessed curriculum</li> <li>Implement unit planners that are aligned with standards, assessments, etc.</li> <li>Compare formative and summative assessment results; prepare for adjustments to written-taught curriculum</li> </ul>
Review Year 2 years	<ul style="list-style-type: none"> <li>Review best practices/current research</li> <li>Evaluate present curriculum</li> <li>Request sample materials</li> <li>Review and field sample materials</li> <li>Share information with the staff</li> </ul>

Year	Development Year Order Materials	Implementation Year	Alignment Year	Review Year	Review Year
2015-16	Social Studies Art	WASC Language Arts	Math Modern	EAL Music	Science Health/Life

	Library		Languages	Technology Learning Needs	Skills PE
2016-17	Science Health/Lifeskills PE	Social Studies Art Library	WASC Language Arts	Math Modern Languages	EAL Music Technology Learning Needs
2017-18	EAL Music Technology Learning Needs	Science Health/Lifeskills PE	Social Studies Art Library	WASC Language Arts	Math Modern Languages
2018-19	Math Modern Languages	EAL Music Technology Learning Needs	Science Health/Lifeskills PE	Social Studies Art Library	WASC Language Arts
2019-20	WASC Language Arts	Math Modern Languages	EAL Music Technology Learning Needs	Science Health/Lifeskills PE	Social Studies Art Library

ISE utilizes *UbD 2.0* unit plans. The high school unit plans have additional IB-specific components that relate to the IB curriculum and program goals. The school is encouraged to consider to mark the Diploma Programme as the starting point from which UbD is utilized vertically to direct and inform the curriculum that feeds into the program.

The Visiting Committee noted that schoolwide collaboration is generally hindered between the elementary and secondary divisions in part due to the separated schedules and physical separation. Within the divisions collaboration takes place more so in the elementary school than in the secondary school. Elementary school teachers meet weekly with their fellow team members. Currently, each team is comprised of three teachers; two grade level classroom teachers and a shared EAL teacher. In addition, each classroom teacher meets with their EAL teacher individually to plan lessons for their particular grade level. During those meetings, teachers work together to write unit plans, plan daily lessons, update one another on student progress, and determine the best teaching strategies to support the needs of all the learners in the class with a particular focus on the EAL students. Each day EAL teachers co-teach the language arts block with the classroom teacher. Some assessments are also scored by both the classroom teacher and the EAL teacher, such as the Writer's Workshop 'on demand' prompt. In addition,

other assessments such as *DRA 2*, *MAP*, *WIDA*, and EAL testing are shared between teachers and EAL teachers to plan teaching for the class based on assessment data.

In the secondary school, opportunities for teachers to collaborate are rare. This is in part due to the small size of the school, which results in there often being only one teacher per subject, leaving them without subject-alike colleagues with whom to collaborate. However, some teachers do collaborate with others on their own initiative, for example English and social studies have worked on an extended essay project, and art and social studies have created model cities. During the 2015-2016 academic year, where possible, teachers of similar disciplines meet weekly during their preparation time. The Visiting Committee recommends that the schedule changes currently being planned try to increase common planning times amongst teachers in similar subject groups.

In 2014-2015 the assessment team met regularly to work on the new ESLR checklists for the whole school and other reportables across the school. A grade determination chart to convert achievement levels to letter was designed. This has been a big step in the introduction of standards-based reporting in the secondary and the team recognizes it will need to be further developed to meet their needs. IB grade scales are another layer of reporting that the team needs to take into account.

## **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?*

Teachers at ISE are allocated a professional development budget of 20,000 baht per year, which can be accrued to a total of 80,000 baht. Teachers are informed of PD opportunities in the area and encouraged to attend professional development. Also the school regularly hosts an EARCOS weekend workshop. In 2014 the EARCOS weekend workshop was on common assessments. All ISE teaching staff attended this workshop and it was designed to deepen whole school understanding of what common assessments are and are not. The aim was to enable all staff to develop quality assessment tasks and associated rubrics/scoring guides (or refine ones that already exist). This has been a school wide focus for the elementary school for 2014-2015 alongside using the new reporting system *JumpRope*. The new standard-based reporting system is now in place and all staff are being trained on how to use the system and create assessments to meet the standards. In 2015, the EARCOS Weekend Workshop was focused on implementing Writer's Workshop. A 2016 EARCOS Weekend Workshop focusing on Reader's Workshop has been planned.

In 2013 ISE adopted teacher standards to enable teachers to assess, reflect and set professional goals. Standard 2 addresses the use of effective instructional strategies that promote learning. In August 2014 the standards were also used as a tool for teachers to self assess their teaching practices and set professional goals for the year.

In 2014-2015 the language arts curriculum was under review and the Reader's and Writer's Workshop was adopted. Teachers on the language arts curriculum review committee attended training in Bangkok to become more familiar with this program and decide which resources were needed.

All-school workshops have been given during Wednesday afternoon professional development time. The goal of the in-service is to work with the staff so that they become assessment literate. Much of this has been centered around the sharing of rubrics.

The elementary school also collaborates weekly in grade level learning pod teams. For example, grade 3 and 4 share an EAL teacher and those three members of staff meet weekly to discuss assessment and planning. Teachers also share assessment data when students leave the elementary school and go to secondary school to aid in the classroom placement of those students.

In 2014 ISE created a leadership council comprised of administrators, teachers and specialists from elementary school and secondary school. The purpose of this team was to be a voice for staff, encourage collaboration between the schools and to discuss schoolwide issues relating to learning and the school community. From this leadership council, two sub-teams were created to focus on elementary and secondary issues. These groups meet regularly regarding issues pertaining to specific schools.

The Visiting Committee heard a range of views expressed by teachers that has made apparent that the focus of collaborative planning has more to do with horizontal articulation. For example, language teachers across subjects will discuss what they are doing, but most of the time vertical collaboration doesn't happen as there is only one teacher teaching that language. The scope of planning and reflection that is done collaboratively often happens by way of informal discussions, although some teachers do this more than others. The Visiting Committee recommends the school investigates strategies for vertical articulation and horizontal articulation and document this.

Each year the school decides on the focus for the whole school as well as the focus for the elementary and secondary school. In 2014 and 2015 ISE had a schoolwide focus on differentiation, UbD, data analysis and *JumpRope* application. In keeping with this focus teachers were provided with training on how to use the new *JumpRope* reporting system as well as training on data and the use of assessments.

Between 2010 and 2014 a strong schoolwide focus was differentiation. ISE adopted a differentiation policy, guidelines and created differentiation toolkits for teachers. In 2010 and 2011 staff and administration attended differentiation workshops in Bangkok and Manila. Internal PD was held to introduce differentiation and learner profiles. The aim of these workshops was to develop a clear understanding of what “learning” means at ISE. In 2012 Ochen and Bill Powell presented a workshop on Differentiation. Follow up workshops were held to continue to foster a deeper understanding of differentiation and enable teachers to plan differentiation in lessons.

In 2013 ISE was the host for another EARCOS weekend workshop by Bill and Ochen Powell on Metacognition. The school has since provided follow up workshops on metacognition to develop a deeper understanding of how to foster this in students. Student portfolio guidelines were created with more emphasis on student reflection and goal setting. E-portfolios were also adopted from grade 4-6. A student-led conference policy was also created and student-led conferences are now conducted schoolwide.

Teachers in all divisions use a variety of instructional strategies to meet the diverse learning needs of their students. At least 60% of respondents to a school survey self-reported that they regularly used some of the following strategies in their classrooms:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing Effort and Providing recognition
- Homework and Practice
- Nonlinguistic Representations
- Cooperative Learning
- Setting Objectives and Providing Feedback
- Cues, Questions and Advance Organizers

Students from Grades 4-6 are required to save a variety of their work onto e-portfolios using Google Sites. Along with their work they are required to add reflections that encourage metacognitive skills to help them reflect on how they learn and how they can improve their own learning. These portfolios are shared with parents at conferences. Throughout the school students are required to evaluate themselves using the ESLR checklists and set goals and growth targets for themselves.

Thai studies trips encourage the transfer of learning and allow students to apply what they learn in the class to their life. In grade 6 science the students study a unit on energy. They build solar ovens and use them to cook outside. Their field trip to a green energy camp allows them to

transfer what they learn into a real world experience. In grade 5 the students visit The Ancient City and see a large range of traditional Thai architecture. They are then required to take photos and create a presentation about Thai architecture.

Students from pre-kindergarten through sixth grade visit the computer labs on a regular basis. There is also an onsite computer integration specialist to ensure technology standards are being met. Teachers have access to two computer labs in the secondary school and one lab in elementary school to integrate technology into the classroom. LCD projectors, document cameras, stereos, and classroom computers are used in daily lessons. The school is wired throughout with a wireless network. Students from grade 5 – 12 are encouraged to use their own laptops. ISE provided its teachers with *JumpRope*, [turnitin.com](https://www.turnitin.com), and many teachers share their assignments through *WordPress*, *Edmodo*, or Google Drive and Google Classroom to manage their classes.

In both the elementary and secondary schools, a variety of critical thinking and creative thinking, problem solving, knowledge attainment and application skills are incorporated into the curriculum.

In the 2014-2015 school year a new reporting system for the secondary school was implemented that incorporated standards-based reporting in alignment with descriptor levels. The IB Diploma Program also has very clearly defined criteria for determining performance levels.

The Visiting Committee recommends the school continues to educate stakeholders about assessment tools at ISE.

ISE has only once completed a survey of high school students after they departed ISE in December 2014. Although ISE collects student perception data from students every year while they attend the school, there is no follow-up done once they graduate. Conversation between the Visiting Committee and parents indicates that students are confident that ISE prepared them for college, career and life.

Guided reading groups are used to differentiate instruction in reading as needed and teachers have access to a leveled book room for resources. Some resources such as the Lexia program and Raz-Kids are also used to support EAL students. Student work is modified as needed and documented in SST reports. A speech therapist also visits the school once a week to work with students.

ISE has one learning support teacher on staff who works with students with learning needs. The Visiting Committee recommends the school dedicates this teacher fully to learning support.

ISE has both an elementary school library and a secondary school library. Students can access the library database via *Destiny* from any location. Students also have access to multiple computer labs and beginning in grade five, students are able to use their own personal device to access the internet. ISE students also use Edmodo and Google Classroom to collaborate and share ideas outside of the classroom. Students beginning in grade four use Google drive to share



and work on documents together. Students at ISE also attend a number of valuable field trips tied to their school curriculum and help in the community by raising money for community organizations such as “Hand to Hand” where they spend time visiting the center every year.

### **B3. How Assessment Is Used**

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

*To what extent are the assessment results the basis for measurement of each student’s progress toward the student learner outcomes and academic standards?*

*To what extent are the assessment results the basis for regular evaluation, modification, and improvement of curriculum and instructional approaches?*

*To what extent are the assessment results the basis for the allocation of resources?*

ISE teachers use a variety of formative and summative assessments to measure students against curriculum standards such as: summative tests, end of unit assessments, projects, on demand writing prompts, presentations, portfolios, group projects, class work and homework assignments, lab performance, DRA2s, MAP, Rigby scores, standardized tests, and IB exams. Teachers in both the elementary and secondary use rubrics as way to measure student progress in relation to a unit objective. Rubrics in the secondary school reflect standards of the unit being taught as well as the ESLRs. The school has indicated that these require further development.

ISE administers the *MAP* test twice a year to track student growth and determine performance levels. The elementary and middle school use the *DRA2*, *Rigby Reads* and *WIDA* tests to track student performance in reading and English language acquisition. In the elementary school, every student has an assessment binder, where *MAP*, *Rigby Reads*, *WIDA*, writing and *DRA* scores are kept and tracked. Growth is shared with the parents at least twice a year during student-led conferences in both the elementary and secondary schools.

### **ISE Achievement Levels**

#### **Descriptions of Proficiency Levels**

**Exemplary (EX)** This **rare** level of achievement describes evidence that demonstrates **high-level mastery exceeding** expectations in relation to the standards.

**Proficient (PR)** This level of achievement describes evidence that demonstrates **mastery** in relation to the standards.

**Approaching (AP)** This level of achievement describes evidence that demonstrates some **mastery** in relation to the standards.

**Concern (CO)** This level of achievement describes evidence that demonstrates **limited mastery** in relation to the standards.

These are ISE guidelines for grade determination.

All	EX	A+
All	PR	A to A-
All	AP	C range
All	CO	D to F

\*Combinations of proficiency levels is left up to professional judgment

### ESLRs

**Proficient (PR)** – Student **consistently** demonstrates this behavior.

**Approaching (AP)** – Student **sometimes** demonstrates this behavior.

**Concern (CO)** – Student **rarely** demonstrates this behavior.

Student achievement is celebrated with parents during twice annual student-led conferences. Parents come in and listen to the students as they reflect on their learning and what the next steps are in the learning process. Students share examples of their work, and some even teach what they learn to their parents.

Teachers use exemplars of student work to reflect the various levels of achievement and proficiency. The administration has urged teachers to create a library of exemplars for the courses they teach, this library should include work at low, intermediate and high levels. The Visiting Committee concurs with that.

In the elementary school, assessment data is kept in student cumulative binders. These binders hold and track *MAP*, *DRA 2*, *WIDA*, writing samples, math unit tests and *Rigby Reads* scores. These binders follow the students throughout their time in the elementary school. Teachers can

easily find them to help them differentiate lesson plans, make guided reading and math groups and help get a better overall profile of the student. These binders are no longer utilized once students move into the secondary school. There are plans to shift this data into *JumpRope*.

In the secondary school there have been meetings about the utilization of *MAP* data, and its effectiveness in terms of instruction has been negligible. *MAP*, *DRA*, *WIDA* and *Rigby Reads* scores have been used initially to determine student placement in mainstream or EAL based secondary classes. These scores are not kept in a database. Test scores have also been used to highlight the need for additional full-time secondary school EAL teachers. The use of formative assessment data has allowed for flexible class placement, with the creation of a class for those students who are struggling in executive functioning areas.

In the elementary school, data is used to inform flexible groups, with a focus on an EAL track, leveled math groups and guided reading groups.

The Visiting Committee notes that in the secondary school, teachers indicate that student feedback plays a modest role in how teachers monitor student progress over time. Though students reflect on their own progress in relation to course standards and school ESLRs, teachers inconsistently use this feedback as a tool to help them monitor student progress.

In the elementary school, student feedback helps teachers assess student progress on course standards and learning objectives. Teachers use this feedback as a tool to help them better understand if students comprehend course material. Students complete self-evaluation ESLR checklists twice a year and these are used to provide feedback for the students on their ESLR progress. This is the basis for goal setting and progress reports. At student-led conferences students share this with their parents. E-portfolios created on Google Sites are also used for students to upload their work and reflections. Student feedback is used by teachers to help them determine if standards are being met.

Reading fluency is also monitored over time. Students' fluency skills are recorded and students receive feedback on specific skills they need to work on.

### **Areas of Strength for Curriculum and Instruction:**

- ISE has embraced the ESLRs as the defining characteristics of what it means to be a member of the ISE learning community.
- ISE values learning; providing and supporting professional development opportunities both internally and externally. Such opportunities encourage staff to maintain a current and deep understanding of curriculum, assessment and instructional practices.
- Faculty and administrators are committed to the development, revision and implementation of their written curriculum.
- Faculty and administration are dedicated to improving student learning.

- Technology is increasingly implemented schoolwide as recent platforms such as *JumpRope*, Google applications, and *Edmodo* are be leveraged for assessment, reporting, and collaboration.
- ISE uses formative and summative assessments across subject areas to assess student progress and growth.
- The school is to be commended on their language offerings in the secondary school which meets the needs of the larger Thai, Korean, and Japanese native speakers.
- The school is to be commended on a 100% success rate of its IB candidates earning their diploma.

### **Key Issues for Curriculum and Instruction:**

- Narrow initiatives to improve student learning by focusing on prioritized areas.
- Continue to articulate, document and implement performance indicators, assessments, ESLRs and teaching strategies.
- Gather, analyze and use relevant data about student learning to inform instruction and ensure alignment between written and taught curriculum schoolwide.
- Monitor congruence between reporting indicators of student performance in the secondary school: ISE Achievement Levels, letter grades, and IB predicted scores and results.
- Investigate strategies for vertical and horizontal curriculum articulation schoolwide and document this.
- Continue to define and bring consistency to standards-based assessment and reporting practices schoolwide.

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

- ISE Self Study and supporting evidence
- Handbooks, including program of study
- School generated reports from *JumpRope*
- School website
- Meetings with Focus Group B, EAL teachers, administrators
- Student work e.g. posted in classrooms, in shared spaces and submitted with self study
- Observation

## C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

### C1. Student Connectedness Criterion

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

ISE offers personalized support services for students, including referral services to support all students in such areas as health, career and personal counseling, and academic assistance. Students at ISE are supported in many ways, and to varying degrees teachers offer personal support for students both in class, during lunch and after school to help them achieve success at school. Personalized support is offered through a growing Learning Support Program, an EAL program, a career and personal counseling program led by the administrative team, and a differentiated leveled class program.

English Language Learners are identified and supported at ISE. The school upholds the importance of sharing the responsibility to ensure that English as an Additional Language (EAL) learners develop linguistic and academic skills to become productive members contributing to society. English as an Additional Language Learners are involved in academically challenging programs that respect and build upon the unique cultural and linguistic attributes they bring to ISE as a learning community. There is a Career and Personal Counseling program where the superintendent, secondary school principal, and K-12 curriculum coordinator offer personal help for all secondary school students while they are in the process of planning for university study after graduation. In addition, the classroom teachers play an important role in identifying students of concern and supporting them as best they can through home bases and Student Support Team referrals. Also, there are leveled classes designed for students in secondary school where teachers differentiate within their classrooms as well as leveled classrooms in mathematics, social studies and language arts. The Visiting Committee commends ISE for creating students' personalized pathways within school structures.

The Visiting Committee noted that the school coordinates a system of support services that provide processes for intervention and referral. Individual students who are having difficulty meeting the learning outcomes are referred by their teacher or K-6 Grade Level Teams to the Learning Support Team (LST). The Learning Support Program at ISE supports students with academic and/or behavioral concerns to progress towards curricular and grade level expectations. ISE offers program accommodations and modifications to support student needs, and these student accommodations are reviewed at least twice a year by the LST. The LST consists of an administrator, learning support teacher, and classroom teacher(s) as needed. The LST works in

conjunction with the student, the family, and classroom teachers to monitor and support student growth. For admission of new students to the school, the learning support teacher is consulted if there are previously identified and documented learning needs to determine if the Learning Support Program can support their needs. The Visiting Committee commends ISE for supporting and growing this learning support team, which demonstrates an effective commitment to support students with an array of learning needs.

Students with mild learning disabilities are accepted at ISE on a case by case basis. When an EAL student with a suspected learning disability is referred from a teacher to the LST and administration, he/she may then be referred to a psychologist in Bangkok who speaks their language and is trained to perform a learning needs assessment. ISE uses the help of the learning needs specialist to support teachers and assist individual students who have identified learning needs.

ISE has a significantly large EAL student population and supports equal educational access for EAL Learners. EAL students are serviced based on their language proficiency needs, and a range of EAL services allow students to receive appropriate language support as their learning and academic needs change. All EAL students are assessed at least twice a year to determine their levels of proficiency for future learning. The EAL program recognizes the value of immersing students in the language-rich environment of the mainstream classroom, and ISE immerses EAL students in core content classes where they develop their English competency through the integration of language and content. They benefit from interacting with different audiences and texts in academic settings. All elementary school classroom teachers use a co-teaching model for Language Arts instruction.

ISE uses descriptors for various EAL proficiency levels. The ES EAL program offers services for all 'newcomer' students (students with very little or no command of English) in grades 1 to 5. In the ES, there is a combined push-in/pull-out approach with three EAL aides who focus on literacy to the lowest levels of EAL students. At the ES, there is evidence of on-going collaboration between EAL support teachers and classroom teachers to promote differentiation. In the secondary school, there is an EAL teacher specialist who supports students with their language and literacy. The Visiting Committee recognizes that great progress has been made in EAL support since the 2011 Self-Study. The school is to be commended for the changes it has made. The Visiting Committee has also observed that there is a change in the culture of the school, one from depending on ESL teachers to ensure the success of EAL students to one where teachers take a greater responsibility for EAL student needs. Some Professional Development has been offered to support EAL in the mainstream. Efforts have been made during recruitment to hire new faculty who have experience in working with EAL student populations, and teachers recognize that there is a growing EAL population at ISE. The Visiting Committee commends the efforts that have been made thus far to improve services and support for EAL students.

However, the Visiting Committee highly recommends that there is more support given in meeting the needs of the EAL students at ISE.

Finally, the Visiting Committee recognizes the school's use of home tutors and speech therapy to give personalized support to students. The administration makes referrals for students to home tutors after discussion with teachers or parents. Tutoring of students by faculty or assistants cannot occur during the normal work hours. Additionally, faculty may not be engaged in tutoring their own students. All tutoring arrangements go through the principal's office.

The administration may also refer students to the speech pathologist or others for additional testing by outside consultants (i.e. psychologists in Bangkok).

The Visiting Committee affirms that ISE uses different strategies to develop students' self-esteem and connections to the learning environment. By supporting teacher professional development, the school leadership team encourages teachers to use PD to support school-wide learning needs. The school dedicates Wednesday afternoons for in-house workshops, school initiatives, and team meetings. Also, ISE hosts an annual EARCOS weekend workshop that strengthens ISE's approach to differentiation and assessment.

Furthermore, the Visiting Committee confirms that new students within the admissions process complete a screening process and orientation. Admissions procedures cater to the individual needs of students. During the orientation, families of new students are provided information on curriculum and support services. Also, Student/Parent Handbooks can be accessed from the ISE website, and class blogs and websites connect families to learning opportunities and communication links at the school.

Starting this school year, a new 'homebase' homeroom system is in place to provide each student with a teacher 'advocate' who will know and support that student like a counselor. In the secondary school, each teacher is helping guide a small group of students through various issues and challenges at the secondary. In addition, grade 11 and 12 students receive close help and attention from the IB coordinator and secondary school principal on personalized learning items such as online courses, internships and independent study projects. The school also embeds social-emotional curricula and wellness education in the elementary school and the middle school programs. However, the Visiting Committee strongly recommends pastoral counseling and a counseling program; presently, the administrators and teachers take on counselor roles in order to address the needs of students, but a pastoral counselor is needed to support specific pastoral needs of students.

The school leadership and staff ensure that the support services and related activities have a direct relationship to student learning, within and outside the classroom. Student success is

documented in assessment binders and portfolios. Assessment binders document student progress throughout the curriculum. These binders contain assessments that are passed on from year to year to the next teacher from K - 6. In addition, portfolios are used K - 6 to monitor student learning, and they also get students involved in their learning process.

Finally, the school has invested in a rich array of online reading books such as *Raz-Kids* and *Lexia* online programs. They are used to support language arts instruction. In grades 5 through 12, ISE promotes a 'bring your own device' program, and a wireless system allows schoolwide access to internet services. Student surveys and student feedback share that the school's wireless system at times needs to be strengthened to support the many Internet demands at ISE.

The After School Activities Program (ASA) offers a variety of experiences for students within three ten-week sessions. These activities also support student achievement of the ESLRs. The Visiting Committee commends ISE on linking at least one ESLR for every activity. For instance, communication and collaboration is fostered through team sports such as soccer and also through computer and publishing skills. Respect for other cultures is promoted through Thai boxing, cooking, dance and other school activities.

The Visiting Committee commends that ISE participates in several activities associations. This includes the Mekong River International Schools Association (MRISA), which organizes and facilitates exciting sports tournaments, cultural, leadership and MUN exchanges among the eight member schools in the Mekong region. For the last two years, co-curricular activities can be defined by preparing students for MRISA sports teams as well as the MRISA Cultural Exchange, which focuses on visual arts, drama, dance, and music. Also, ISE is a member of the Eastern Seaboard Athletic Conference (ESAC), which promotes student competitions with area schools in a variety of sports including swimming and cross-country. In addition, the school has recently created more opportunities for students to travel to Bangkok and participate in other tournaments as well as hosting weekend events at ISE.

ISE offers a variety of other opportunities at each level for students to develop their personal growth and self-esteem through sports, musical and drama performances, art exhibits, speech competitions, the Talent Show, cultural performances, assemblies, student parties, student council, and Thai studies trips. Every teacher participates in some capacity to support student involvement in these co-curricular activities.

The Visiting Committee has noted that the co-curricular program at ISE meets the needs of students, but the Visiting Committee concurs with the school's self-study recommendation that a comprehensive review of the sports and afterschool activities program is needed to determine whether the co-curricular programs are adequately reinforcing the school's ESLRs. It is noted



that there are dedicated faculty who are willing to go ‘above and beyond’ to provide programs that add value to the overall experience of students at ISE.

An array of community and service learning experiences are available, and all ISE students are encouraged to be involved in community service activities. The secondary school student council organizes the annual outreach day where students participate in the annual Walk-a-Thon. Many students assist at school-sponsored functions or organize social events. Grade 11 and 12 students are expected to perform community service as part of the IB Diploma Program’s ‘Creativity Activity Service’ (CAS) requirement. A few grade 9 and 10 students volunteer in the local community apart from visits organized as part of a Thai Studies trip. Over 56% of students surveyed agree or strongly agree that they helped plan school activities. Over 69% of students surveyed agree or strongly agree that they have an opportunity to participate in the activities that interest them. Feedback from students indicates that after school activities and/or MRISA program are what they like best about ISE.

The Visiting Committee commends ISE for the variety of activities and events available to students, and there is positive encouragement from faculty to participate in these programs. However, the school needs a better 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.

## **C2. Parent/Community Involvement Criterion**

*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 systems for students?*

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. There is an active PTA at ISE with Volunteer Coordinators at every level. There is positive parent participation, such as library volunteers, field trips, classroom volunteers and substitute coverage. Parents can chaperone the many sports events inside and outside Thailand (such as MRISA events). Also, the PTA supports ongoing programs at the school through fundraisers and community events such as the weekly “Snack Shack” and the annual Family Fun Fair.

The Visiting Committee witnessed that within the parent community, there are cultural representatives (Thai, Korean, Japanese) who share communication between the school and their communities. They, in conjunction with the PTA, bring parents, teachers and students to work and socialize together as a community. They are actively involved in the annual schoolwide International Day celebration, and parents also organize and participate in fundraising events

such as bake sales, the Ice-bucket Challenge, and creating recipe books to raise funds for the school and other projects.

New parents feel welcomed at ISE, and their involvement in their child's learning is encouraged both in and out of the classroom. A new parent tea is held at the beginning of the year. An Open House is also held in each classroom and with specialist teachers in elementary school and for each subject in secondary school.

The school helps parents and the school community understand student achievement of the academic standards/school-wide learner outcomes through the curricular/co-curricular programs. The school works with the parents to help them understand their involvement as partners in the learning. Student-led conferences are held two times per year, and this allows for opportunities for parents to learn about their child's academic and co-curricular progress and successes. A Parent Appreciation Tea is held at the end of the year, and there are other events for parents to get involved such school productions, a Fine Arts Festival, and many sports events.

Besides face-to-face communication with parents, the school communicates with parents and the community about student learning through both print (i.e., handbooks, progress reports) and electronic (i.e., email, blogs, website) means. Some teachers keep updated blogs, and parents have access to *Edmodo* and Google Classroom to remain updated on activities in the classrooms. In addition, the ISE website and ISE's Facebook account help parents and the community stay informed and involved in school events. Work has taken place to improve the school website, and it includes general school information plus information on the school's curriculum the IB program, ESAC, and MRISA programs. Parents can learn about after school activities and the Summer School/Camp held at ISE. The ISE magazine is published on the website, as well as the elementary school and secondary school handbooks. Parents have been educated through in-services provided by the school, such as registering for programs online, how to use the school's website, and how to send emails to relevant parties at ISE.

From the parent surveys and meetings with the Visiting Committee, it is evident that parents believe that there are effective procedures in place to support their communications with teachers, and it is easy to get in touch and set up an appointment to meet with teachers, principals, and coordinators. Also, parents feel that technology is effectively used to provide parents with information about the school.

Regarding community involvement, ISE uses a variety of resources in the community to support students, such as speakers, business partnerships, and professional services. This includes the administration organizing visits by representatives from both local and international universities. A university fair is also organized every second year which is attended by representatives from

universities in Thailand that support international programs. ISE hosts visiting authors and specialists in the Fine Arts; they employ specialists from the community for various activities such as dance and calligraphy. When MRISA soccer tournaments are held at ISE, parents host children in their homes, and when MRISA tournaments are held in other countries, parents can travel to support the student athletes from ISE.

Other community involvement includes professional coaches who have worked with ISE students. Professional coaches are used as part of the After School Activity program in the elementary school; community specialists from the community support dance, robotics, sports, martial arts, and cooking. Also, social workers have spoken with secondary school students about the value of community service. Specialists from Hand to Hand Foundation discuss problems within Thailand and how they offer support. Fundraising activities take place to raise money and donate to organizations like Hand to Hand Foundation, Habitat for Humanity, a local school and animal shelters. Furthermore, experts from the Thai community often educate students about Thai Studies trips on cultural, historical, and environmental topics and issues.

Finally, ISE has a strong relationship with “The Village”, a local international special needs school to share services. With this connection with “The Village”, ISE has access to a Speech Therapist that is paid for by specific parents and who regularly visits ISE. Also, the school has access to an Educational Child Psychologist, and there is a school nurse who comes to the school from a nearby hospital to perform hearing and vision screenings as well as educate students on various health issues.

#### **Areas of Strength for Support for Student Personal and Academic Growth:**

- ISE makes parents and families feel most welcome. There is a sense of community as parents, staff and students work together to support student learning. Families are encouraged to be involved in their child’s learning, and the PTA is instrumental in organizing the parent community and promoting school activities.
- ISE has successfully improved its communication with the community by expanding its website and digital communication.
- ISE has a varied co-curricular program. Participation in the After School Activities (ASA) program by elementary students is high, and the secondary school MRISA and ESAC programs for sports, cultural exchange, leadership, and other groups are meeting the needs of ISE students.
- ISE places a priority on professional development of teachers through in-school PD and professional leave. Continuing education of teachers and staff is crucial, and the visiting committee commends ISE for keeping PD as a priority for teacher and student growth.
- The PTA is doing much to support the programs at ISE, and their efforts are very much appreciated by everyone within the community.

### **Key Issues for Support for Student Personal and Academic Growth:**

- Further school counseling services are needed to better meet the needs of schoolwide counseling (pastoral guidance and career), as it is spread thinly across several school members. Further counseling needs could be served through curriculum development, scheduling, and staffing.
- EAL staff, administrators, and teachers should continue to work together to find ways to best support the learning needs of EAL students, from K-12, such as creative scheduling of EAL classes, co-planning time for EAL and mainstream teachers, professional development of mainstream teachers to improve differentiation for EAL students in classrooms, and more communication with tutors.
- There is a need to continue to refine a system to assess and assist students with learning difficulties at ISE. Teachers, parents and students need support in planning and carrying out strategies.
- Conduct a comprehensive review of the sports and after school activities program schoolwide to determine whether the school is adequately reinforcing ESLRs. ISE should implement/expand school-wide programs that reflect the ESLRs such as social responsibility, service learning and community outreach. ISE needs to encourage more students to participate in its co-curricular program to promote more student leadership and socialization.
- Continue to seek avenues to better communicate with parents to attend school events and activities.

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

- Self-study findings
- Focus group conversations
- Conversations with students, teachers, and parents
- Faculty Survey results
- Student Survey results
- Parent Survey results
- Administrative records
- Child Study Team records

## **D. RESOURCE MANAGEMENT AND DEVELOPMENT**

### **D1. Resources**

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

The Visiting Committee confirms through an analysis of the self-study report, interviews with a range of school stakeholders and classroom observations that the resources available to ISE are sufficient to sustain the school program. They are effectively used to carry out the school's purpose and student achievement of schoolwide learning outcomes.

ISE's Chief Financial Officer (CFO) makes resource decisions based on requests from staff and school leadership. Resource requests are made through a recently established protocol which is documented and audited. The CFO makes allocation decisions based on available budget, and whether the school leadership has determined a purchase important. The Visiting Committee heard that this process can lack transparency and there is lack of explanatory feedback regarding some requests.

The largest portion of the budget goes towards the salaries and benefits for teachers and support staff and subsequently towards maintenance and operations, educational materials, teaching resources and classroom supplies, transportation, physical and facilities improvements, and IB programs. Each year, the subject area renewal curriculum committee and individual teachers are involved in placing order requests for the following year. Materials are approved or denied based on prioritized need and the curriculum review cycle.

The Visiting Committee viewed evidence provided by the CFO that detailed the budget practices, audits, and protections against mishandling of funds. ISE, under the guidance of the CFO, has developed an annual budget, has an annual standard audit, and conducts quality business and accounting practices. The budgeting process at ISE involves personnel to identify what the school or classroom needs are so that the administration can utilize a zero-based budget and ensure that money is spent on prioritized instructional materials in a fiscally responsible manner.

ISE is a small school and as such feels small changes in revenue sensitively. The budgeting practices reflect this, as the CFO must maintain sufficient leeway for fluctuations in income. There is an established protocol for staff to make purchase requests from the budget where decisions are made on an annual basis. According to the information provided, ISE does not make budgeting plans more than 12 months ahead; however, the administration is in the process of creating and formalizing a long-term resource allocation plan. This will include, but is not limited to, the curriculum cycle, enhancements, technology upgrading, classroom educational

materials, furniture and fixtures, and timely facilities improvements. The Visiting Committee sees this as a priority for the school to develop and implement this plan.

ISE is approximately twenty-two years old and is secured by a team of scheduled guard patrols who provide security 24 hours a day, seven days a week. The campus has controlled access for pedestrian traffic, vehicle drop off and pick up, and deliveries. ISE has taken steps to ensure facilities are safe, functioning and well maintained by performing maintenance on a scheduled basis by full-time employed in-house maintenance technicians. With the construction of a local housing project adjacent to the school, the Visiting Committee observed there may be a need for enhanced security of the school's perimeter.

The school's current facilities are adequate to meet the needs of the size of the school envisioned by the Board of Directors. The school does not have any current plans to expand the size of the student roster. The Visiting Committee heard that there are several ideas for plans to sustain current enrolment numbers and prevent roll decline. These plans are not yet developed.

Currently, ISE's facilities consists of four major parts:

1. Lower campus of 22 classrooms. Inclusive of pre-K center, music classrooms, one computer lab, one library, and one infirmary as well as other utility rooms of one print shop, one PTA cooking class kitchen, one elementary administration office and two faculty and staff lounges.
2. Upper campus of 29 classrooms, two computer labs, one library, central administration office and business office.
3. Sports facilities consisting of two covered regulation size basketball courts as well as three grass areas for soccer, softball and other field activities.
4. Fine Arts Center (FAC) consisting of one state of the art auditorium with 306 seats, one gallery, one conference room and one secondary music classroom.

In addition, there are three computer labs on campus (one located in the lower campus for elementary school and two located in the upper campus for secondary school). These three computer labs are connected to the Internet through the school's servers. In addition, all staff and students grades 5-12 have password access to the wireless internet via their personal laptops. ISE is designated a 'Google School' and all students and teachers have an ISE domain email address.

The kindergarten/pre-k play area was renovated in order to enhance safety in the area. As part of the project, a new sand pit was created for recess time, safety equipment was purchased and new playground items were installed in 2015.

A new reading resource room was created in the summer of 2012 and is currently staffed by a full-time employee. The new facility houses and inventories many of the classroom sets of books.

The Visiting Committee observed that the classrooms are bright, spacious and well maintained with flexible grouping structures and multiple use shared spaces evident throughout.

ISE has clear procedures for acquiring and maintaining adequate instructional materials, such as textbooks, other printed materials, audio-visual resources, technology, manipulatives, and laboratory materials. Purchase orders for local and overseas instructional materials are submitted by each faculty member in the spring for the following year's programs. These include consumable materials and materials based on the five year curriculum review cycle.

Resources are available to enable the hiring and ongoing professional development of a well-qualified staff for all programs. The supporting evidence outlines the school's policies on the hiring and nurturing of well-qualified staff. The school recruits teachers with Bachelor and Master's degrees, and the school's Professional Development policy provides for a small number of unqualified pre-school teachers to gain teaching credentials.

The administration at ISE primarily recruits new staff through the school website, TIE online, and via Skype interviews. Efforts over the past few years have focused on hiring teaching couples with overseas experience and this has positively impacted school culture and morale. Upon arrival, new staff are part of a four-day orientation program to help them settle into life in Thailand and learn more about the unique nature of ISE.

The Visiting Committee commends the school on the high quality teaching faculty and high number of support staff such as teaching assistants who are dedicated to ISE and student welfare and learning.

## **D2. Resource Planning**

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

ISE reports that it currently utilizes a 1-year review cycle for spending on resources; however, the superintendent is in the process of developing a long-term resource plan. This plan will

provide greater transparency and stakeholder buy-in through these efforts to engage in longer term planning.

The supporting evidence describes a number of ways in which the school administration use a variety of research methods in establishing the school's annual planning.

The school reports it uses research to inform planning in three main areas:

- facilities improvement, where architects and professional planners are employed to give professional advice;
- curriculum and implementation, where administration and small working teams of faculty engage in professional reading, and exploration of various curricula in order to engage in informed planning;
- software and product research and testing, where administration and faculty research and trial software that may facilitate more effective implementation of the school's assessment and curriculum practices.

The school reported that it did not find significant evidence that school stakeholders outside of the administration and board of directors had any real involvement in the school's future financial and/or resource planning. This is attributed to the fact that ISE is structured as a privately-owned and for-profit corporation. The Visiting Committee concurs with this finding. As such, the ultimate financial responsibility is placed on the shareholders and its board members. Therefore, the involvement of school stakeholders in financial and resources planning is limited.

The school does involve faculty in planning in several ways:

- through the five year curriculum review process,
- through committees that impact on assessment and reporting strategies,
- a leadership council has been established that supports team leaders' efficacy within the administration's decision making processes
- IB self-study
- WASC committee work

The Board of Directors has tasked the Superintendent and Chief Financial Officer to inform the ISE community about programmatic changes. The financial needs of the school are discussed among the Board members. ISE has a government liaison officer who works directly with the various Thai government ministries that oversee international schools. The Thai government is not involved with the financial matters of the school. Each year the school company, ISE



Limited, files an audited set of accounts at the Ministry of Commerce, as required under Thai law.

A formal marketing program began in May 2011 as a result of the recommendation of the previous full self study, with the marketing team being one of the four major Action Plan committees. The group developed a strategy to promote ISE to families new to the Eastern Seaboard area with the plan to have them enroll their children at ISE while retaining current families. A decision was made to hire a marketing consultant. Outputs included rebranding the school to make it easier for families to identify ISE. A marketing plan to promote the school through digital publications, social media and TV broadcasting was developed. The focus of the advertisements was the Eastern Seaboard area of Thailand for past years but there is consideration to pursue further afield to Bangkok.

The marketing program met all criteria developed during the 2011-2012 school year and has been updated annually ever since. Enrollment has remained relatively stable over the past five years.

Enrolment in September 2011 was 265 students. In September 2013 the school enrolled 285 students finishing that school year with 318 students enrolled. In January 2015 the enrolment was 313 students. The current enrolment in March 2016 is 283 students.

***Areas of Strength for Resource Management and Development:***

- Much of the school's current facilities are adequate in meeting the needs of the size of the school envisioned by the Board of Directors.
- The school involves faculty in planning in several ways:
  - through the five year curriculum review process,
  - through committees that impact on assessment and reporting strategies,
  - a leadership council has been established that give team leaders efficacy within the administration's decision making processes,
  - IB self-study
  - WASC committee work

***Key Issues for Resource Management and Development:***

- Develop a process for stakeholder input into the prioritization of capital projects such as facility enhancement.
- Create, refine and implement a schoolwide long-range resource allocation plan.

- Provide transparency around the request and procurement process for instructional materials, including feedback on requests that are not possible for fulfillment.
- Investigate strategies to sustain student numbers in light of a competitive educational landscape.

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

- Self-study report
- discussion with section D focus group
- conversation with administrative team
- classroom observations
- conversation with CFO
- documentation regarding budget and auditing procedures
- policy manual

**Part B: Schoolwide Strengths and Critical Areas for Follow-up**

**Briefly comment about the previously identified schoolwide strengths and critical areas for follow-up.**

**General Comments:**

In the previous full self study in 2011 the Visiting Committee identified the following schoolwide strengths:

*Schoolwide Areas of Strength:*

1. ISE has a clearly stated vision, mission, philosophy of learning and expected school wide learning results (ESLRs) that are visible throughout the school culture and provided unifying element in all aspects of school operations. Students, parents, faculty, and administrators all viewed as ESLRs as a strength of the school. The ESLRs are already beginning to be imbedded in the program and life of the school and are not just a set of statements found in publications.
2. ISE has faculty and staff that are extremely professional and are of a high caliber. They operate as a community and it is obvious that there is genuine care for all community members.
3. The Superintendent and Elementary Principal are significant strengths of the school. During the focus group discussion, faculty commented on the fact that administrators play a very important role, know their faculty and the subject areas well, and are incredibly supportive of educational programs and best practices.
4. ISE has a robust professional development program on offer to faculty. This is one of the reasons members remain at ISE for a longer period of time.

5. The school culture reflects the trust, caring and respect for differences inherent in the philosophy in the ISE community. There is an effort to making the school a welcoming place for community members through formal and informal means such as the Parent Teacher Association (PTA), Thai Assemblies, International Day, and Family Fun Day. Students see this as the strength of the school and faculty recognize that the school acts as the 'Magnet' for the community.

6. ISE is responsive to situations that may impact student learning as they arise (e.g. a sudden decline in enrollment; and increase in ESL students). The administration and faculty have demonstrated efforts to align programs and structures through dialogue.

7. Due to physical tight control over the past ten years, the school has been able to complete their commercial debt payments this year. With the removal of the budgetary need for debt service, the school will be able to consider how to best incorporate these funds into the budget.

The same Visiting team identified the following *critical areas for follow up*:

1. Assessment - ISE should establish high standards of consistent practice to ensure that assessment accurately reflects learning and is in support of learning.

Specific areas include:

1a. Using a unit development process to facilitate the development of common assessments links to the standards being measured in each unit;

1b. Implementing schoolwide guidelines aligned to research-proven best practice related to assessment, grading, and reporting; and

1c. Synthesizing and analyzing the use of assessment results to inform decisions at the classroom, division, and schoolwide levels.

2. Differentiation - ISE should establish high standards of consistent practice and resources available to ensure that each student is appropriately challenged and supported. Specific areas include:

2a. Clarifying the identity of the school in relation to ESL and special needs;

2b. Developing guidelines regarding differentiation in the mainstream classroom;

2c. Identifying the necessary resources to support students with ESL needs and special learning needs; and

2d. Providing ongoing professional development to continuously build faculty capacity to differentiate.

3. Schoolwide Alignment - ISE should establish structures, procedures, policies, and methods of accountabilities (teacher evaluation) to unify the implementation of initiatives that will positively impact student learning. Specific areas include:

3a. Building internal capacity (e.g. teacher leaders, mentor teachers) to support professional learning in key areas (e.g. assessment, unit planning);

3b. Developing and maintaining shared leadership capacity;

3c. Optimizing the use of available time for collaboratively focusing on student learning; and

3d. Ensuring accountability of implementation of initiatives is built into the teacher evaluation process.

4. Marketing - Facing significant changes in demographics and competition from neighboring schools, the ISE Board and administrators should actively develop and aggressively pursue a marketing strategy, along with a plan to upgrade the school facilities that will keep the current students at the school while attracting new families to enroll their children at ISE. Consideration should be given to contracting the services of an outside consultant who will be able to develop plans for these programs as well as contribute to the implementation of the plans.

There was not a mid-term visit to International School Eastern Seaboard. Interim reports were submitted that indicated progress on these areas and they are further addressed in Chapter II Progress Report.

From the school's Self-Study of 2015-16 as validated during the March 2016 visitation, the Visiting Team is pleased to cite these schoolwide strengths which should be retained and built upon:

### **Schoolwide Areas of Strength**

1. ISE is living its mission statement to be a caring, supportive, welcoming and inclusive community committed to success for all.
2. Commitment of a learning focused administrative team supporting learning focused faculty.
3. ESLRs are highly visible and the school is intentional about measuring student progress vis-à-vis the ESLRs.
4. Support for EAL learners has strengthened.
5. Support for students with learning differences has strengthened.
6. There is a commitment to assessment literacy across the school.
7. Organizational structures are in place to foster collaboration and professional learning.
8. Commitment to differentiate multiple pathways for students as learners.
9. Low teacher/student ratio and a high degree of support for students with committed and caring teacher assistants throughout the school.
10. Progress has been made in curriculum development in a short period of time and there is a clear commitment to further curricular development.
11. The success of students within the International Baccalaureate Diploma Programme.

The Visiting Committee of 2016 identified the following critical growth needs:

### **Schoolwide Critical Areas for Follow-Up**

1. In line with the school's mission, develop and strengthen alignment strategies in order to unify the elementary and secondary schools. Think, collaborate, and operate as one school (such as master scheduling, crossover programs, assessment practices, and staffing).
2. Explore staffing and expand professional development for increased learning support, EAL and counseling for social-emotional health in order to effectively meet the needs of all learners, schoolwide.
3. Create, document, and maintain vertical and horizontal curriculum articulation schoolwide and closely monitor congruence between reporting indicators of student learning and performance.
4. Create systems where data informs short and long term strategic planning. In the short term, the planning is designed to support the retention of current families. In the long term, the planning can support the school in a competitive educational environment.

### **Chapter V: Ongoing School Improvement**

- **Include a brief summary of the schoolwide action plan**

The strategic learning plan is the result of a comprehensive, yearlong, data-driven analysis conducted in partnership with stakeholders guided by:

- the findings of the WASC self study
- comparison with themes analysis from Peterson and Deal (2009) framework from *Shaping School Culture*.

Themes were prioritized and five were selected for development.

Each goal theme was consists of a SMART goal, rationale, growth targets, ESLR connection, its proposed impact on student learning, and supporting actions. These supporting actions 'unpacked' the goals in order to facilitate implementation by breaking down tasks, responsibilities, timelines, resources, and evaluation mechanisms.

#### ***Goal themes:***

1. Collaboration: ISE will develop a collaborative culture among all faculty as described through the growth targets, measured by a faculty survey demonstrating a target of 80% positive teacher responses on collaboration indicators.

This goal's rationale includes the school's faculty and administration working together to best support the learning needs of all students, especially EAL students. Collaborative teaming structures will be continued and further developed in order to achieve this goal.

2. Accountability for learning: ISE will develop a school-wide faculty growth and evaluation system to improve the accountability structures for teaching and learning using teacher standards for implementation 2016-17.

This goal's rationale includes the need for the use of the most effective pedagogical practices to be in place to ensure students are maximizing learning experiences. Teachers will be held accountable through a data driven, school-wide growth evaluation plan, including a coaching and mentoring system.

3. Assessment: ISE will continue to utilize standards-based assessment practices school-wide, with emphasis on strengthening and aligning the secondary school assessment practices to ensure consistency across grades and subject areas.

This goal's rationale includes a focus on use of multiple assessment measures in order to support students and their learning. ISE is a standards-based school and student reporting is based on demonstrating understanding and mastery of knowledge and skills. This includes all ESLR's.

4. Learning Innovation: ISE will implement design thinking into the curriculum. The staff will develop a common language and understanding about innovation and what it means at ISE.

This goal's rationale includes a desire to focus on learning innovation and technology integration; student passion options.

5. Metacognition: ISE will ensure that the faculty are using metacognitive techniques so that reflection is an ongoing and continual process. Procedures will be determined so that all faculty are using reflective practices in their classroom. Staff will be expected to use a minimum of five strategies from the ISE metacognition toolkit.

This goal's rationale includes enhanced student ownership of learning and reflective behaviors.

The Visiting Committee recognizes that both assessment and accountability for students and teachers are reflected in the ISE Strategic Learning Plan as SMART goals. The continued support for collaboration in school is ongoing and must include clarity around team expectations, purpose and the identification of both short and long term goals.

The Visiting Committee recommends that there be a focus on the additional critical areas for follow up with regard to the exploring in the allocation of staffing and the expansion of professional development for increased learning support, EAL and counseling for social-emotional health in order to effectively meet the needs of all learners, schoolwide.

The Visiting Committee recommends that the strategic learning plan incorporates the creation, documentation, and vertical and horizontal curriculum articulation schoolwide and closely monitors congruence between reporting indicators of student learning and performance.

The Visiting Committee recommends that the school creates systems where data informs short and long term strategic planning. In the short term, this planning is designed to support the retention of current families. In the long term, this planning can support the school in a competitive educational environment.

The Visiting Committee has confidence in the ability of the ISE administration and faculty to focus the strategic learning plan in order to accomplish its' goals.

The school has a sound structure for the outlining of each goal and has indicated the necessary steps that include a SMART goal, rationale, growth targets, ESLR connection, its proposed impact on student learning, and supporting actions. It is suggested that these organizational structures are used when incorporating the critical areas for follow up from the Visiting Committee report.